

## Unit 3 | Lesson 1

Materials	
Phonics Kit English Picture Vocabulary Cards for <b>m, s, t</b> (download from Multilingual Supply Room)	
Instructional Objective	DESCRIPTION
The English learner student will understand that English vowels represent two different sounds: a short vowel sound and a long vowel sound.	While vowels and their sounds are varied throughout all different language structures, vowels having a short and a long sound is a defining feature of the English language. It is because of this that they must be explicitly taught. Although we recommend focusing on establishing students' knowledge of short vowels <b>first</b> , they will be exposed to both short and long vowels, so it is important they learn this at a slower pace with awareness of this distinction.
Functional Objective	DESCRIPTION
Your student will be able to understand that vowels have two sounds.	As your English learner is learning that each letter has a sound, it is important to explicitly reiterate and explain that vowels have two sounds. We recommend focusing on short vowels first as more beginning English words contain them. However, it is important for students to be aware that a vowel can have two different sounds. This understanding helps them easily transition to using both sounds and better identify them when they are mentioned together or used in the same words in the future.
Cultural Objective	
The teacher will foster understanding and enable connection by using the "family" context to differentiate and distinguish the "small vowel family" letters.	

### Sociocultural Component

Simultaneously being aware of more than one aspect or characteristic of a certain skill is something that multilingual students are conditioned to. This is because they often flow between entirely different language structures, cultures, and social contexts in which things are often similar or entirely different. Research shows us that the multilingual brain often unconsciously exercises its muscles when it comes to understanding more than one aspect of the same concept. It is because of this that it is important not to omit or shy away from skills in the English language that may seem more difficult or confusing to the English learner, but instead to meet them head-on. Often, the English language learner will be more capable of making the differentiations necessary if these differentiations have been explicitly and literally explained early on. Pacing, however, should be slow and steady to solidify understanding.

## Begin Lesson

### Say:

- “We just learned that every letter has a sound and that those sounds can be heard at the beginning of words.
- We have practiced with our black letter consonant tiles for the letters **m**, **s**, and **t**. Each of these has its own sound, and you even got to pick different colors to represent them! You were able to pick any color except for red.”

**Ask** “Do you remember why that is?” (**A:** red is for vowel letters)

**Say** “That is right! (Or if the student does not remember, reiterate.) The red tiles are special because they belong to the ‘small vowel family.’”

**Ask** “Can you help me find the red letter tiles in our kit and set them apart? Let’s place them in a line.”

**Say** “Great job! Now I am going to touch one vowel and say its name and I want you to repeat (*point to, say the vowel name, student repeats*). Wonderful!

**Say** “Our vowel family is very small and only has five different letters: **a**, **e**, **i**, **o**, **u**. The red color and letter tiles help us remember about this small family and its five letters. What makes them special is their red color and that there are only five of them! There is one more thing that makes vowels special. Vowel letters are extra special because unlike most of the consonants, they are the letters in the alphabet that have two different sounds!” (*Hold up two fingers and place next to your ear.*)

### Do

Point to all the black letter tiles – all the other letters just have one sound. (*Hold up one finger and place next to your ear.*)

**Say** “You may already be learning more about these sounds in your classroom. For now, it is important just to know that vowels are letters that have 2 sounds – short vowel sounds (*put your hands parallel to one another with a short space in between as you say ‘short vowel sounds’*) and long vowel sounds (*slowly stretch as you say ‘long vowel sounds’*).”



**Ask** “Can you do that with your hands?” (*Slowly hold hands apart with a short distance in between making a chopping motion as you say each short vowel sound /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/.*)

**Say** “Now slowly stretch your hands apart (*Stretch hands apart as you say each long vowel sound*) /ā/, /ē/, /ī/, /ō/, /ū/.”

**Say** “Just like our hands, the short vowel sounds are short and quick, but the long vowel sounds are stretched out.”

### Do:

**Point to** the letter tile **a** and **say**, “The vowel letter **a** has two sounds – /ă/ (*hands close together*) and /ā/ (*hands farther apart*).”

**Ask** "Can you hear how one sound is short, and the other is long?"

**Say** "Great job! Let's look at the next one (*point to the letter tile e*). The short vowel **e** is (*short vowel hand motion*) /ĕ/, the long vowel **e** is (*long vowel hand motion*) /ēēēēē/."

**Ask** "Can you hear how one sound is short, and the other is long?"

**Say** "Super!"

**Continue this** process for short and long vowel sounds: **i**, **o**, and **u**.

**Say** "Great job! Now you know that the vowel family is super special not only because they are small and red, but also because each vowel has two sounds (*hold 2 fingers up next to your ear*), a short sound and a long sound (*make the hand motions of short and long distance*)."

## Unit 3 | Lesson 2

Materials	
Short and Long Vowel Anchor Charts (download from Multilingual Supply Room)	
Instructional Objective	DESCRIPTION
The English learner student will be able to differentiate between short and long vowel sounds.	Short and long vowel sounds are a defining feature of the English language. It is because of this that their differentiation and pronunciation are critical as your English learner is learning how to recognize and read them within words.
Functional Objective	DESCRIPTION
The student will be able to use kinesthetic movements to reinforce short and long vowel sounds.	To actively identify the terminology of short and long vowels and the sounds they represent, it is important that your English learner student be able to differentiate and be familiar with short and long vowel sounds. This will enable the student to actively understand and make independent connections as each are used, referenced, and seen in literacy and language development.
Cultural Objective	
The teacher will enable confident and active participation by providing an explanation for each vowel sound along with their hand motion in order to provide for concrete connection. Expression through movement is very important and can make a lasting connection in general. This can also be relatable and appreciated within cultures that naturally embrace movement as an additional component of expression in communication.	

### Sociocultural Component

Movement and expression are powerful tools for communication across languages. Movement and expression attached to certain words provides for lasting and concrete meaning to be established. This is seen across multiple languages and can be beneficial for communicating or expressing oneself even when the same language is not spoken.

## Begin Lesson

**Ask** "In the previous lesson, we learned what makes the vowel family extra special. Can you remember?" (**A:** *there are only five of them and they each have two sounds*)

**Say** "Right! Vowels are extra special because, unlike most consonant letters, they each have two sounds."

**Ask** "Let's look at our vowel anchor charts."

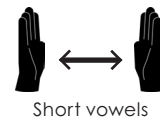
**Do:**

**Point to** the short vowel anchor chart (*these are found in your Multilingual Supply Room in Printable Resources under Resources in English*).

**Say** "This poster shows us the sounds short vowels make."

**Do:**

**Point to** the short vowel anchor chart and **put your hands slightly apart, moving them up and down in a chopping motion as you say each sound** /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/.



**Ask** "Can you hear how short their sounds are?"

**Say** "Now you do it with me." (*Student will place hands slightly apart and move them up and down as they say each short vowel sound.*)

**Do:**

**Point to** the long vowel anchor chart (*these are found in your Multilingual Supply Room in Printable Resources under Resources in English*).

**Say** "This poster shows us the sounds long vowels make."

**Do:**

**Point to** the long vowels and **stretch your hands apart as you say each long vowel sound** /āāāā/, /ēēēē/, /īīīī/, /ōōōō/, /yōōōō/.



**Ask** "Can you hear how long their sounds are?"

**Say:**

- "Now you do it with me (*student will stretch hands slowly apart, stretching them out as they say each long vowel sound /ā/, /ē/, /ī/, /ō/, /yōō/*).
- We can hear each of these sounds at the beginning of words. Let's review each short vowel and their beginning sound words."

Review and take time to reiterate and/or reteach short vowel letter names, their sounds, and the words represented. (*If your student struggles with a particular short vowel, you may also only focus on that one. This explanation, which they might not get in a group setting, is crucial for their confidence and understanding when approaching vowel sounds in words.*)

Review and take time to reiterate and/or reteach any specific long vowel letter names, their sounds, and the words represented. (*If your student struggles with a particular long vowel you may only focus on that one.*)

**Say** "Great job! Now you have a better understanding of short and long vowels and how they sound."

## Unit 3 | Lesson 3

Materials	
Phonics Kit	
Instructional Objective	DESCRIPTION
The English learner student will be able to differentiate between short and long vowel sounds with a focus on short vowel sounds.	At this level, knowing that vowels have two sounds is important, but it's crucial to first establish the commonly used short vowels in basic words. Your student will only begin seeing words with long vowels after much practice decoding basic CVC words containing short vowel sounds. A strong foundation and focus on short vowel sounds, while also being cognizant of long vowel sounds, will prepare your student for the foundational skills needed when they begin to read more complex words with long vowel sounds.
Functional Objective	DESCRIPTION
Your student will be able to identify short vowel sounds using their red letter and color tiles.	Your English language learner will need a concrete application to the abstract concept of letters and their sounds. Using color tiles and letter tiles and knowing how to differentiate vowel letter tiles will further enable your student's ability to use and read them in new English words.
Cultural Objective	
The teacher will foster understanding and connection by using the "family" context to differentiate and distinguish the "small vowel family" letters.	

### Sociocultural Component

Your English language learner is learning that English letters have sounds and at the same time what each of those letters are. This can be quite the cognitive overload. Pre-exposure for the sake of building context, in smaller, more individual settings, will give your students the confidence and background knowledge that native English speakers may already have when differentiating vowels and their sounds in the English language.

## Begin Lesson

### Say:

- "Let's review our vowel letters again today. Can you find them in your kit and set them aside for me?"
- Great job!
- Let's place these red vowel letter tiles in a line.



- Do you remember something about them that makes them different from the other letters?" (**A:** *there are only five of them, they are red, and they each have two sounds; ideal answer: they each have two sounds*)

### Say:

- "That's right! They have two different sounds. *(Use hands slightly apart, and then stretch farther apart while saying, 'the short vowel sounds and the "looooong" vowel sounds.'*)
- Let's play a game! I want you to put your hands together. I am going to make a vowel sound. I want you to show me with your hands if it is short or "looooong". If you think it is a short sound, only separate your hands a little. If you think it's a "looooong" sound, stretch your hands apart farther away from one another. *(Model with an example.)* Are you ready?"

### Do:

**Make the short a sound** and check student's identification of long or short sound through their hand motion.

Continue with remaining short and long vowel sounds in random order.

*\*This task can be used as an informal evaluation on vowel sound differentiation.*

### Say:

- "Great job! *(Say this in the student's native language if possible - see page v-ix in the Introduction to these units.)* You know the difference between short and long vowels! Most of the words you are learning to read will have short vowel sounds. As you learn to read bigger and more complicated words, you will notice words with long vowel sounds.
- Soon you will be ready when it's time to read words that have both long and short vowel sounds."

**Ask** "Let's take out a color tile for our short vowel sounds. Which color tile do we use for short vowel sounds?" (**A:** *red*)

**Say** "That's right, red! Just like the color of the vowel letters on the letter tiles!"

**Ask** "Can you take out the vowel letter tiles and put them in a line?"

### Say:

- "Great job! For now we are going to focus on the short vowel sounds: /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/. *(Move the red color tile over each vowel letter tile as you say each sound.)*

- Now it is your turn. When I move the red color tile above one of the vowels, I want you to make the short vowel sound for that vowel letter. Do you think you can do it? Let's try!"

**Do:**

**Review** each short vowel letter sound.

**Say** "Great job! You know your short vowel sounds!"

*(Teach certain short vowel sounds over others if there are certain ones that prove more challenging. Depending on language or dialect, your student will typically struggle with some over others; should this be the case, review the more naturally identified and articulated ones while focusing on the challenging ones. Reiterating hand motions and picture cards specific to these sounds can also prove beneficial. Please note articulation can prove challenging with some sounds. Do not overcorrect on the articulation of certain short vowel sounds; rather, encourage and reinforce the correct sound by allowing the student to hear and see it. The goal is for the student to readily identify the short vowel letter in correspondence to its sound. The articulation will naturally occur through practice and confidence will be built.)*