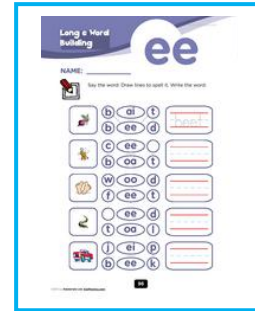


Long e Word Building (page 38)

Materials:

- letter flashcards Aa-Zz
- **long e** flashcard with **ee**
- picture cards (beet, bee, feet, eel, jeep)
- lowercase letter flashcards (b, e, e, t, f, l, j, p)
- individual letter cards for each student (b, e, e, t, f, l, j, p)
- page 38



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 minutes

- Show 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/"
 - Remind the students that one way to make the **long e** sound is to put the letters **ee** together.
- Show them the **long e** picture cards, emphasizing the **long e** sound in each word.
 - Point out that when the **ee** are together, they only make one sound, the **long e** sound.
 - Teacher: "/e/ /e/ beet"; students repeat
 - Teacher: "/e/ /e/ bee"; students repeat
 - Teacher: "/e/ /e/ feet"; students repeat
 - Teacher: "/e/ /e/ eel"; students repeat

- Teacher: “/e/ /e/ jeep”; students repeat
- Tell them today they are going to be using letter cards to make the words to match the pictures.

Modeling: 5-7 minutes

- Place the lowercase letter flashcards (b, e, e, t, f, l, j, p) in a line on the floor.
 - You can also use the whiteboard ledge or the whiteboard, as long as they are within the students’ reach.
- Show one of the picture cards and say all the sounds you hear in the word.
 - Teacher: “beet /b/ /e/ /t/ beet”; students repeat
 - Now say the sounds again, but this time as you say each sound pull the letter that matches out of the line of letters.
 - Make sure you are modeling and talking about what thoughts are going on in your head as you are pulling the letters down to make the word that matches the picture.
 - “Well I know that beet starts with /b/. Letter b makes the /b/ sound, so I will pull down the letter b. Now I hear the long /e/ sound, but which letters make the long e sound? If I pull down one e that says the short /e/ sound, but if I put the two e’s together, it will make the long /e/ sound. I will pull down both of the e’s to make the long /e/ sound. At the end of the word I hear the /t/ sound. I know the letter t makes the /t/ sound. Now if I read the word I have it is beet.”
 - Now do another example with the word bee, and have the students help you with the sounds and moving the letters.

Guided Practice: 5-7 minutes

- Give each student their own set of letter cards and have them put them in a line at the top of the area they are working in.
- You will continue the activity from above, only the students will be moving their own letters along with you.
- Show one of the picture cards and say all of the sounds you hear.
 - Teacher: “feet /f/ /e/ /t/ feet”; students repeat
 - Now say the word again, one sound at a time. As you say the sound, pull down the letter that matches, while the students are doing the same thing with their letters.
 - Ask questions to make sure the students are thinking about how they should be making the word to match the picture.
 - “What sound or sounds do you hear at the beginning of the word? Which letter or letters make that sound? What vowel sound do you hear? Which letters go together to make that vowel sound? How do you know? What sound do you hear at the end of the word?”

- Walk around and make sure the students are pulling down the correct letters to make the words.
- Students that are still unsure can look at what you are doing to help guide them or make corrections if needed.
- After all of the letters have been pulled down, read the word together.
- Return the letters back to the line at the top of the work area and repeat with other words on page 38.

Independent Practice: 5-7 minutes

- Explain how to do page 38.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 38 to each student.
 - You may want to do one or two together before you have them work on the page independently.
 - They can also use their letter cards to make the word first if it helps them.

Assessment: (during Independent Practice)

- As the students are completing page 38, monitor and give guidance/support/correction/praise, as needed.
- Use page 38 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Write the words on the board and read them together.
 - Teacher and students: “/b/ /e/ /t/ beet”
 - Teacher and students: “/b/ /e/ bee”
 - Teacher and students: “/f/ /e/ /t/ feet”
 - Teacher and students: “/e/ /l/ eel”
 - Teacher and students: “/j/ /e/ /p/ jeep”