Unit 1, page 18: Short Vowels

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

Listen

Remind students that the Basic Word batch contains the /ā/ sound called the short a sound. Say: Let’s listen to the short a sound in the Basic Word batch: /āl/, /āl/ /āl/ /āl/, bāātch, batch.

Now say: Let’s listen to the short a sound and the short i sound in the Basic Word vanish: /āl/, /āl/ /āl/ /āl/, vāān, /i/ /i/ /i/, iīsh, vanish.

Model the Basic Words pledge, polish, and bluff, using the above procedure.

Speak and Read

Say: Let’s practice saying the short a sound in the Basic Word batch together: /āl/, /āl/ /āl/ /āl/, bāātch, batch. Have students repeat after you. Continue with the short vowel sounds in the Basic Words vanish, pledge, polish, and bluff.

Write the Basic Words batch, pledge, polish, and bluff on the board. Have a volunteer circle the short vowel spellings in each word. Tell students that a short vowel sound is usually spelled a, e, i, o, or u followed by a consonant sound.

You may want to point out the less common short vowel spellings in the Basic Words cleanse, mystery, and somehow.

Spell

Beginning/Preproduction Create and distribute a set of letter cards for the vowels a, e, i, o, and u. Read aloud the Basic Words expand, pledge, strict, sloppy, cleanse, promptly, and bluff. As you say each word, have students identify the short vowel sound by holding up the appropriate vowel card.

Early Production/Speech Emergent Create and distribute word cards for the Basic Words expand, pledge, strict, sloppy, cleanse, promptly, and bluff. Have students read the words aloud and identify the short vowel. Have volunteers write the words on the board and underline the short vowel sound.

Intermediate/Advanced Ask students to choose four Basic Words. Have them write four sentences in their word-study notebooks, using a Basic Word in each sentence. Tell them to underline the Basic Words and circle the short vowel sound(s).