

Support for English Learners

Unit 3, page 30: Vowel-Consonant-e

Some children may have difficulty pronouncing the long vowel sound in words with the vowel-consonant-e spelling.

Listen

Tell children that the /ī/ sound in the Basic Word *mine* and the /ā/ sound in *cake* are called long vowel sounds. Say: *Let's listen to the long vowel sound in mine: /ī/, /ī/ /ī/ /ī/, mīīine, mine.* Repeat with *cake*.

Speak and Read

Say: *Let's practice the Basic Word mine together: /ī/, /ī/ /ī/ /ī/, mīīine, mine.* Have a volunteer repeat after you. Continue this procedure with the Basic Words *cake* and *ate*.

Write *mine* on the board and circle *ine*. Say: *The long i sound in mine, /ī/ /ī/ /ī/, is spelled with the vowel-consonant-e pattern.* Circle *ine*. Say: *The letter e at the end of mine is silent. It helps the long i say its name.* Repeat with *cake* and *ate*.

Spell

Beginning/Preproduction Create word cards for the Basic Words *ate*, *plate*, *size*, and *wipe*. Have children circle the spelling of the /ā/ or /ī/ sound in each word. Have volunteers read their cards aloud, emphasizing the long vowel sound in each word.

Early Production/Speech Emergent Write the Basic Words *grape*, *ate*, *size*, and *prize* on the board. Ask volunteers to circle the vowel-consonant-e pattern in each word. Have children copy the words into their word-study notebooks. Ask: *What is the long vowel sound in grape? What is the long vowel sound in prize?*

Intermediate/Advanced Read aloud the Basic Words *cake*, *ate*, *mine*, and *size*. Have volunteers write the words on the board and underline the vowel-consonant-e pattern in each word. Say: *What is the long vowel in this word?* Have children copy the words into their word-study notebooks.

size

ate

wipe