

Date: _____

Short *Ee* Introduction

PLAN

Component: Phonics

Instructional Activity: Introducing Short *Ee*

Materials Needed: *Ee* sound-spelling card



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You've already learned some consonants. Now, you're going to learn some vowels. In this activity, you're going to learn the name, a sound, and a spelling pattern for the letter *Ee*. You will know you have it when you are able to say the name and the short vowel sound for the letter *Ee*.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

There are two kinds of letters: *consonants* and *vowels*. Review information about consonants, if needed: *Consonants* are the letters that represent sounds made when we use our tongue, teeth, or lips to help make the sound. For example, we use our teeth to block air to make the sound /sss/. Model. We use our teeth and lips to block air when we make the sound /vvv/. Model.

Vowels are the letters that represent sounds made by opening our mouths, from the wide-open sound /ōōō/ (as in *olive*) to the rounded-lip sound /oo/ (as in *loop*). Every vowel can make two sounds: a *long vowel* sound and a *short vowel* sound. The long vowel sounds like the letter's name. The short vowel sound is different.

Let's learn a new *short vowel* sound.

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

Display or hold the sound-spelling card for *Ee*.

- Point to the letter at the top of the card. **The name of this letter is *E*.**
- Point to the picture. **The *short* sound it makes is /ěěě/, as in *egg*. The sound /ěěě/ can be held a long time. Listen: /ěěě/. Hold the sound for 2-3 seconds.**
- Point to the spelling pattern at the bottom of the card. **/ěěě/ is spelled *E*. If I'm writing a word, and I hear the sound /ěěě/ in it, most of the time I will write the letter *E*. *E* is the spelling for /ěěě/.**
- **The name of the letter is *E*. The *short vowel* sound the letter makes is /ěěě/. The spelling for /ěěě/ is *E*. Remember, /ěěě/ is a sound that can be held.**



I DO IT!

If students need support with:	Then try this:								
Sound production/ identification <i>Allow them to use handheld mirrors with the lesson, if available.</i>	<table border="1" data-bbox="625 727 1753 841"> <thead> <tr> <th data-bbox="625 727 877 769">Sound</th> <th data-bbox="877 727 1507 769">Where & What</th> <th data-bbox="1507 727 1753 769">How</th> </tr> </thead> <tbody> <tr> <td data-bbox="625 769 877 841">/ěěě/</td> <td data-bbox="877 769 1507 841">Mouth not very wide open; jaw does not drop; tongue raised; corners of mouth drawn back</td> <td data-bbox="1507 769 1753 841">Voice on</td> </tr> </tbody> </table> <p data-bbox="422 873 1900 938">Students may benefit from understanding how and where a letter-sound is made. Teaching the shape of the mouth and the position of the lips and tongue can aid in correct pronunciation of each sound. Here's a sample:</p> <p data-bbox="422 943 1942 1008">The name of this letter is <i>Ee</i>. The sound it makes is /ěěě/. The spelling for /ěěě/ is <i>e</i>. Remember, /ěěě/ is a sound that can be held.</p> <p data-bbox="422 1013 1963 1078">When I make the sound /ěěě/, my mouth looks like this. Model the shape of your mouth as you make the sound /ěěě/. Can you make your mouth look like mine? If possible, let students use handheld mirrors to check the shape of the mouth.</p> <p data-bbox="422 1083 1963 1180">When I make the sound /ěěě/, my mouth is not very wide open, my tongue is raised, and the corners of my mouth are drawn back. My jaw does not drop. When I make the /ăăă/sound, my jaw drops (model), but when I make the /ěěě/ sound, look how my mouth stays up, and my lips don't open very wide.</p> <p data-bbox="422 1185 1837 1250">Try saying /ăăă/ /ěěě/. Can you feel your chin moving up and your mouth getting smaller when you make the sound /ěěě/? Again, let students use handheld mirrors, if available.</p> <p data-bbox="422 1255 1942 1352">Like with all vowel sounds, when I make the sound /ěěě/, my voice is on. I use my voice to make the sound /ěěě/. If I put my hand on my throat when I make the sound /ěěě/, I can feel a vibration. Put your hand on your throat and say the sound /ěěě/. Do you feel a vibration?</p>			Sound	Where & What	How	/ěěě/	Mouth not very wide open; jaw does not drop; tongue raised; corners of mouth drawn back	Voice on
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WE DO IT!

Provide guided practice.

Let's try it together!

The name of the letter is *E*. Name? Students: *E*

The *short vowel* sound the letter makes is /*ěěě*/. Sound? Students: /*ěěě*/

The spelling for /*ěěě*/ is *E*. Spelling? Students: *E*

Review 1-2 times, if needed.

YOU DO IT!

Provide independent practice.

Your turn. I will hold the card in front of one student at a time. I will ask that student to tell me the *name*, the *sound*, or the *spelling*. Listen closely so you know which one to say out loud.

Hold the card up so everyone can see it. Then, hold the card directly in front of one student and say one of the following:

Name? Student responds: *E*

Sound? Student responds: /*ěěě*/

Spelling? Student responds: *E*

Repeat the routine so that each student has the opportunity to say the name, the sound, and the spelling.

Teacher Tip: When asking for individual student responses, do NOT go in a predictable order (round robin)! Keep the students on their toes by skipping around, even giving a student the chance to respond to two questions in a row on occasion.

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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.

Teacher Tip: As students learn more and more letter sounds, you can begin or end the session with a lightning round of sounds, where you flash students the sound-spelling cards and students make the sounds as quickly as possible.

ENRICH/EXTEND

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

For students who show mastery of short vowel sounds, work toward automaticity in blending words with two or more sounds using known graphemes.