

## Long e with ee & ea (page 42)



### Materials:

- letter flashcards Aa-Zz
- **long e** flashcards
- picture cards (feet, feed, jeep, meat, read, leap and any other picture cards with the **long e** sound made with **ee** or **ea**)
- word cards (feet, feed, jeep, meat, read, leap and any other picture cards with the **long e** sound made with **ee** or **ea**)
- 2 flyswatters
- page 42

### 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/"
  - Talk about how we can put **ee** together or **ea** together to make the **long e** sound.
- Show them the **long e** picture cards, emphasizing the **long e** sound in each word.
  - Point out that when the **ee** or **ea** are together, they only make one sound, the **long e** sound.
  - Teacher: "/e/ /e/ feet"; students repeat

- Teacher: “/e/ /e/ feed”; students repeat
- Teacher: “/e/ /e/ jeep”; students repeat
- Teacher: “/e/ /e/ meat”; students repeat
- Teacher: “/e/ /e/ read”; students repeat
- Teacher: “/e/ /e/ leap”; students repeat

**Modeling:** 5-7 minutes

- Lay the picture cards out on the floor so that you can see all of the different pictures.
- Show the students one of the word cards and say each of the sounds and then blend them together to read the word.
  - Teacher: “/f/ /e/ /t/ ..... feet”
  - As you are saying the sounds, say what you are thinking as you are sounding out the word.
    - “The letter f makes the /f/ sound. I see **ee** together and we talked about that when **ee** is together it makes the **long e** sound, so those letters say /e/. The letter t makes the /t/ sound. /f/ /e/ /t/ is the word feet.”
  - Now that you have read the word, see if you can find the matching picture. You can ask the students to help.
  - Once you find the matching picture, read the word again, feet.
  - Repeat with the rest of the **ee** and **ea, long e** words, on page 42. Make sure the students are helping to sound out the words and find the matching picture cards.

**Guided Practice:** 5-7 minutes

- Place the picture and word cards on the floor.
- Play Flyswatter Game.
  - Give two students a flyswatter.
  - The students walk around the picture and word cards that are placed on the floor with the flyswatters behind their backs. Make sure they are not walking on the cards, but around them in a circle.
  - Teacher calls out either picture or word card followed by what they want the students to look for. The students search for the picture or word card that matches what was said and then hit it with their flyswatters, saying the word as they do.
  - Give the flyswatters to two new students and start again.
  - Continue play until all the students have had a turn.

**Independent Practice:** 5-7 minutes

- Explain how to do page 42.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 42 to each student.

**Assessment:** (during Independent Practice)

- As the students are completing page 42, monitor and give guidance/support/correction/praise, as needed.
- Use page 42 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: “/f/ /e/ /t/ ..... feet”
  - Teacher and students: “/m/ /e/ /t/ ..... meat”
  - Teacher and students: “/f/ /e/ /d/ ..... feed”
  - Teacher and students: “/r/ /e/ /d/ ..... read”
  - Teacher and students: “/j/ /e/ /p/ ..... jeep”
  - Teacher and students: “/l/ /e/ /p/ ..... leap”