

Date: \_\_\_\_\_

## Long Ee Spelled e

### PLAN

**Component:** Decoding

**Instructional Activity:** Words with Long *Ee* Spelled *e*

**Materials Needed:** Long *Ee* sound-spelling card, whiteboards, markers, erasers



**Approximate Time:**  
10 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

### OBJECTIVE

**State the objective(s).**

The sound of long *Ee*, /ēēē/, can be spelled several ways. You're going to learn a common pattern for /ēēē/ and practice reading words containing the pattern.

### REVIEW & VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

Refer to the sound-spelling cards as you review the vowels. **There are two kinds of letters: *consonants* and *vowels*. The vowels are *Aa*, *Ee*, *Ii*, *Oo*, and *Uu*. Sometimes the letter *Yy* can also make a vowel sound.**

**Each vowel can make two sounds: a *short vowel sound* and a *long vowel sound*. Say each *long vowel sound* after me. Remember to hold each sound like I do. Point to each vowel and say its long sound. Students repeat each sound after you.**

**Each long vowel sound can be spelled several different ways. In this lesson, we're going to learn how to spell the sound /ēēē/ when it comes at the end of a syllable except when it is part of a vowel-consonant-e pattern.**

Date: \_\_\_\_\_

Long *Ee* Spelled *e*

I DO IT!

**Demonstrate.** Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for long *Ee*. Using sticky notes, cover over all of the spellings at the bottom of the card that have not yet been taught. Make sure the spelling *e* is uncovered.

Point to the picture at the top of the card.

- The sound is /ēēē/. The key word is \_\_\_\_\_.
- The sound /ēēē/ can be held a long time. Listen: /ēēē/. Hold the sound for 2-3 seconds.
- Point to the spelling patterns at the bottom of the card. **One way to spell the sound /ēēē/ is with a single letter *e*.**
- **The spelling *e* comes at the end of any syllable except when it is part of a vowel-consonant-*e* pattern. When a single *e* comes at the end of a word after a single vowel and consonant, it's not pronounced at all. Instead, the *e* makes the other vowel make its long sound.** Examples include words like *pine* and *stove*.

Write the word *prefix* on the board.

**First, I underline the vowels in the word.** Underline *e* and *i*. **There are two vowel sounds in the word. That means the word has two syllables. I'll draw a line after the *e*. That makes *pre-* an open syllable because it ends in a single vowel.**

**Now, I sound out and read each syllable.** Point under each letter as you say its sound: /p rrr ēēē/ -- *pre-* /f ɪɪ k sss/ -- *-fix* I put the two syllables together: *prefix*. The word is *prefix*.

**I ask myself, does the word *prefix* make sense? Have I heard the word before? If I have, then I'm pretty sure I figured out the word and read it correctly!**

Date: \_\_\_\_\_

**Provide guided practice.**

**Let's review.** Show students the sound-spelling card for *long Ee*.

**The key word is \_\_\_\_\_.** What's the key word? Students: \_\_\_\_\_

**The sound is /ēēē/. Sound?** Students respond with letter sound: /ēēē/.

**One spelling pattern we can use for the sound /ēēē/ is e.** What's one spelling pattern for the sound /ēēē/? Students: e

**We're going to read some words together. All of these words contain an open syllable.**

**If you recognize the word, please don't blurt it out. We're going to figure it out together.**

Write the word *began* on the board.

**What vowels are in this word?** Students and teacher: e and a (Teacher underlines each vowel.)

**Since the word has two vowel sounds, how many syllables does it have?** Students and teacher: two Teacher draws a line between e and g. Teacher points to the first syllable, *be-*.

**How will we pronounce the e in this syllable?** Students and teacher: /ēēē/ **Why?** Call on 2-3 students to respond, *or* have students *Turn and Talk* about the answer with a partner. Examples of correct responses: it's an open syllable; open syllable vowels make their long sound; when a single vowel comes at the end of any syllable, it makes the long vowel sound.

Teacher points to the first syllable, *be-*: **Read the first syllable. Sound it out if you need to.** Students and teacher: /b ēēē/ *be-*

Teacher points to the last syllable, *-gan*: **Read the last syllable. Sound it out if you need to.** Students and teacher: /g āāā nnn/ *-gan*

**Put the syllables together and read the word.** Students and teachers: ***began***

Follow the routine with the words below.

even	meter
predict	secret
emit	legal



If students need support with:	Then try this:
Recognizing open syllables in two syllable words	Back up to decoding open syllables in single syllable words.

WE DO IT!

Date: \_\_\_\_\_

YOU DO IT!

**Provide independent practice.**

Give each student an individual whiteboard, marker, and eraser.

**Your turn. You will figure out the word. Then I'll call on one student to read the word.**

Write the word *return* on the board. **Copy this word onto your whiteboard.**

**Draw a line under each vowel sound.** Prompt, if needed: **Remember, if you see a vowel followed by a single *r*, underline the vowel and the *r* together. It's probably an *r-controlled* vowel.** Check to see that students have underlined *e* and *ur*.

**Think: How many syllables does this word have? (2)**

**Draw a line after the first vowel to divide the word into two syllables.** Prompt: Draw a line after the *e*.

**Sound out and read the first syllable.** Students sound out and read *re-*.

**Sound out and read the last syllable.** Students sound out and read *-turn*.

**(Student name), what's the word?** Student: *return*

Continue the routine, calling on other students to respond one at a time. Use the words below.

fever	relax
reflect	defend
evil	depart

ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

For students who show mastery for decoding words with open syllable patterns, consider moving to the instructional protocol for encoding words with open syllable patterns.