

Short Vowels and Long Vowels

12

Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.

Building Literacy

The systematic teaching of phonics is a key to literacy. Learning to distinguish long and short vowel sounds is an essential part of learning to read and spell. In this lesson:

- Students learn to distinguish long and short vowel sounds.
- Students are introduced to the CVCe spelling pattern.
- Students learn how adding e to some CVC words can change the vowel sound from short to long.

Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

can	not
cane	note
cub	kit
cube	kite
man	pin
mane	pine
tub	cut
tube	cute
cap	take
cape	bike
pan	time
pane	ride



ENGLISH LANGUAGE LEARNERS

While silent letters exist in many languages, some children may want to pronounce the silent e at the end of CVCe words. Give them extra practice with pronouncing these words correctly.

➔ show me

Have children look at their Targeted Lessons Student Book, p. 34. Today you will learn about the spellings of words with short vowel sounds and with long vowel sounds.

Look at the two words at the top of the page. Name the first picture. (*can*) What do you know about the vowel sound in *can*? (It has a short sound.) It is short *a* spelled *a*. Read the word above the picture: /k/ /a/ /n/, *can*. Name the second picture. (*cane*) What do you know about the vowel sound in *cane*? (It has a long sound.) It is long *a*. It can be spelled *a_e*. Read the word above the picture: /k/ /ā/ /n/, *cane*.

➔ guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the word from the box that names each picture.)

The first picture is a cube. Let's say the sounds in *cube*. I'll go first and then you say the sounds after me: /k/ /ū/ /b/, *cube*. Have children repeat the segmented sounds and blend the sounds to say the word. Does *cube* have the sound short *u*, /u/, or long *u*, /ū/? (long *u*, /ū/) Find the word *cube* in the box. Remember, the letter *e* gives the vowel its long sound. Write the word *cube* on the line. Continue the activity, guiding students to write the word that names each picture.



SPELLING PATTERNS

CVC Words with this spelling pattern usually have a short vowel sound.

CVCe Words with this spelling pattern usually have a long vowel sound. Some words, such as *have*, *live*, *give*, *come*, and *some*, do not follow this rule.

12 Short Vowels and Long Vowels







➔ show me

can	cane
	

➔ guide me

Read the words in the box. Name the pictures.
Write the correct word for each picture.

cub	man	tub
cube	mane	tube

 cube	 man	 cub
 tub	 tube	 mane

34 PHONICS AND SPELLING



work time

Have children look at their Targeted Lessons Student Book, p. 35. Read the directions together. Ask children to tell you in their own words what they are to do. (They will circle the word that names each picture.)

Have children name the pictures: *cape*, *pan*, *note*, *kite*, *pin*, *cut*. Guide children to determine whether each vowel sound is short or long. Remind children that a long vowel sound can be spelled CVCe. Have children complete each item by circling the word that names each picture.







TEACHING STRATEGIES

To help children blend, point to each letter as you say its sound. Then swipe your finger from left to right under the letters as you blend the sounds to say the word.

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work time

Name the picture. Read the words. Circle the word that matches the picture.

1.  cap <u>cape</u>	2.  <u>pan</u> pane
3.  not <u>note</u>	4.  kit <u>kite</u>
5.  <u>pin</u> pine	6.  <u>cut</u> cute

PHONICS AND SPELLING 35

guide me

High-Frequency Words Have children look at the two words at the top of their Targeted Lessons Student Book, p. 36. Remind children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *and*. **This word is *and*. The word *and* begins with the short vowel sound /a/. The next word is *fast*. Who can show us what *fast* means?** Tell children that they will read the words *and* and *fast* as they read the story *Tim and Sam Take a Ride*.

work time

Decodable Text Have children look at the story *Tim and Sam Take a Ride*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children underline the names with short vowel sounds. (*Tim*, *Sam*) Have children circle the words with long vowel sounds. (*take*, *ride*, *bike*, *same*, *time*) **How do you know the vowel sound is long in these words?** (They all end with an e.)

check for understanding

Write the word *cap*. Read this word. What is the vowel sound in this word? (/a/) Is that vowel sound short or long? (short) Add the letter e to the end of *cap*. Read this word. What is the vowel sound for this word? (/ā/) Is the vowel sound short or long? (long) Continue the activity with the words *dim/dime*, *tap/tape*, and *rob/robe*. Make sure children recognize that e changes the vowel sound from short to long.

Let's spell words with the sounds and letters we learned. The first word we will spell is *can*. What sounds do you hear in *can*? (/k/ /a/ /n/) What is the letter that spells the sound /k/? (c) Write the letter c on a sheet of paper. What letter stands for the sound /a/? (a) Write the letter a. What is the letter for the sound /n/? (n) Write the letter n. Let's read the word: (/k/ /a/ /n/). *Can*. Now, let's think about how to spell the word *cane*. What sounds do you hear in *cane*? (/k/ /ā/ /n/) What letters stand for the sound /ā/ in *cane*? (a_e) Add the letter e to the end of *can* to change the vowel sound /a/ to /ā/. Let's read the word: (/k/ /ā/ /n/). *Cane*. Continue with *man/mane*, *cut/cute*, *not/note*.

reflect

Have children think about what they have learned. **What new words can you read and spell? How does being able to read and spell these words help you?**

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guide me

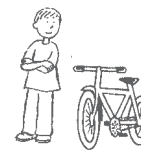
and

fast

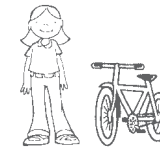
work time

Read the story.

Tim and Sam Take a Ride



Tim has a bike



Sam has the same bike



It is time to ride

Tim and Sam ride fast!

Short Vowels and Long Vowels

➤ show me

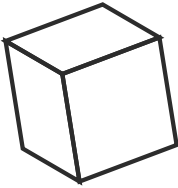


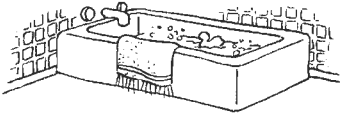


can	cane
	

➤ guide me

Read the words in the box. Name the pictures.

Write the correct word for each picture.

cub	man	tub
cube	mane	tube

 _____	 _____	 _____
 _____	 _____	 _____

work time

Name the picture. Read the words. Circle the word that matches the picture.

1.



cap

cape

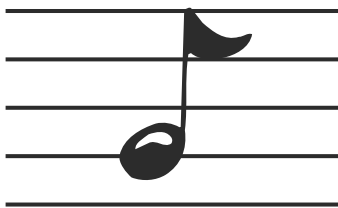
2.



pan

pane

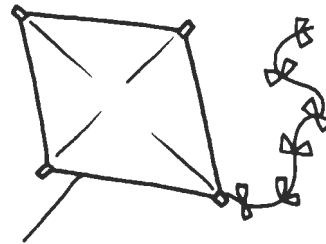
3.



not

note

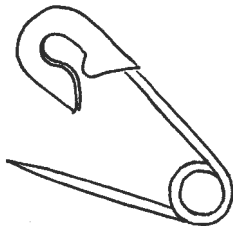
4.



kit

kite

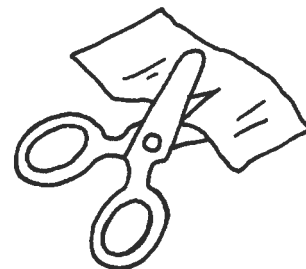
5.



pin

pine

6.



cut

cute

➤ guide me

.....

and

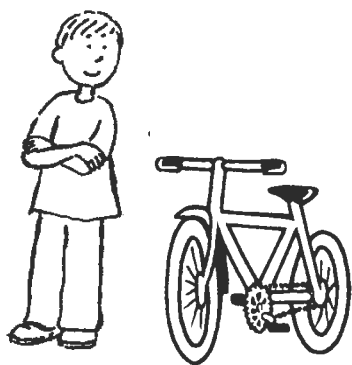
fast

➤ work time

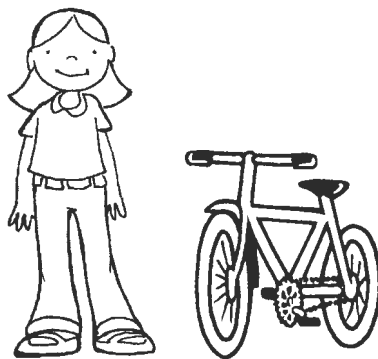
.....

Read the story.

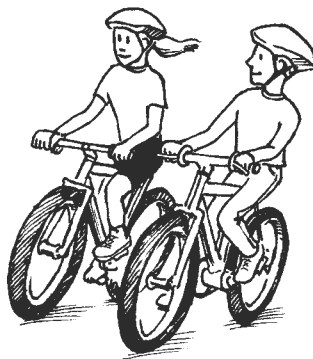
Tim and Sam Take a Ride



Tim has a bike.



Sam has the same bike.



It is time to ride.

Tim and Sam ride fast!