Lesson Plan

Using Patterns to Determine Vowel Sounds

1. Review CV and CVC Patterns

Explain that looking for patterns of vowels and consonants will help students read and spell words correctly. Review the definitions of vowel and consonant using student-friendly language. Write the following words on the board or chart paper: hi, hit. Point to hi.

Say: *This word has the consonant-vowel pattern.*

Label the pattern by writing C over the letter h and V over the letter i.

Say: Look. *This word ends with a vowel. You know that vowels in syllables or words that end in a vowel usually stand for the long sound.* The word is hi. Say it with me: hi.

Repeat the procedure with hit. Point out the consonant-vowel-consonant pattern that signals the short vowel sound. Add labels CVC and have students read the word.

Guide students to contrast vowel sounds in CV and CVC words. Write the following words: be, bed. Point to be.

Say: *This word has the consonant-vowel pattern, so the e stands for the long sound.* Say it with me: be.

Point to bed.

Say: *This word has the consonant-vowel-consonant pattern and the vowel sound is short.* Say it with me: bed.

Write and have students copy the following word pairs: be/bed, he/hen, me/men, we/wet, she/shed, no/not, so/sob. Tell them to circle the short vowel sounds and underline the long vowel sounds. Then have partners take turns pronouncing the word pairs.

2. Review the VCe Pattern

Use letter tiles to form the word pan. Point to pan.

Say: *This word has a consonant-vowel-consonant pattern. Words with this pattern have which vowel sound?* [the short vowel sound]

Add letter tile e to form the word pane.

Say: Listen: pane. *The e controls the a and makes it stand for the long sound.* Say it with me: pane.
3. Determine Vowel Sounds Using Patterns

Guide students to contrast long and short vowels. Use letter tiles to make the word no. Point to the o.

Say: This word ends with a vowel. That means the vowel sound is long. Say it with me: /o/. Say the word with me: no.

Add a final t to make the word not.

Say: Say the new vowel sound with me: /o/. Say the new word: not.

Add an e to make the word note.

Say: Say the new vowel sound with me: /o/. Say the new word: note.

Have students copy the following word pairs: man/mane, pal/pale, me/met, be/bet, rod/rode, pin/pine. Tell students to read the words, circle short vowels, and underline long vowels. Then have them read the words aloud to a partner and explain why they chose a short or long vowel sound using a sentence starter: I know this vowel sound is short/long because . . .

4. Assess

Have students explain the key steps in contrasting short and long vowels. Provide sentence starters for students to use.

- To read new words, I need to identify the sounds of all the consonants and ______. [vowels]

- To identify the sounds of the vowels, I need to identify ______. [the pattern of consonants and vowels in the word]

- If the word has one vowel and ends with a consonant, the vowel sound is probably ______. [short]

- If the word has one vowel and ends with a vowel, the vowel sound is probably ______. [long]

- If the word has a vowel that is followed by a consonant and a final e, the sound of the first vowel is usually ______. [long]

5. Independent Practice

Make copies of the Using Patterns to Determine Vowel Sounds handout to provide additional practice. Use the answers below for reference:

Word List: Circle hip, not, wet, got, fast, rub; Underline so, mope, no, we, hike, hi, note, he, go

Sentence Solver: 1. us; use  2. kite; kit  3. huge; hug  4. hate; hat  5. note; note
Using Patterns to Determine Vowel Sounds

Word List
Read each word from left to right. Circle the words with short vowel sounds. Underline the words with long vowel sounds.

<table>
<thead>
<tr>
<th>so</th>
<th>mope</th>
<th>no</th>
<th>we</th>
<th>hike</th>
<th>hip</th>
<th>hi</th>
<th>not</th>
</tr>
</thead>
<tbody>
<tr>
<td>wet</td>
<td>note</td>
<td>he</td>
<td>got</td>
<td>fast</td>
<td>go</td>
<td>rub</td>
<td></td>
</tr>
</tbody>
</table>

Sentence Solver
Choose the correct word to fill each blank.

1. Mom wanted ___________ to ___________ her mats.  us  use
2. I made a ___________ from a ___________.  kit  kite
3. I gave my mom a ___________ ___________.  hug  huge
4. I ___________ this red ___________.  hat  hate
5. He did ___________ get the ___________ his dad left.  not  note