

3 Long Vowel Patterns

Many of the items on this shopping list are examples of words that follow a pattern other than vowel-consonant-e to create a long vowel sound. The only way to remember how to spell words like these is to memorize the various long-vowel-sound patterns (see Word Pattern).

Shopping List

macaroni
bay leaves
low-fat cheese
potato soup
cashews
wieners
diet cola
cucumbers
hand soap
fruit cocktail
blueberry pie
root beer
lightbulbs

Thinking about Words

agree
classify
complaint
conceited
continue
designer
disease
document
fuel
groan
photocopy
playoff
sigh
thrown
weighed

OTHER PATTERNS

*a lot
exactly
*friends
scissors
sizzle

1. These items from the shopping list contain the long **e** sound: low-fat cheese, wieners, bay leaves, macaroni, and root beer. Rewrite the underlined words in your notebook and circle the letters that create the long vowel sound /ē/ in each word.

2. The long **u** sound is sometimes pronounced /ü/ as in boot and /yü/ as in beautiful. Listen for these sounds in the following items from the shopping list:

cashews	fruit cocktail	potato soup
blueberry pie	root beer	cucumbers

Rewrite the words that contain the long vowel sound /ü/ and then circle the letters that create the sound in each word.

3. Find words in the shopping list that contain these vowel sounds:
a) long **o** (Five words. Hint: One word has two long **o** sounds.)
b) long **i** (Three words)
c) long **a** (Three words)

Word Pattern

Long vowel sounds can be created in a number of ways, such as the following:

/ā/ as in bait, **weighed**, play

/ō/ as in tomato, coating, bowling

/ē/ as in seen, beat, field, candy,
kidney, receive, piano, sesame

/ü/ or /yü/ as in blue, chewing, stupid,
juicy, troops, few, **continue**

/ī/ as in might, style, pilot, certify

* frequently misspelled word

Working with Words

1. a) Create a chart like the one below and write list words under the correct headings. (Hint: A word may appear under more than one heading.)

long /ā/	long /ē/	long /ī/	long /ō/	long /ü/
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

- b) Underline or highlight the letters that form the long vowel sound in each word.

2. The answers to the riddles below are pairs of rhyming words that contain a long vowel sound. Complete each rhyme with one of the list words. For example, insect's illness = bee's **disease**.

- a) mild criticism = faint _____
 b) calculated the mass of a green jewel = _____ jade
 c) better decorator = finer _____
 d) tossed dog toy = _____ bone

3. Say the word **sizzle** aloud. You can almost hear the sound of burgers cooking over an open flame! Many words seem to create vivid sounds and sight images as you say them. The technical term for this is *onomatopoeia*.

Substitute vivid words for the underlined verbs in the following sentences. Try to hear the sounds or see the images created by your onomatopoeic words. For example, "the waves hit the coastline" might become "the waves battered the coastline."

- a) The water flowed from the tap.
 b) My baby sister cried when we left the room.
 c) The music from his radio wakened the neighbours.
 d) The tree branches moved under the weight of the new snow.

SPELLING SECRETS

Some people remember the "c" in **scissors** by pronouncing the word *skissors*. This strategy may help you with other tricky words.

4. Rewrite the list of words below. Say them aloud and notice which letters are silent or difficult to hear. To help you remember how to spell these words, circle or highlight any letters that need to be emphasized in pronunciation.

library
probably

environment
pumpkin

escape
scissors

Writing and Revising

SPELLING SECRETS

A tip to help you remember that **a lot** is two words is to think of its opposite, *a little*.

1. Lists are series of words or phrases that are related in some way. A list often has no special order or meaning except to the person who made it. Here are some lists for you to make.

- a) List everything you have seen from the moment you left your home to the time you arrived at school.
- b) List every musical group you have ever liked.
- c) List as many breeds of dogs (or cats) as you can.
- d) List the types of appliances (both large and small) that people could have in their homes.
- e) List all the car models you know.

2. Look at the shopping list on page 9. Add five more items that include a long-vowel-sound pattern. Exchange your list with a partner to ensure your spelling follows the correct pattern.

3. a) What do the following words have in common?

hazy
rain

fog
ice

sunny
bolt

b) Aside from the fact that all the words in part (a) are weather terms, they are also used in common expressions unrelated to the weather. Can you figure out which word completes these sentences?

- My memory is _____.
- He's in a _____.
- I'll have my eggs _____-side up, please.
- Can I have a _____ check?
- The meeting broke the _____.
- It was a _____ out of the blue.

The Editing Desk

Prepositions A preposition is a word that shows a relationship of time, position, or direction. It connects words in a sentence to other words. The chart at the top of page 12 lists some common prepositions.

Prepositions		
Time	Position	Direction
after	at	above
before	beside	across
since	between	down
until	for	over
	to	through
	with	under
	within	up

Notice the prepositions (underlined) in this passage from Jean Little's short story "The Training of Zephyr":

“I have known a guide dog to snatch food off the table. I have met one who speedily became overprotective and is a worry when strangers come around. I have met one who barks loud and long when anyone goes down the hall outside the apartment in which he lives.”

1. Prepositions help to make your writing more clear. Which preposition would you choose to complete the following sentences?

- Watch that you don't choke _____ that bone. (with, on)
- She awakened _____ the sounds of barking. (to, with)
- You can continue _____ the entire assignment. (with, on)
- We realized the paper was marked "Secret: _____ your eyes only!" (to, for)

2. Prepositions are often used incorrectly or left out altogether. Choose the correct sentence from each of the following pairs.

- There are a couple CDs I'd like to get.
There are a couple of CDs I'd like to get.
- Jing-mei was suddenly frightened by the sound of the thunder.
Jing-mei was suddenly frightened of the sound of the thunder.
- They shouted for me to hurry if I wanted to get inside the building.
They shouted for me to hurry up if I wanted to get inside the building.
- Our class joined up with a class from another school.
Our class joined a class from another school.