

Support for English Learners

Unit 2, page 24: Long a and Long e

Some students may have difficulty pronouncing the long a and the long e vowel sounds.

Listen

Remind students that the /ā/ sound in the Basic Word *praise* is called the long a sound. Say: *Let's listen to the long a sound in the Basic Word praise: /ā/, /āā/, prāāse, praise.* Then ask: *What long vowel does the word praise have?*

Now remind students that the vowel sound in the Basic Word *grasp* is the short a vowel sound, pronounced /ă/. Model the contrast between the /ā/ sound in *praise* and the /ă/ sound in *grasp*. Say: *Let's listen to two different vowel sounds for a; long a: /ā/, /āā/, prāāse, praise and short a: /ă/, /ăă/, grăăsp, grasp.*

Say: *Now listen to the long e sound in the Basic Word greet: /ē/, /ēē/, grēēt, greet.* Then model the contrast between the /ē/ sound in *greet* and /ĕ/, sound in *breath*, using the procedure above.

Speak and Read

Say: *Let's practice saying the long a sound in the Basic Word praise together: /ā/, /āā/, prāāse, praise.* Continue with *scale* and *sway*. Repeat this procedure with the /ē/ sound and the Basic Words *greet* and *feast*.

Write *praise*, *scale*, and *sway* on the board. Have a volunteer circle *ai*, *ake*, and *ay*. Say: *The long a sound, /ā/, can be spelled a-i, a + consonant + e, or a-y.*

Write *greet* and *feast* and on the board. Have a volunteer circle *ee* and *ea*. Say: *The long e sound, /ē/, can be spelled e-e or e-a.*

Spell

Beginning/Preproduction Have partners make word cards for the Basic Words *waist*, *brain*, *scale*, *awake*, *display*, and *stray*. Have them take turns reading the words aloud, elongating the long vowel sound, and identifying the letters that spell the long a or long e sound in each word.

Early Production/Speech Emergent Write the Basic Words *waist*, *brain*, *scale*, *awake*, *display*, and *stray* on the board. Have pairs of students copy each word onto separate word cards and circle the long a and long e spellings. Have them shuffle the cards. One student draws a card and reads the word aloud. The other student determines if the word has a long a or long e sound and places each card in the corresponding pile.

Intermediate/Advanced Using separate sentence strips, write a simple sentence for each of these Basic Words: *waist*, *brain*, *scale*, *awake*, *display*, and *stray*. Have students read aloud each sentence, identifying the Basic Word, and saying it aloud. Then have students circle the long a or long e spelling in each Basic Word.

Sort

Pair students of different proficiency levels. Write the Basic Words *awake*, *praise*, *display*, *waist*, *feast*, *greet*, *disease*, *repeat*, and *sleeve* on the board. Have students copy and complete the chart below into their word-study notebooks.

| /ā/ Sound | /ē/ Sound |
|-----------|-----------|
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