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November 7, 2021
OBI Lesson Plan #7

English-1st Grade

TEKS: The student is expected to distinguish between long and short vowels in one-syllable words (110.3.b.2.iii).

Formal Objective: The student will distinguish between long and short vowels in one-syllable words with a 50% degree of accuracy rating.

Mental Set: Who has been on a road trip before? (**Ask a few volunteers to share**) Last Christmas I went on a road trip! I drove all by myself from Arizona to California which took over 7 hours! (**Show the first map below**) See that arrow? That's a long way to drive, isn't it? When I drive to school each morning, that only takes me like five minutes. (**Show the second map below**) That second arrow is so small because that is such a short trip! The adjectives short and long are used to describe lots of things such as road trips, books, and even vowels!



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Rationale: Why do you need to know the difference between short and long vowels? This knowledge will help you spell words correctly, which will allow you to become great writers! If you didn't know the difference between short and long vowels, you would not be able to write a letter to your grandma, or send a text to your best friend, or even submit a homework assignment!

Stated Objective: Today we are going to learn the difference between short and long vowels.

Teacher Input/Modeling:

Last week we reviewed our vowels. Can someone tell me what they are? **(Ask a volunteer to share)** That's right! Our vowels are a, e, i, o, u, and sometimes y! **(Write them on the board)** Vowels can be both long and short. When vowels are long, they say their names. For example, a would say "ā" and e would say "ē." When vowels are short, they do not say their names. For example, a would say "ă" and e would say "ĕ." Let's practice making the short and long sounds for each of our vowels: a, e, i, o, u, and sometimes y. **(Spend a few minutes practicing pronouncing the long and short sounds for each vowel as a class)** Now, let's practice distinguishing long and short vowels in words. I am going to write a word on the board. Then, you will say the word aloud and tell the class if the vowel is a long or short vowel and why. I will go first. **(Write the word "ate")** This word is "ate." The letter a in the word ate says "ā," so a is saying its name. Therefore, the vowel a is a long vowel in this word. Okay now your turn! **(Write the words up, old, at, me, and bite on the board. Ask volunteers to say the word aloud and tell the class if the vowel is a short or long vowel and why)**

Check for Comprehension:

Comprehension questions:

1. What is a short vowel? Give me an example.
2. What is a long vowel? Give me an example.
3. What is a word with a short vowel?
4. What is a word with a long vowel?
5. How can you tell the difference between a short and a long vowel?

Guided Practice/Modeling:

Now I'm going to give each of you a worksheet. You are going to cut out all the words on the right side. Then, you are going to determine whether the vowel in the word is a long or a short vowel based on whether the vowel says its name. Once you finish, you will raise your hand, I will check your answers, and you will glue the words down. I will do the first one with you. So, let's cut out the word "cap." Can everyone say "cap?" **(Say "cap" as a class)** The a in cap says "ă" not its name, so the a in cap is a short vowel. Let's all glue "cap" under the left column labeled "short vowels." Okay now it's your turn to finish the worksheet! **(Give them about 15 minutes to complete the worksheet and provide assistance and additional instruction as needed)**

Example worksheet:

Name: _____

Long & Short Vowels

Directions: sort the words and decide if the word has a long or a short vowel sound.

Short Vowels	Long Vowels

cap
vote
five
cute
set
shut
stop
rate
pigs
tree

Extension: Have the students pair up and go on a search around the classroom for the three items with short vowels in their names and three items with long vowels in their names. Ask them to fill out the worksheet below:

Short vowel	Long vowel
1.	1.
2.	2.
3.	3.

Re-teaching: Work with the students one-on-one to develop a better understanding of the difference between short and long vowels. Play the YouTube video “The Vowel Song: Short and Long Vowel Sounds” (<https://www.youtube.com/watch?v=4TjcT7Gto3U>) to provide students with a clear visual representation of the information being taught. Then, work through a handful of words, such as rat and rate, with the student to determine whether they include a long or short vowel. Provide instruction and support as needed.

Closure: Tonight, I want you to go on a search looking for different things around your house that have short or long vowels in their names. For example, if you see chips in your kitchen, you will write “chips” under the short vowel column. I will give each of you a worksheet like this (**hold the worksheet below for the students to see**) and I want you to find three items with a short vowel in their names and three items with a long vowel in their names.

Example worksheet:

Short vowel	Long vowel
1.	1.
2.	2.
3.	3.