

Short or Long?

College- and Career-Ready Standard Addressed: RF.2.3a–c

Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know the spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.

Objective: Students will distinguish between long “e” and short “e” sounds and vowel patterns and will sort them accordingly (including words that are “exceptions”).

Materials

- Word cards with short “e” and long “e” vowel patterns (“e,” “ea,” “ee” patterns; see sample below).
- One set of word cards for each student or a single set of word cards if the activity is to be completed as a group.

Suggested Schedule and Group Size

Schedule: Daily, no more than 5 minutes to 10 minutes per session.

Recommended group size: Individual or small group (up to five students).

Note: The following script is intended as a model.

Activity

Intervention Principle

Use precise, simple language to introduce the lesson.

Use explicit instruction and modeling to review concepts and introduce new procedures.

Sample Script and Procedures

Today we are going to review some sounds you have already learned, words, and the meaning of those words.

Hold up a word card and point to the vowel sound (e.g., ea). This sound says “ee.” What sound? Students respond. That’s right, “ea” makes the “ee” sound.

Review the rest of the short and long “e” vowel patterns. Then read through all the word cards together and discuss the meanings of the words. Ask students what they notice about the cards. Tell students that they are going to sort the word cards according to the sound (short or long) of the “e” vowel patterns.

Hold up the word card “met.” This word is “met.” “Met.” The “e” (point) says –eh. That’s a short “e” sound, so I’m going to place the card here. If students are going to be using their own sets of cards, have them find the word “met” and place it in a pile just as you did.

Adapted with permission from The Meadows Center for Preventing Educational Risk, Texas Center for Reading and Language Arts. (2002). *Word study for students with learning disabilities and English language learners* (p. 40). Austin, TX: University of Texas at Austin.

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| <p>Have students practice the procedure and provide feedback.</p> | <p><i>Choose a card with a long “e” sound and have the students read the word together. Decide if it should go under the word “met” or if it’s a long “e” sound.</i></p> |
| <p>Provide concrete, repeated opportunities to correctly practice the skill and receive feedback.</p> | <p>What is this word? <i>(Hold up the “see” card). Yes, that word is “see.”</i> Does “see” make the same sound as “met?” <i>(Allow time for students to answer). That’s right, “see” does not make the same “e” sound as “met.” The word “see” has the long “e” sound. I’m going to put that card in a different pile over here. (Place “see” in a separate pile from “met.” If students are going to be using their own set of cards, have them find the word “see” and place it in a separate pile.)</i></p> |
| <p>Have students practice and explain new concepts, in their own words, incorporating terms you’ve taught. Provide feedback.</p> | <p><i>Choose another card and have students read the word together. (Ensure that this is an “exception” card—one that does not fall into either the short or long vowel categories). Model what to do when a card is an exception and does not follow the rules.</i></p> <p>What is this word? <i>Hold up the “great” card. Yes, this word is “great.”</i> Does “great” make the same sound as “met?” <i>(Allow time for students to answer.) No, “great” does not make the same “e” sound as “met”. What about “see”? Does “great” make the same sound as “see”? No, “great” does not make the same sound as “see.”</i></p> <p>Hmmm... “great” doesn’t sound like “met” and doesn’t sound like “see.” This must be an exception to our rule. Sometimes words are exceptions. Since great is an exception, I’m going to put it into its own pile. Now we have three piles to choose from when sorting our words.</p> <p><i>Call on a student and have him or her choose a card to read and then have the student tell where it goes and why (e.g., under “met” for short “e” or “see” for long “e”). Verify that the student is correct, or help the student if he or she is incorrect (see Error Corrections section).</i></p> <p><i>For example, if the student chooses the word “yes” and places it in the pile with “met,” say, What is that word? (“Yes.”) Right, that word is “yes.” Why did you put it in the pile with “met?” (Pause for the student’s response.) That’s right, the “e” in yes is the short “e” sound, so it goes in the short “e” pile with met.</i></p> <p><i>Continue having students practice with other words. If students have their own sets of cards, tell them that it’s their turn to continue to sort the remaining cards. If students are working individually, be sure to monitor to help with errors. If multiple students are struggling to identify which sound the vowel makes, continue as a group activity.</i></p> <p><i>Once all words have been sorted, mix them up again and pass them out to students. Have students take turns placing their cards in the correct pile and stating why they sorted the cards as they did. When all cards have been sorted, have student read the lists of words. Mix up the cards and have students sort in partners or independently.</i></p> |

| Error Correction | |
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| <p><u>Intervention Principle</u></p> <p>Provide immediate and explicit error correction. Have the student practice the correct response.</p> | <p><u>Sample Script and Procedures</u></p> <p>If a student is having trouble deciding if a word has a long or short vowel sound:</p> <p><i>Have the student say the word they are confused about and then the sample word that the teacher modeled. For example, if the student isn't sure of the word "pea," prompt him to say "pea," then to say the sample word from the short "e" pile, "met". Say "pea." Now say this word (teacher points to the first word in the short "e" pile, "met").</i></p> <p><i>Have the student decide if the words make the same sound. Do those words sound the same? (No.)</i></p> <p><i>If the student is unsure, do not confirm or say if the student is correct. Instead, have the student compare the sample word from the long "e" pie. Try saying "pea" and this word (point to "see"). ("Pea," "see"). Which word does "pea" sound like? ("See.") What sound does the "e" make? (/eee/) Is that a short or long "e"? (Long "e.") Yes, "pea" and "see" sound alike, so "pea" goes in the long "e" pile.</i></p> <p>If a student mispronounces a word and is having trouble identifying whether it has a long or short sound:</p> <p><i>As soon as the teacher hears the mispronunciation, stop the student and tell the correct pronunciation. Have the student say the word correctly before continuing the activity.</i></p> <p>That's not quite right. Listen carefully. The "ea" in, "pea" makes the "ee" sound (Point to "ea."). What sound? (Pause for student response.)</p> |
| Instructional Considerations | |
| <p><u>Intervention Principle</u></p> <p>Once students can fluently produce correct work, move to a new concept. Provide ongoing practice opportunities to facilitate skill maintenance.</p> | <p><u>Sample Script and Procedures</u></p> <ul style="list-style-type: none"> • Have students write the words in a notebook. Have column headers: "short 'e' sound"; "long 'e' sound", and "exceptions." Have students write the words based on how they are sorted. (Short "e" should have words like "step," "met," "then," "test," "yes," etc.; long "e" should have words like "see," "tree," "green," "eel," "bleed," etc.; and exceptions can be words like "steak," "great," and "been.") • Have the students sort the words into their pattern groups ("e," "ee," "ea," and exceptions). • For older students, dictate the words and use them in a sentence. Have students write the words, spelled correctly, based on how the word was used in the sentence. |

Word Cards (print and cut)

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| Met | Pen |
| Pea | Green |
| Great | Read |
| Red | Pear |
| Seed | Lean |
| Mean | Been |