

Unit 2, page 24: Long Vowels

Some students may have difficulty identifying and pronouncing long vowel sounds.

Listen

Remind students that the /ā/ sound in the Basic Word *faithful* is called the long a sound. Say: *Let's listen to the long a sound in the Basic Word faithful: /ā/, /ā/ /ā/ /ā/, fāāāthful, faithful.*

Model the Basic Words *succeed, strive, coax, and mute*, using the above procedure.

Now remind students that the /ă/ sound in the Basic Word *batch* is called the short a sound. Model the contrast between the /ā/ sound in *faithful* and the /ă/ sound in *batch*. Say: *Let's listen to two different vowel sounds for a; long a: /ā/, /ā/ /ā/ /ā/, fāāāthful; short a: /ă/, /ă/ /ă/ /ă/, bāāatch, batch.*

Speak and Read

Say: *Let's practice saying the long a sound in the Basic Word faithful: /ā/, /ā/ /ā/ /ā/, fāāāthful, faithful.* Have students repeat after you. Continue with the long vowel sounds in the Basic Words *succeed, strive, coax, and mute*.

Write the Basic Words *forgave, delete, strive, devote, and mute* on the board. Have a volunteer circle the vowel-consonant-e spellings. Then write the Basic Words *faithful, defeat, succeed, and coax* on the board. Circle *ai, ea, ee, and oa*. Say: *The long a sound can also be spelled a-i.* Continue with the long e and long o spellings.

Spell

Beginning/Preproduction Read aloud the Basic Words *terrain, defeat, rhyme, bracelet, exceed, lonesome, and abuse*. Have students practice pronouncing the long vowel sound they hear in each word. Ask volunteers to write the vowels on the board as students pronounce them. Have students copy the words into their word-study notebooks, underlining the letters that spell the long vowel sound.

Early Production/Speech Emergent Write the Basic Words *terrain, defeat, rhyme, bracelet, exceed, lonesome, and abuse* on the board. Call on students to go to the board and circle the long-vowel spelling in each word. Have them say the words aloud.

Intermediate/Advanced Write the Basic Words *defeat, rely, lonesome, and bracelet* on the board. Have students use separate sentence strips to write a sentence for each Basic Word and underline the Basic Word. Have volunteers read aloud each sentence and identify the long vowel sound in each Basic Word.

I am lonesome for my sister.

Kim lost her favorite bracelet.