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 /i/ sound in the Basic Word *mine* and the /ä/ sound in *cake* are called long vowel sounds. Say: *Let’s listen to the long vowel sound in mine: /i/, /i/ /i/, /i/, mïïne, mine. Repeat with cake.*

**Speak and Read**

Say: *Let’s practice the Basic Word mine together: /i/, /i/ /i/, /i/, mïïne, 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, /i/, /i/ /i/, 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 /ä/ or /i/ 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.