

Date: _____


Long Ee Introduction


PLAN

Component: Phonics

Instructional Activity: *Long Ee* Introduction

Materials Needed: *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).

We already know that the letter *e* can make the short vowel sound /ĕĕĕ/, as in (key word). Now we are going to learn another sound the letter *e* can make.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Review any previously taught long vowels.

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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I DO IT!

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

Display or hold the card for *long Ee*.

- Point to the picture at the top of the card. **The sound is /ēēē/, as in the key word _____.**
- **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. **The sound /ēēē/ can be spelled several ways. We will be learning each of the spelling patterns.**
- **The key word is _____.**
- **The sound is /ēēē/.**

I'm going to listen to some words. If I hear the sound /ēēē/ in a word, I'm going to give a thumbs-up. If I don't hear /ēēē/ in the word, I'll give a thumbs-down.

My turn:

west thumbs down

meet thumbs up

team thumbs up

fresh thumbs down

steep thumbs up

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WE DO IT!

Provide guided practice.

Let's try it together!

First, let's review. Show students the 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/.

Now, I'll say a word. If you hear the sound /ēēē/ in a word, give me a thumbs-up. If you don't, give me a thumbs-down.

set thumbs down	feature thumbs up
beetle thumbs up	creepy thumbs up
bless thumbs down	meddle thumbs down
second thumbs down	asleep thumbs up
meatball thumbs up	beep thumbs up



If students need support with:	Then try this:
Recognizing the long or short vowel sound	Provide a visual for the short vowel sounds. Ex. For short e bring pointer finger and thumb to the edge of mouth while making the short e sound to assist with the mouth placement for the sound.

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YOU DO IT!

Provide independent practice.

Now I'll call on one of you at a time to show me an answer. Everyone will listen to the word and think about the answer. But only the student I name should show me either thumbs up or thumbs down.

Routine: Say the word. Give 2-3 seconds of think time. Call on one student to respond.

The word is (select a word from the word list). Think. (Student name), show me!

free thumbs up	speedy thumbs up
send thumbs down	instead thumbs down
beak thumbs up	teamwork thumbs up
sled thumbs down	greeting thumbs up
heat thumbs up	stampede thumbs up

I'll give each of you the chance to tell me the key word and sound for this card. Show students the card for *long Ee*.

(Student name), what's the key word? Selected student: _____.

What's the sound? Selected student: /ēēē/

Repeat until every student has responded correctly. Scaffold as needed.



If students need support with:	Then try this:
Recognizing the long or short vowel sound	Use manipulative letter tiles to push and say each phoneme to assist with segmenting.

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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.*

For students who show mastery of long vowel sounds, move to the protocol for decoding words with *long e* using the *e_e* spelling.