

Unit 2, page 24: Vowel-Consonant-e

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

Listen

Tell students that the /ī/ sound in *mile* is called the long *i* sound. Say: *Let's listen to the long i sound in the Basic Word mile: /ī/, /ī/ /ī/ /ī/, mīīle, mile.* Ask: *Which long vowel does the word mile contain?*

Remind students that the vowel sound in the Basic Word *gift* is a short vowel, pronounced /ĭ/. Model the contrast between the long *i* sound in *mile* and the short *i* sound in *gift*. Say: *Let's listen to two different vowel sounds for i: short i, or /ĭ/, /ĭ/ /ĭ/ /ĭ/, gĭĭft, gift; long i, or /ī/, /ī/ /ī/ /ī/, mīīle, mile.*

Repeat this procedure with the Basic Words *save/plan, cone/clock, and cube/hug*.

Speak and Read

Say: *Let's practice saying the long i sound in the Basic Word mile: /ī/, /ī/ /ī/ /ī/, mīīle, mile.* Have a volunteer repeat after you. Continue with the long *a, o, and u* sounds and the Basic Words *save, cone, and cube*.

Write *mile* on the board and circle *ile*. Say: *The long i sound in mile, /ī/ /ī/ /ī/, is spelled with the vowel-consonant-e pattern, or i-l-e.* Point out that the *e* at the end of the word is silent. Continue with the Basic Words *save, cone, and cube*.

Spell

Beginning/Preproduction Write *mile, broke, and cube* on the board. Have students come to the board and circle the spelling of the /ī/, /ō/, or /ū/ sound in each word. Have them copy the words into their word-study notebooks. Ask: *What is the long vowel sound in (mile)?*

Early Production/Speech Emergent Write the Basic Words *cone, cube, and life* on the board. Distribute letter cards for *c, o, u, n, e, b, l, i, and f*. Have students use the cards to spell the words. Have volunteers take turns reading their words aloud, emphasizing the long vowel sound in each word.

Intermediate/Advanced Read aloud the Basic Words *broke, excuse, invite, price, skate, cube, spoke, and save*. Have students write them in their word-study notebooks, underlining the vowel-consonant-e pattern in each word. Ask volunteers to write the words on the board. Have them take turns reading the words aloud, pointing out the long vowel pattern and elongating the long vowel sound in each word.

Sort

Pair students of different proficiency levels. Have all students copy the chart below into their word-study notebooks. Have them complete the chart by sorting the Basic Words *mile, broke, cube, save, excuse, cone, ripe, and erase*.

Vowel-Consonant-e			
Long a	Long i	Long o	Long u
	mile		