

Date: _____

Long Ee Spelled ee or ea

PLAN

Component: Encoding

Instructional Activity: Words with Long *Ee* Spelled *ee* or *ea*

Materials Needed: sound-spelling cards, whiteboards, markers



Approximate Time:
7 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

A vowel team is a combination of two, three, or four letters that work together to make one vowel sound. Today, we are going to practice spelling words with two vowel teams that can be used to spell the long E sound: *ee* and *ea*.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Review as needed. 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.

A *vowel team* is a combination of two, three, or four letters that work together to spell one vowel sound.

A *homophone* is a word that sounds exactly like another word but has a different spelling and a different meaning. For example, the word that is pronounced /sssēēē/ means *to look at* when it's spelled *see*, but it can mean the *ocean* when it is spelled *sea*. *See* and *sea* are *homophones*.

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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 E*. Point to the picture at the top of the card.

- The sound is /ēēē/. The key word is _____. What's the sound? Students: /ēēē/
- Point to the spelling patterns at the bottom of the card. There are several ways to spell the sound /ēēē/. We're going to look at the vowel teams *ee* and *ea* in this lesson.
 - Both *ee* and *ea* can be used to spell the sound /ēēē/ in the middle of a word or syllable. /ēēē/ can be spelled *ee* or *ea*. What are two spellings for the sound /ēēē/? Students: *ee* and *ea*
 - At the end of a word, if you have to choose between the spelling *ee* or *ea*, you should choose *ee*. The pattern *ea* only comes at the end of a few common words—*tea*, *plea*, *pea*, *flea*, and *sea*. The pattern *ee* comes at the end of quite a few words, like *bee*, *see*, *flee*, *free*, *knee*, *tree*, *toffee*, *jubilee*, *guarantee*, *chimpanzee*, and more! If you have to choose between *ee* and *ea* at the end of a word, which one should you choose? Students: *ee*

I'm going to spell a word that contains the sound /ēēē/. In this word, the spelling for the sound /ēēē/ will be either *ee* or *ea*.

The word is *peak*, like in the phrase *mountain peak*. A *peak* is the top of something.

I stretch the word: /pēēēk/. I ask myself: *Where do I hear the sound /ēēē/ in the word?* I hear the sound /ēēē/ in the middle of the word. There's a consonant sound after /ēēē/. I know that both patterns, *ee* and *ea*, can come in the middle of a word. Since I'm not sure which pattern to use, I'm going to stretch and spell the word both ways: /p/ write *p*; /ēēē/ write *ee*; /k/ write *k*; /p/ write *p*; /ēēē/ write *ea*; /k/ write *k*.

I look at the word spelled both ways—*peek* and *peak*. They both look right to me! That's because /pēēēk/ can mean the top of something, but /pēēēk/ can also mean to look quickly or secretly, like in *peekaboo*! If I'm not sure which one to use, this is when I can ask an expert. I can look in a dictionary or an online dictionary, I can check with my parents or another adult, like my teacher. An expert will tell me that the kind of /pēēēk/ in the phrase *mountain peak* is spelled *p – ea – k*.

I write the word, then I check my work by pointing under each pattern in the word and saying the sound. I blend the sounds together and read the whole word: /pēēēk/. The word is *peak*!

I DO IT!

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WE DO IT!

Provide guided practice.

Distribute student whiteboards, markers, and erasers.

Let’s spell some words together. Each word contains the sound /ēēē/, spelled either ee or ea. It’s our job to figure out which pattern to use and spell the word.

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

Stretch the sounds in freeze. Students and teacher: /frrrēēēzzz/.

Where do you hear the sound /ēēē/ in the syllable? Students and teacher: In the middle of the syllable. There’s a consonant sound before and after the sound /ēēē/.

How can I spell the sound /ēēē/ when it’s in the middle of the syllable—ee or ea? Students and teachers: *both ways!*

Before you stretch and spell the word freeze, I’ll tell you that the /zzz/ at the end of the word is spelled _ze. There’s a silent e at the end of this word. Now, let’s stretch and spell freeze. If you already know which pattern to use for the /ēēē/ in freeze, that’s fine. If you’re not sure, write the word both ways and see which one looks right. Students and teacher: /fff/ write *f*; /rrr/ write *r*; /ēēē/ write *e_*; /zzz/ write *ze*. Some students may need to write the other spelling: *freaze*. In that case, say, which word have you seen before? Which one looks right? Prompt for the spelling *f – r – ee – ze*.

Check your work by sounding it out, then putting it together and reading the whole word. Students and teacher: /fff/ /rrr/ /ēēē/ /zzz/; *freeze*.

Use the routine above to spell the words *meat* (use the homophone example in the *Demonstrate* section as a guide) and *street*.



If students need support with:	Then try this:
Segmenting phonemes	Try having the student use Elkonin boxes to push and say each phoneme before writing the graphemes.

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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.**
- **Stretch the word (say it slowly).** Listen for the position of the *long E* sound. Do you hear it at the beginning, middle, or end of the word? What spelling pattern should you choose?
- **Stretch and spell the word.**
- **If you aren't sure which pattern to use, write it both ways and see which one looks right.**
- **If you get stuck on two homophones and you need to ask an expert, you may.**
- **Check your work.** Point under each pattern and read it, then blend the sounds together and read the whole word.

Word List	
steam	glee
beet (beat)	greet
speak	leak (leek)



If students need support with:	Then try this:
Isolating the long vowel phoneme /ēēē/	Have students point to their mouth when they notice their mouth formation change to match the long E sound as they say the word.

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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 a particular spelling pattern, such as ee or ea, have them look for and list words they find in text that use the pattern.

To extend students' learning of homophones, have them write and draw pictures of homophone word pairs to create a homophone dictionary.