

Support for English Learners

Unit 26, page 183: Mixed Vowel Review

Some children may have difficulty distinguishing between the short and long *a*, *i*, and *o* vowel sounds.

Listen

Explain that adding an *e* to the end of a word can change the sound of the vowel. Say: *Let's listen to the different sounds the vowel a can make.* Model the pronunciation of the Basic Words *mad* and *made*, elongating the short and long vowel sounds. Ask: *What letter makes the vowel say its name in the Basic Word made?* Then ask: *How does the pronunciation of the Basic Word hop change if we add an e to the end of the word?*

Speak and Read

Say the following pairs of Basic Words aloud, elongating the short and long vowel sounds in each word: *hop/hope, pin/pine, hid/hide*. Say: *Let's practice the words hop and hope together: /ɒ/, /ɔ̃/ /ō/ /ō/, hōōōp, hop; /ō/, /ō/ /ō/ /ō/, hōōōpe, hope.* Have children repeat after you. Continue with *pin, pine, hid, and hide*.

Write the words *hop, hope, pin, and pine* on the board. Underline the *o* or *i* in each word. Then underline the final *e* in *hope* and *pine*. Say: *Each of these words has a short or long vowel sound.* Have a volunteer read aloud the words containing only short vowel sounds. Have a second volunteer read aloud words containing only long vowel sounds. Ask: *What letter makes the vowel say its name in the Basic Word hope? in pine?*

Spell

Beginning/Preproduction Read aloud the Basic Words *mad, made, hop, hope, pin, and pine*. Have children hold their hands approximately six inches apart when they hear a word containing a short vowel sound, and approximately twelve inches apart when they hear a word containing a long vowel sound.

Early Production/Speech Emergent Create word cards for the Basic Words *mad, made, hop, hope, pin, pine, hid, and hide*. Have partners underline the short vowel spellings and circle the long vowel spellings. Have volunteers take turns reading their word cards aloud, emphasizing the long or short vowel sound in each word.

Intermediate/Advanced Read aloud the Basic Words *mad, made, hop, hope, pin, pine, hid, and hide* and have children write them in their word-study notebooks. Have them underline the short vowel spellings and circle the long vowel spellings. Have volunteers write the words on the board.

Sort

Draw the following chart on the board. Distribute word cards for the Basic Words *mad, made, hop, hope, pin, pine, bit, bite, hid, and hide*. Say one of the words aloud. Have the child with the appropriate card display it, say the word, and tell whether the vowel sound is long or short. Record words in the appropriate column as children respond.

Short Vowels	Long Vowels