

# Short e, Long e with ee (page 37)



## Materials:

- letter flashcards Aa-Zz
- **short e** and **long e** flashcards
- lowercase letter flashcards (r, e, d, m, t, f, b and another e)
- picture cards (reed, meet, feed, beet)
- individual card with **e** on one side and **ee** on the other side for each student
- page 37

## Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: "Letter?" Students: "A."
  - Teacher: "Sound?" Students: "/a/."
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
  - Around the World
  - Flyswatter
  - Beanbag Toss
  - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

## Preview: 5-7 minutes

- Show the **short e** flashcard and review the sound the **short e** makes.
  - Teacher: "E /e/ /e/ /e/" Students: "E /e/ /e/ /e/"
- Ask the students to share some words they know with the **short e** sound and write them on one side of the board.
  - You can emphasize the sound in the word and maybe make the **e** a different color or circle it to show it is making the **short e** sound.
  - You may also want to make a poster that has **short e** words on one half and **long e** words on the other half.
- Show them the **long e** flashcard and talk about how the letter **e** can make another sound, called the **long e** sound.
  - Teacher: "E /e/ /e/ /e/" Students: "E /e/ /e/ /e/"

- Show them the **long e** picture cards, emphasizing the **long e** sound in each word.
  - Teacher: “/e/ /e/ reed”; students repeat
  - Teacher: “/e/ /e/ meet”; students repeat
  - Teacher: “/e/ /e/ feed”; students repeat
  - Teacher: “/e/ /e/ beet”; students repeat
- Tell them today they will practice making **short e** words into **long e** words.

### Modeling: 7-10 minutes

- Write the letters r and d on the whiteboard.
  - Make sure you leave space in between these two letters.
  - Tell the students you are going to use these letters to help you make a **short e** word and a **long e** word.
  - Begin by putting one of the lowercase **e** flashcards in between the two letters on the board.
  - Say each of the sounds and then blend the sounds together to read the word.
    - Teacher: “/r/ /e/ /d/, red”; students repeat
  - Now tell the students you want to make this a **long e** word. Put another **e** flashcard between the letters r and d so that you have two **e**’s.
    - Tell the students that by adding another **e**, we are changing it from the **short e** sound to the **long e** sound.
    - Teacher: “/r/ /e/ /d/, reed”; students repeat
- Pass out the individual cards with **e** on one side and **ee** on the other side.
- Write the letters m and t on the board with space in between the two letters.
  - Say the word met.
  - Ask the students to show you what letter they would need in the middle to make the word met.
  - After the kids have held up their cards, put up the letter **e** flashcard to make the word met.
  - Now, do the same things with the word meet.
  - Continue with the rest of the words on page 37.

### Guided Practice: 5-7 minutes

- Play Which Side Game.
  - Label two sides of the room, the **short e** side and the **long e** side.
  - Have the students stand in a line in the middle of the room, between the two sides.
  - Say a word that has the **short e** or **long e** sound. Have the students repeat.
  - If the word has the short /e/ sound, the students slide to the **short e** side. If the word has the long /e/ sound, the students slide to the **long e** side.
- Continue play as long as is necessary.

**Independent Practice:** 5-7 minutes

- Explain how to do page 37.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 37 to each student.

**Assessment:** (during Independent Practice)

- As the students are completing page 37, monitor and give guidance/support/correction/praise, as needed.
- Use page 37 as a record and be sure to take note of students who may need more practice and/or instruction.

**Closure:** 1-2 minutes

- Reread each **short e** and **long e** word on page 37 together.

