

Date: _____

Spelling Pattern *Short e Spelled e or ea*

PLAN

Component: Encoding

Instructional Activity: Using Clues to Select the Right Spelling Pattern: *Short e Spelled e or ea*

Materials Needed: whiteboards, markers, erasers



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

Let's use our strategy for choosing the right spelling pattern when there is more than one way to spell a sound. We will focus on two patterns for short *e*: *e* and *ea*. You will know you have it when you can choose the correct pattern for each of five short *e* words containing one of those patterns.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Remember, a *spelling pattern* is one or more letters that work together to spell a single sound. In the English language, a spelling pattern can have one, two, three, or even four letters! But a spelling pattern always spells one sound. A spelling pattern can also be called a *grapheme*.

In this lesson, we will look at two spelling patterns for the sound /ĕĕ/: *e* and *ea*. You have already learned to read and spell using each of these patterns. Today, we will learn a strategy for choosing which of the graphemes we should use when spelling an unfamiliar word containing short *e*.

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

Write these patterns on the board: *e ea*.

The patterns *e* and *ea* are tricky! You've learned that *e* can be pronounced as a long *e*--/ēēē/--as in the word *me*. It can also be pronounced as a short *e*--/ěěě/--as in the word *bed*. Remember, if there's a single letter *e* at the end of any syllable except the last one, that's an open syllable, and the *e* makes its long sound. Once in a while, the last syllable ends in an *e* that is pronounced /ēēē/, like in the word *maybe*, but most of the time, an *e* at the end of a word is silent. But when a single *e* is followed by a consonant sound in the syllable, it's a closed syllable, and the *e* makes its short sound, /ěěě/.

Most of the time, the pattern *ea* spells the long *e* sound, like in *eat*, *clean*, and *flea*. The pattern *ea* can also represent the sound /āāā/, like in *steak* and *break*. Once in a while, *ea* spells the sound /ěěě/. It's rare, but it's found in some common words.

I'm going to spell the word *bread*. I try to stretch and spell as much of the word as I can. I'll say the word slowly and write the letter for each sound: /b/ (write b) /rrr/ (write r) /ěěě/. I have to stop and think here. /ěěě/ can be spelled *e* or *ea*. Point to the patterns on the board. I have to choose the correct spelling. I'll leave a space and stretch and spell the rest of the syllable first: /d/ (write d).

Second, if I could, I would eliminate the patterns for /ěěě/ that I can't use here. But both *e* and *ea* can be used in the middle of a word, so either of them will work.

Now, I have to choose between *e* and *ea*. I write the word both ways and see which one looks right. I've probably seen the word *bread* before, so I'll use the memory in my brain to tell me which one is correct. Write *bred* and *bread* on the board. I'm pretty sure I've seen the word *bread* (point to *bread*) on the loaves of *bread* we buy at the store. That's the spelling I think is right.

Point to the word *bread* on the board. I'll sound out and read the word to check it: /brrrěěěd/. **Bread!**

*Teacher Tip: To build vocabulary, point to the word **bred** and explain that it is also a real word, and it means raised or brought up. If you describe someone as **well-bred**, it means they were raised well or they have good manners. A common expression that uses the word **bred** is **born and bred**, as in, "He was Texan, born and bred", which means he was both born and raised in Texas.*

I DO IT!

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Provide guided practice.

If possible, provide individual whiteboards, markers, and erasers to students for use in this activity. **Let's spell the word *head* together. Remember, the most important part of spelling is the thinking, not the writing, so put your markers down. We're going to think aloud how to spell the word.**

Write *e* and *ea* on the board again. **First, we should stretch and spell as much of the word as we can.**

Stretch and spell the sounds in *head*. Students and teacher say each phoneme and write the corresponding grapheme: /h/ (write *h*) /ěě/ **Stop! We need to think.** Point to the patterns on the board. **Here are two spellings for /ěě/. We have to choose which pattern works in the word *head*.** For now, we'll leave a space and finish spelling the rest of the word. /hěěd/ The last sound is /d/, spelled *d* (write *d*).

Second, if we could, we would eliminate the patterns for /ěě/ that we can't use here. But both *e* and *ea* can be used in the middle of a word, so either of them will work.

Third, write the word both ways, and use the memory in your brain to determine which one is correct. Write *hed* and *head* on the board.

Which one have you seen before? Allow student responses. **Then that's the spelling we should choose.**

Point to the word *head* on the board. **Sound out and read the word to check it: /hěěd/. *Head!***



If students need support with:	Then try this:
Segmenting phonemes	To make the activity more visual have the student use Elkonin boxes to push and say each phoneme before counting the phonemes and graphemes.

WE DO IT!

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Provide independent practice.

Your turn. You will think through the spelling of the word *deaf*. What's the word? Students only: *deaf*

What is the first step? Students: Stretch and spell as much of the word as we can.

Stretch and spell *deaf*. How did you spell /d/? Students: *d*

Do you have to choose from more than one spelling pattern to spell /ěěě/? Students: yes

Leave a space and finish spelling the word. How did you spell /fff/? Students: *f*

What is the next step? Students: Eliminate the patterns that can't be used.

Think: Could either *e* or *ea* be used to spell the /ěěě/ in *deaf*? Give students time to think and respond.

What is the next step? Students: Write the word both ways to see which one looks right.

Stretch and spell *deaf* both ways. Students sound out and write *def* and *deaf*.

Which one looks right? Give students time to discuss. If students are unfamiliar with the word *deaf*, scaffold by writing a sentence on the board, such as "Helen Keller was both blind and deaf." Have students read the sentence and find the word *deaf*. Provide and discuss the meaning of the word, if needed.

Check your work by pointing under each pattern and saying the sound: /d/ (touch under *d*) **/ěěě/** (touch under *ea*) **/fff/** (touch under *f*)

What did you spell? Students: *deaf*. **If students suggest that /fff/ should be spelled with a double f (ff, because of the floss rule), tell them that, in this word, /fff/ is spelled with a single f.*



If students need support with:	Then try this:
Phoneme/grapheme correspondence	<p>To provide visual support have students use individual sets of letter tiles to build the words prior to writing each word. For example – After students state the how many phonemes/graphemes, have students select a letter tile to represent each sound.</p> <p>Which one of these letters is the first sound you hear in sock? Student pulls down letter tile. Continue until the word is built. Students points under each grapheme and state the phoneme, then blend the sounds together. After checking the student's work, have students write the word.</p>

YOU DO IT!

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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.

SUPPORT

Additional support. *Provide scaffolded opportunities for students who need more support.*

For students experiencing difficulty with scaffolded instruction in determining which short e spelling to use, consider providing examples of words that use the short ea spelling.

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 ea, have them look for and list words they find in text that use the pattern.