

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

## Long Ee Spelled e

PLAN

**Component:** Encoding

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

**Materials Needed:** sound-spelling cards, whiteboards, markers, erasers



**Approximate Time:**

7 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. One common spelling pattern for /ēēē/ is *e*. You will practice spelling 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. You've learned the short and long vowel sound for *Ee*. Repeat after me. Point to *Ee*. The short vowel sound is /ĕĕĕ/. What's the short vowel sound? Students: /ĕĕĕ/**  
**The long vowel sound is /ēēē/. What's the long vowel sound? Students: /ēēē/**

**A *syllable* is a chunk of a word that contains one vowel sound. If a syllable ends in a vowel sound, and that vowel sound is spelled using only one letter, the syllable is called an *open syllable* and the sound the single vowel makes is its *long* sound. If a single *e* comes at the end of any syllable in a word *except as a part of the vowel-consonant-e pattern*, the sound it makes is /ēēē/. When a single *e* comes at the end of a word after a single vowel and consonant, it makes the other vowel make its long sound, like in *pine* and *stove*.**

Note: Sound-spelling cards for long vowel sounds generally do not have letters at the top of each card. There is usually a picture representing a word that contains the long vowel sound, plus a list of the most frequently-used spelling patterns for the sound.

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**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 any spellings at the bottom of the card that have not yet been taught. Make sure *e* is uncovered for this lesson. Point to the picture at the top of the card.

- **The sound is /ēēē/. The key word is \_\_\_\_\_. What's the key word?** Students: \_\_\_\_\_
- **The sound /ēēē/ can be held a long time. Listen: /ēēē/.** Hold the sound for 2-3 seconds. **What's the sound?** Students: /ēēē/
- Point to the spelling patterns at the bottom of the card. **One way to spell the sound /ēēē/ is with a single letter e. What's one way to spell /ēēē/?** Students: *single letter e*
- **When a single e comes at the end of any syllable except as a part of the vowel-consonant-e pattern, the sound it makes is /ēēē/.** If you have already taught VCe patterns, review: **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.**

I'm going to spell a word that contains the long vowel sound /ēēē/ spelled with a single *e*.

The word is *defend*. *Defend* means to protect or guard something.

First, I count the syllables. I'll hold up one finger for each syllable I hear: /dē/ /fend/. Two syllables.

The first syllable is /dē/. I stretch it: /d ēēē/. I ask myself: *Where do I hear the sound /ēēē/ in the syllable?* I hear the sound /ēēē/ at the end of the syllable. The syllable doesn't have a consonant sound after the sound /ēēē/. That means I can use the spelling *e*.

I stretch and spell the first syllable: /d/ write *d*; /ēēē/ write *e*.

I say the word "like a robot", and listen for the second syllable: /dē/ /fēnd/. The second syllable is /fēnd/. I stretch and spell the syllable: /fff/ write *f*; /ēēē/ write *e*; /nnn/ write *n*; /d/ write *d*.

I check my work by pointing under each syllable in the word and reading it, sounding it out if I need to. Then, I put the syllables together and read the whole word: /dē/ /fēnd/ defend? That sounds right! The word is *defend*.

I DO IT!

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## Long Ee Spelled e

WE DO IT!

### Provide guided practice.

Distribute student whiteboards, markers, and erasers.

**Let's spell some words together. Each word contains the long e sound spelled with a single letter e.**

**The first word is *reflect*. What word?** Students and teacher: *reflect*

**Count the syllables in *reflect*.** Prompt: Hold up one finger for each syllable. Students and teacher: *re – flect. Two syllables.*

**First syllable?** Students and teacher: *re-*

**Where do you hear the sound /ēēē/ in the syllable—at the beginning, middle, or end?** Students and teacher: *end*

If you have taught the concept of open and closed syllables, add: **What kind of syllable is *re-*?** Students and teacher: *open* **What sound does**

**the vowel make in an open syllable: *long* or *short*?** Students and teacher: *long*

**How will we spell the vowel sound in *re-*?** Students and teacher: *(a single) e*

**Stretch and spell *re-*.** Students and teacher: /rrr/ write *r*; /ēēē/ write *e*

**What's the second syllable in *reflect*?** Students and teacher: *-flect*

**Stretch and spell *-flect*.** Students and teacher: /fff/ write *f*; /lll/ write *l*; /ěěě/ write *e*; /k/ write *c* (because there is another consonant sound after /k/); /t/ write *t*.

**Check your work by pointing under each syllable in the word and reading it, sounding it out if needed, then putting the syllables together and reading the whole word.** Students and teacher: /rē/ /flēkt/; *reflect* (Note: The first *e* in *reflect* is usually pronounced using the unaccented schwa sound, which sounds similar to a short *u* or short *i* sound. Encourage students to “make it sound like a real word” by flexing the vowel sound.)

Use the routine above to spell the words *regal* and *fever*.

*Teacher Tip:* Remember to read the word “like a robot” (every syllable stressed—no schwa sounds) if the word contains an unaccented schwa sound. For example, *regal* would be /rē/ /gal/ if a robot said it, but it's usually pronounced more like *regul*.

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YOU DO IT!

**Provide independent practice.**

Now it's your turn to spell words on your own. I will walk through the steps with you, but you will spell the word by yourself. I'll be looking at your whiteboards to see how you're doing.

Follow this routine using words from the Word List.

- **Repeat the word.** The teacher should also say the word "like a robot" if it contains a schwa sound, and students should repeat it.
- **Count the syllables.**
- **Say the first syllable.** If there's a long vowel sound in it, think: Do you hear it at the beginning, middle, or end of the syllable? What spelling pattern should I choose?
- **Stretch and spell the first syllable.**
- **Say the next syllable.** If there's a long vowel sound in it, think: Do you hear it at the beginning, middle, or end of the syllable? What spelling pattern should I choose?
- **Stretch and spell the next syllable.**
- **Continue until you've spelled all of the syllables in the word.**
- **Check your work.** Point under each syllable and read it, then put the syllables together and read the whole word.

Word List	
record	emit
begin	report
depend	meter

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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.*

To familiarize students with the open syllable spelling pattern, have them look for and list words they find in text that use the pattern.

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