

Date: _____

Short Ee Vowel Team ea

PLAN

Component: Phonics

Instructional Activity: *Short Ee Spelled ea*

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 vowel teams that make long vowel sounds, like that pattern *ai* in *wait* and the pattern *ee* in *week*. In this activity, you're going to learn a vowel team that makes the sound for the *short vowel* sound /ĕĕ/. You will know you have it when you are able to say the short vowel sound for the spelling pattern *ea*.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Review if needed. A *vowel team* is a pattern containing 2, 3, or 4 letters that makes one vowel sound. A vowel team always contains at least one vowel, but it can contain consonants, too.

A lot of vowel teams make long vowel sounds, but vowel teams can make other vowel sounds as well.

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I DO IT!

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

Display or hold the sound-spelling card for the short vowel sound /ĕĕĕ/. Cover any spelling patterns that have not yet been introduced. Uncover the spelling *ea*.

- Point to the picture. The sound *short Ee* makes is /ĕĕĕ/, as in (picture name). The sound /ĕĕĕ/ can be held a long time. Listen: /ĕĕĕĕ/. Hold the sound for 2-3 seconds.
- Point to the spelling pattern *ea* at the bottom of the card. Most of the time, the vowel team *ea* makes the sound /ĕĕĕ/. However, in some words, like *bread*, *head*, and *dead*, *ea* spells the sound /ĕĕĕ/.
- If you're not sure which sound *ea* makes in a word, try it with the long *e* sound first. If that doesn't sound quite right, try it with the short *e* sound.
- The sound is /ĕĕĕ/.
- The spelling is *ea*.

WE DO IT!

Provide guided practice.

Let's try it together!

The short vowel sound for *Ee* is /ĕĕĕ/. What's the short vowel sound? Students: /ĕĕĕ/

One spelling for the sound /ĕĕĕ/ is *ea*. What's one spelling for /āāā/? Students: *ea*

Review 1-2 times, if needed.

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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 *short vowel 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:

Short vowel sound? Student responds: /ěěě/

Spelling? Student responds: *ea*

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



If students are:	Then try this:
Responding with the single-vowel spelling e	Ask if they can tell you a spelling pattern for /ěěě/ that is a vowel team.

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 short vowel sounds, work toward automaticity in blending words with two or more sounds using known graphemes.