

## Lesson 1

### **Grade 3 - Mrs. Sheila Mendoza – ORE Ponce**

**Theme:** Phonics - Long vowel sounds

#### **Learning objectives:**

At the end of this lesson, the students will:

- discriminate the correct pronunciation of the long vowel sound.
- compare the similarities between the sound and name of the long vowels.
- classify words according to their long vowel sound.
- identify the long vowel sound.

#### **Standards and Expectations**

##### **Foundational Skill: Phonemic Awareness**

##### **Reading**

3.R.FS.11 Identify sounds (phonemes), syllables, and words.

- a. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Segment spoken single-syllable and multi-syllable words into their complete sequence of individual sounds (phonemes).

##### **Foundational Skill: Print Features and Text Organization**

3.R.FS.12 Know and apply phonics and word analysis skills to decode words.

- a. Read increasing number of irregularly spelled words fluently.

##### **Introduction**

In the past lessons we learned and practiced words with short vowel sounds. Now we will learn what are long vowel sounds. It is very important for you to remember that long vowels call out their name. When you read them, the sound of the vowel sounds exactly like the name of the vowel.

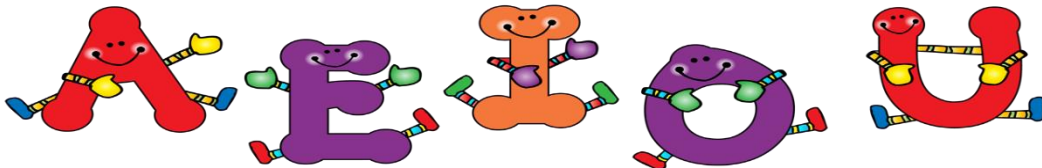
**Practice #1** Read the following poem and underline all the long vowel sound words you can find. It will help you understand better how to identify long vowel sound words.

**Poem: Say it out loud!**

**By: Sheila K. Mendoza Báez**

Vowels are letters with different sounds,  
it all depends on the consonant around.  
We already learned how short vowels sound,  
now we will learn what long vowels are all about.  
Something peculiar about long vowels I should say,  
when you read them aloud, they say their name.

How you say? let me explain.  
Say the name of each vowel ahead.  
Call aloud the vowel **Aa**,  
and ape and acorn show themselves.  
Say aloud the vowel **Ee**,  
and again, shows up words like eagle and bee.  
Some at the end or in the middle,  
but still happy to mingle.  
Say aloud the vowel **Ii**,  
and ahead pops out ice and bike.  
Then comes around the vowel **Oo**,  
and out of nowhere comes a goat!  
Finally, we call **Uu** so you can help us.  
You see, Uu words always appear in June  
out of tune when you are around.



## **Long Vowel Sounds**

**Let's Review what we learned in the past lessons.**

There is a simple rule to know when a word has a long sound.

“When two vowels go walking, the first one does the talking.”

If a one-syllable word has two vowels making the following patterns, the sound of the first vowel is usually long, and the second vowel is silent.

PATTERNS:

**C V C V** (consonant+vowel+consonant+vowel) as in the words: game, cute, take

**C V V C** (consonant+vowel+vowel+consonant) as in the words: rain, lean, pool

**C V V** (consonant+vowel+vowel) as in the words: ray, bee, say

**C V** (consonant+vowel) as in the words: no, so, my


**Here is a Video that will help you understand better the long vowel sounds and compare the difference between short and long vowel sounds.**

<https://www.youtube.com/watch?v=povlhSuCOt8>
















**Here is an interactive game that will help you practice the short and long vowels.**

<https://wordwall.net/resource/2277508>

**Practice #2** Classify the following images with the corresponding long vowel sound, cut each word and paste it on the corresponding line. Follow the example.

a	 acorn		
ai			
ie			
i			
oi			
ou			



 island	 unicorn	 toad	 knee	 bike
 nose	 lake	 fly	 unicycle	 acorn
 music	 key	 gold	 bee	 cake

**Practice #3** Identify the long vowel sound of each word. An example is provided.

There are words with different consonant and vowel patters that represent long vowel sound pronunciation. The vowel sounds can be in the beginning, middle or at the end of a word.

For example:

In the case of the word **lake**, the long vowel sound is in the letter: **ā**

**lake**

In the case of the word **bee**, the long vowel sound is produced within 2 vowels: **ēē**

**bee**

Let's Practice, the first one is answered as an example for you.

1 <b>leaf</b>	2 <b>cake</b>	3 <b>train</b>	4 <b>feet</b>	5 <b>snail</b>
6 <b>cape</b>	7 <b>cone</b>	8 <b>tree</b>	9 <b>face</b>	10 <b>bike</b>
11 <b>cheese</b>	12 <b>name</b>	13 <b>baby</b>	14 <b>mail</b>	15 <b>hay</b>
16 <b>kite</b>	17 <b>toad</b>	18 <b>cube</b>	19 <b>goat</b>	20 <b>whale</b>

Great job!



## Lesson 2

### Unit:

**Theme:** Phonics CVVC / CVV consonant and vowel patterns.

### Learning objectives:

At the end of the lesson, the students will be able to

- differentiate between the different patterns of consonants (C) and vowels (V).
- differentiates between CVC and CVVC phonemes word patterns.
- Identify sounds (phonemes), syllables in different pattern words.

### Standards and Expectations

#### Foundational Skill: Phonemic Awareness

##### Reading

3.R.FS.11 Identify sounds (phonemes), syllables, and words.

- a. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- b. Segment spoken single-syllable and multi-syllable words into their complete sequence of individual sounds (phonemes).
- c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

#### Foundational Skill: Print Features and Text Organization

3.R.FS.12 Know and apply phonics and word analysis skills to decode words.

- a. Decode multi-syllable words.
- b. Read increasing number of irregularly spelled words fluently.
- c. Know and apply the spelling-sound correspondences for common consonant digraphs.

## Introduction

### CVVC/ CVV patterns

These patterns are different from the CVC words we have studied. For example, there are two vowels between the consonants that create a longer vowel sound. The patterns represent: (C) for consonant and (V) for vowel.

### Examples of a CVVC and CVV patterns:

CVVC pattern	CVV pattern
four	bee
door	bow
reef	day
poor	pie

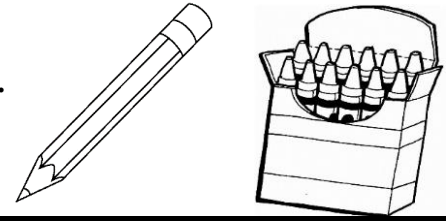
### AS for the sound, when 2 vowels are together 2 things happen

- ✓ When 2 different vowels are together, the first vowel is pronounced stronger and the second one is hardly noticed. Like in the case of the words: **four**, **meat**, leaf, **train** and **boat**.
- ✓ When 2 identical vowels are together the vowel sound is pronounced longer. Like in the words: **bee**, **see**, **foot** and **door**.



**Practice # 4** Follow the instructions, the first one is done for you.

- ✓ Read the word and underline with blue the consonants and red the vowels.
- ✓ Divide each consonant and vowel sound following the CVVC pattern.
- ✓ Write the word and read it again aloud.



Word	C	V	V	C	Write the word
1. <u>l</u> <u>e</u> <u>a</u> <u>f</u>	l	e	a	f	leaf
2. food					
3. cook					
4. boat					
5. soap					
6. room					
7. bean					
8. moon					
9. team					

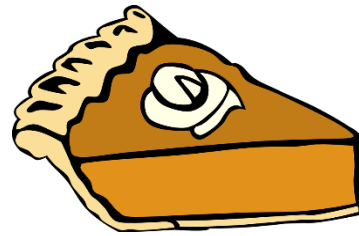


**Practice #5** Complete the CVV pattern writing the missing vowels using the ones provided. The first one is done for you as an example.

ey      **ee**      ie      ay      oe      wo



b ee



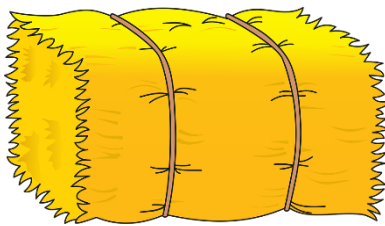
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d



f

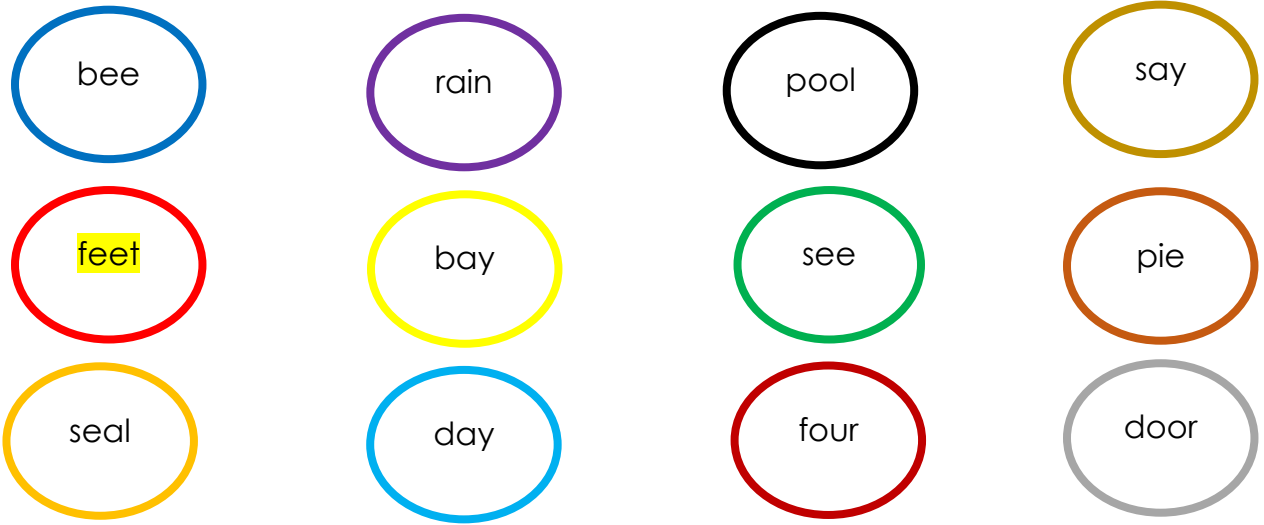


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f

**Practice #6** classify the following words according to their CVVC or CVV pattern. The first one is done for you as an example.



CVVC	CVV
1. feet	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.