

Language Objectives

- Decode words with VCe syllables.
- Know final e conventions for representing long vowel sounds.

Building Literacy

Although not all CVCe words have a long vowel sound, children benefit from learning that the CVCe spelling pattern generally produces a long vowel sound. Once children have mastered this rule, they can go on to learn the exceptions to it. In this lesson:

- Students learn to use the CVCe pattern to spell one-syllable words with long vowel sounds.
- Students will recognize and read words with the CVCe pattern and a long vowel sound.

Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

| | | |
|-------|-------|-------|
| rake | bite | bake |
| five | game | white |
| bone | rope | stove |
| mule | cone | made |
| cute | bike | these |
| snake | flute | cakes |
| whale | rose | hope |
| robe | likes | those |



ENGLISH LANGUAGE LEARNERS

Spanish speakers and others may want to pronounce the silent e at the end of CVCe words. Give them extra practice pronouncing these words correctly.

➔ show me

Have children look at their Targeted Lessons Student Book, p. 37. Today you will learn more about the spelling of words with long vowel sounds.

Have children look at the first picture at the top of the page. This is a rake. What do you know about the vowel sound in this word? (It has a long sound.) The letter e gives the vowel its long sound. It makes it say its name. Point to a_e. The sound long a can be spelled a_e. Have children say /ā/ several times as you point to a_e. Segment and blend rake. Then have children blend with you: /r/ /ā/ /k/.

Repeat the process with the words for the remaining pictures: five, bone, mule, and the name Pete.






SPELLING PATTERNS

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.

13

Long Vowels CVCe

➔ show me

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| a_e | i_e | o_e | u_e | e_e |






guide me

Have children look at the bottom of p. 37 in the Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are to do. (They will name each picture and circle the word that names the picture.)

The first picture is a cute kitten. What vowel sound do you hear in cute? (/ū/) Remember, the sound /ū/ can be spelled *u_e*. Read the two words above the picture. Which word spells *cute*? Have children circle the word *cute*. Continue the activity, guiding children to read each pair of words and to circle the one with the long vowel sound.

guide me

Name each picture. Circle the word that names the picture.

| | | |
|---|---|---|
| cut cute | snake snack | whale whack |
|  |  |  |
| robe rob | bit bite | |
|  |  | |

PHONICS AND SPELLING 37







work time

Have children look at their Targeted Lessons Student Book, p. 38. Have children name the pictures: *game, rope, cone, bike, flute, rose*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letters that spell the missing sound.

13 Long Vowels CVCe

work time

Name each picture. Write the missing letters in each word.

| | | |
|---|--|---|
| 1. g <u>a</u> m <u>e</u>  | 2. r <u>o</u> p <u>e</u>  | 3. c <u>o</u> n <u>e</u>  |
| 4. b <u>i</u> k <u>e</u>  | 5. fl <u>u</u> t <u>e</u>  | 6. r <u>o</u> s <u>e</u>  |

38 PHONICS AND SPELLING

➤ guide me

High-Frequency Words Have children look at the two words at the top of p. 39 in their Targeted Lessons Student Book. Explain that some words are common words that they will see often as they read. *We use these words often, so if you remember what the words look like, you'll be able to read them.* Have them look at the first word on the page, *big*. *This word is big. It starts with the sound /b/ and ends with the sound /g/. What is the vowel sound in big? (/i/) What does big mean? (large in size) The next word is try. What does it mean to try a food? (to taste the food to see if you like it) Tell children that they will read the words *big* and *try* as they read the story *Steve and His Cakes*.*

➤ work time

Decodable Text Have children look at the story *Steve and His Cakes*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle each word with a long vowel sound spelled with the pattern CVCe. (*Steve, cakes, likes, bake, white, stove, made, these, hope, those*)

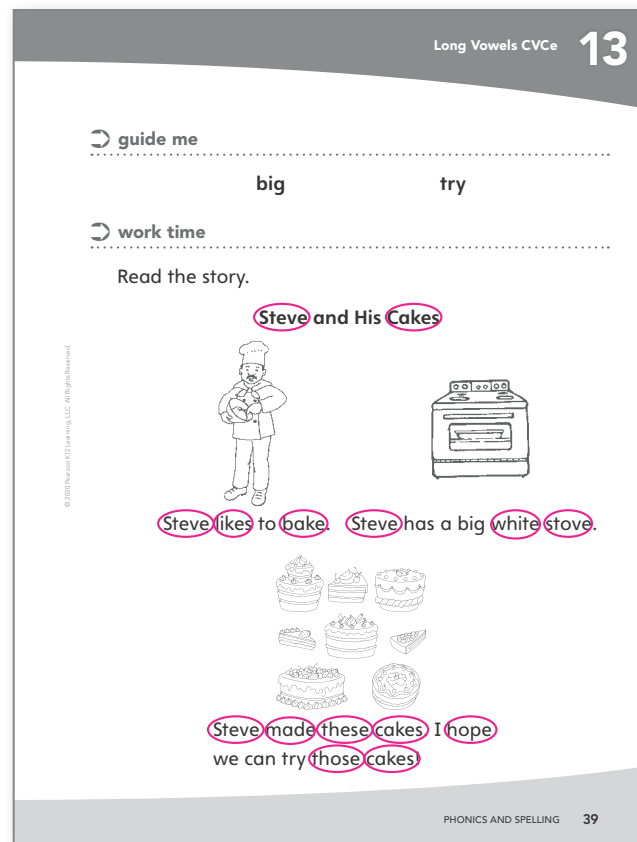
➤ check for understanding

Write *phone*. *What is this word? (phone) What letters spell the sound /ō/? (o_e) What letters spell the sound /ā/? (a_e) What letters spell the sound /ē/? (e_e) What letters spell the sound /ī/? (i_e) What letters spell the sound /ū/? (u_e)*

Let's spell words with the spelling pattern we learned. The first word we will spell is *pile*. What sounds do you hear in *pile*? (/p/ /ī/ /l/) What is the letter that spells the sound /p/? (*p*) Write the letter *p* on your sheet of paper. What letters spell the sound /ī/? (*i_e*) First, write the letter *i*. What is the letter for the sound /l/? (*l*) Write the letter *l*. What letter gives the vowel *i* its long sound? (*e*) Write the letter *e*. Let's read the word: /p/ /ī/ /l/, *pile*. Continue with *slime, lake, time, rule, and smoke*.

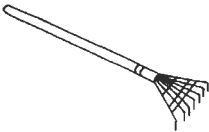




➤ reflect

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?*



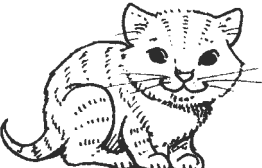
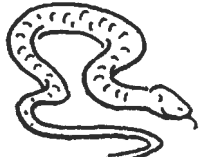
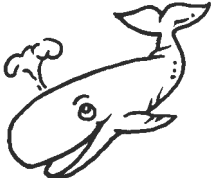


Long Vowels CVCe

➤ show me

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| a_e | i_e | o_e | u_e | e_e |

➤ guide me

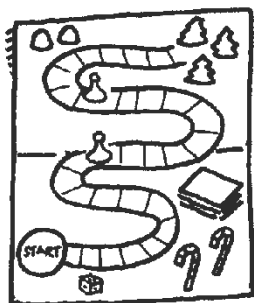
Name each picture. Circle the word that names the picture.

| | | |
|---|---|---|
| cut cute | snake snack | whale whack |
|  |  |  |
| robe rob | bit bite | |
|  |  | |

work time

Name each picture. Write the missing letters in each word.

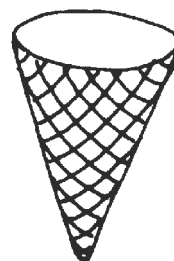
1. g _ m _



2. r _ p _



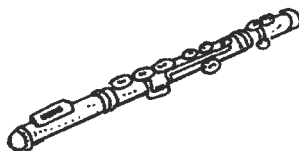
3. c _ n _



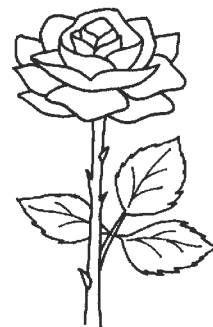
4. b _ k _



5. fl _ t _



6. r _ s _



➤ guide me

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big

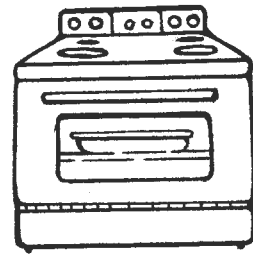
try

➤ work time

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Read the story.

Steve and His Cakes



Steve likes to bake. Steve has a big white stove.



Steve made these cakes. I hope
we can try those cakes!