

## Unit 7

# Long Vowel Patterns



The focus of this unit is on two important vowel patterns that mark long vowel sounds in words. These markers are the final silent e pattern in words such as *take*, *drive*, and *clue*, and the vowel pairs *ai*, *oa*, *ea*, and *ee* in words such as *snail* and *seal*. Simple one-to-one, letter-to-sound matching does not work for decoding these words. Instead, students must look for vowel-consonant sequences in order to know whether the vowel sound is long or short. The letters CVCe and CVVC are often used to represent these patterns. However, words with blends and digraphs make the sequences more complex. Furthermore, the silent e pattern can also occur in words such as *tie* and *clue* in which the vowel and silent e are at the end of the word. The lessons give the children lots of practice sorting, building, and reading words with these patterns, and differentiating these patterns from short vowel CVC words. The goal is for students to be able to recognize the patterns instantly and read the words fluently.

Since a single sound can be represented in more than one way in words, students encounter the phenomenon of homophones. *Homophones* are words that sound the same but are spelled differently and have different meanings. For example, the words *sail* and *sale* sound the same but one is spelled with a vowel pair and one is spelled with the final silent e pattern. Another example is *meet* and *meat* in which the vowel pairs *ea* and *ee* represent the same sound. With homophones, the way a word is spelled is important in knowing its meaning. Students explore this concept in a matching lesson and an activity in which they create a book of jokes that rely on homophones for their punch lines.



### Primary Concepts

- Patterns of vowels in words indicate whether a vowel sound is long or short.
- In final e pattern words, the e is silent and the vowel sound is long.
- The vowel pairs *ai*, *oa*, *ea*, and *ee* represent the long vowel sound of the first vowel in the pair.
- Homophones are words that sound the same but are spelled differently and have different meanings.
- With homophones, knowing the way a word is spelled is important in knowing its meaning.

**Mastery Objective:** Decode phonetically regular words with the final silent e pattern and vowel pairs *ai*, *oa*, *ea*, and *ee*.

### Assessment

Mastery Tests Forms 7A and 7B

### Progress Monitoring

Unit 7 Record Keeping Form

## Lesson Objectives

### Phonological Awareness

- distinguish long from short vowel sounds
- isolate vowel sounds in words
- identify words with the same vowel sounds

### Letter/Sound Correspondence

- identify vowel sounds in CVC and CVCe words
- name sounds for short and long vowels
- identify soft *g* and *c* sounds
- match vowel pairs *ai*, *ea*, *ee*, and *oa* with the sounds they represent
- match long and short vowels with the letters or letter patterns that represent them

### Word Analysis

- identify words with final *e* (CVCe) patterns
- identify words with vowel pair (CVVC) patterns
- recognize patterns in words
- identify homophones
- use word patterns to spell words

### Fluent Word Recognition

- read words with the final *e* pattern
- read words with vowel pairs *ai*, *ea*, *ee*, and *oa*
- read CVC, CVCe, and CVVC words
- read high frequency words

### Connected Text

- read CVC, CVCe, and CVVC words in connected text
- read jokes

### Reading for Meaning

- distinguish real from nonsense words
- determine whether sentences make sense
- identify the meanings of homophones
- name synonyms for words
- understand jokes



## Materials

- Picture Cards: Vowels
- Letter Tiles
- Cluster Tiles
- Word Tiles
- Pocket Chart
- Write and Wipe Board
- Word Building Mats
- baskets
- each child's *Word Study Notebook*



## CD Resources

- Word Sort I, one copy of each page for each child
- CVCe Sound Boxes, one copy of each for each child
- Word Ladders I, one of each, either in color or black-and-white, cut apart
- Word Sort II, one copy of each page for each child
- CVVC Sound Boxes, one for each child
- Word Ladders II, one of each, either in color or black-and-white, cut apart
- Homophones, one copy for each child
- *My Joke Book*, one copy of all the pages for each child

# The Final Silent e Pattern

The final silent *e* pattern is one of the most reliable phonics patterns in the English language. The power of the final *e* is readily apparent when children build and read words with and without the final *e*.

## Strands

- Letter/Sound Correspondence
- Word Analysis
- Fluent Word Recognition

## Objectives

- identify words with the final silent e pattern
- read words with the final silent e pattern
- name sounds for short and long vowels

## Materials

- Letter Tiles
- Pocket Chart
- each child's *Word Study Notebook*
- scissors
- glue stick

## CD Resources

- Word Sort I, one copy of each page for each child

## Preparation





Build these words with letter tiles in the pocket chart:

### Set One

can	rid	cut	hop
us	dim	cap	rob

### Set Two

grade	slide	tube	rode
plane	spine	note	mane

 a__e	 i__e	 o__e	 u__e
game	size	vote	rule
state	bride	stone	flute
base	time	role	use
ate	smile	tone	rude
fake	like	close	tune
grade	spine	globe	duke
late	ride	broke	cute

## Visual Learners.....

Shade some of the e tiles with the side of a pencil, and use the gray e tiles for the final e pattern to indicate that it is silent. Later, you can erase the pencil marks.

## ELL .....

The final silent e pattern may be confusing for Spanish speakers. The CVCe pattern is common in Spanish in words such as *bate* and *llave* but, unlike in English, the final vowel is not silent.

## Add an e

Work with the children to read Set One words you have built in the pocket chart. After you have decoded a word, add an e tile at the end and invite the children to read the new word. What do the two words mean? Say, for example, a *can* is something that holds food and a *cane* is something to walk with.

can cane	rid ride	cut cute	hop hope
us use	dim dime	cap cape	rob robe

## Drop the e

Now work with Set Two words. Have the children read the words. Then remove the final silent e and have them read the new word.

grade grad	slide slid	tube tub	rode rod
plane plan	spine spin	note not	mane man

## Sort and Say

Hand out copies of the word sorts for final silent e words. Have the children cut out the word cards and label cards and sort the word cards in columns by vowel pattern. Check the sorts and then have the children glue the words or write the words in their Word Study Notebooks.

Ask each child individually to read the words in each column of the word sort.

# Word Sort I



a\_\_e



i\_\_e

game

stone

size

role

vote

use

rule

time

flute

base

state

rude

bride

tone

# Word Sort I



o\_\_e



u\_\_e

ate

spine

smile

grade

like

globe

fake

broke

close

late

tune

ride

duke

cute

# Same Sounds, Different Spellings

Homophones are words such as *sale* and *sail* that look different and have different meanings, but sound the same. In this lesson, students match words that are homophones. The challenge is to figure out the meanings of the words.

## Strands

- Word Analysis
- Fluent Word Recognition
- Reading for Meaning

## Objectives

- identify homophones
- identify the meanings of homophones
- identify words with CVCe and CVVC patterns
- read CVCe and CVVC words

## Materials

- Letter Tiles
- Pocket Chart
- scissors
- glue sticks
- envelopes

## CD Resources

- Homophones, one copy for each child

## Preparation

Build the following with letter tiles in the pocket chart:

Noal	Nole	Pake	Paik
Sheen	Shean	Peet	Pete
Grode	Groad	Slaid	Slade
Blome	Bloam	Swete	Sweet
Zail	Zale		



dear

plain

hair

sale

## Same Sounds, Different Spellings

Draw the students' attention to the pocket chart and tell them that the words are all last names of men. Have the children read each pair of names one by one (Mr. Toal and Mr. Tole, for example). What do they notice? (The pairs of names sound the same.) Ask them why that is so.

Noal	Nole	Pake	Paik	Sheen	Shean
Peet	Pete	Grode	Groad	Slaid	Slade
Blome	Bloam	Swete	Sweet	Zail	Zale

Now point out the vowel patterns in the words. Which have the CVCe pattern? Which have the CVVC pattern? Explain that these pairs of names are homophones. They sound the same but are spelled differently.

## Homophone Match-Ups

Now have the children cut out the word cards and picture/word cards on the dotted lines. Invite them to match up the homophones. For example, they should place the word card *sale* next to the picture/word card *sail*. After you check their work, have them glue the word card to the back of the word on the picture card.

## ELL ..... Meaning What?

When the children are finished with the matching activity, go over each of the matching homophone words. First talk about the picture word and what it means. Then talk about what the word on the back might mean. For example, point out the picture *sail* and the spelling of the word *sail*. Then ask the children what they think the word *sale* means. What other meaning might a word that sounds like *sail* have? Help the children understand the meaning of the second word. (In this case, explain that when something is on *sale*, its price has been lowered.)

Continue with the other pairs of words in a similar way, explaining word meanings that may be difficult for children to understand.

***Dear* is a greeting in a letter. It also means *loved*.**

***A fare* is money you pay for a ride.**

**When something is *fair*, it is just or it follows the rules.**

***A hare* is a large rabbit with long ears.**

**Men are *males*.**

**When something is *plain*, it is ordinary and simple.**

***A tale* is a story.**

**A large body of water is called a *sea*.**

**If you are *weak*, you are not strong.**

***A week* is seven days.**

Pass out an envelope to each of the students and have them place their homophone picture/words inside for use in the next lesson. Tell them to write their names on the envelopes.

### Visual

### Learners .....

Point out the black-red-red-black pattern in the CVVC words and the black-red-black-red pattern in CVCe words.

### ELL .....

Homophones exist in the Spanish language, but there are many fewer of them. Some examples of Spanish homophones are: *hola* and *ola*, *siento* and *ciento*, *calló* and *cayó*, *basta* and *vasta*.



# Homophones



deer



hear



plane



sea



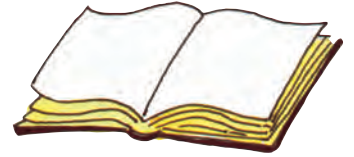
fare



male



road



tale



hare



meat



sail



week

dear

here

plain

see

fair

mail

rode

tail

hair

meet

sale

weak