

# Support for English Learners

## Unit 28, page 195: More Long e Words

Some children may have difficulty pronouncing words containing the long e sound.

### Listen

Explain that the long e sound can have different spellings. Point out that the sound of long e is the same regardless of the spelling. Say: *The Basic Word feel has a long vowel sound. Let's listen to the long e sound in feel: /ēēē/, /ēēē/, fēēē, feel.* Repeat with *eat*.

### Speak and Read

Write the Basic Words *feel* and *eat* on the board. Say: *The word feel contains the long e vowel sound, /ē/, but there is no letter e at the end of the word. The long e sound in feel is spelled ee.* Say: *Let's practice saying the long e sound in the Basic Word feel.* Follow the procedure above to model the long e in *feel*. Repeat with *eat*. Ask: *What letters spell the long e sound in eat?*

Write *deep, sleep, neat, and read* on the board. Circle the long e spelling in each word. Say: *Many words have the long e sound. The long e sound can be spelled ee or ea.* Point to each Basic Word on the board and have children read it aloud. Ask: *How is the /ē/ sound spelled?*

### Spell

**Beginning/Preproduction** Make word cards for the Basic Words *feel, eat, read, sleep, and keep*. Have partners take turns reading the words aloud, elongating the long vowel sound. Have them identify the letters that spell the long e sound in each word.

**Early Production/Speech Emergent** Create and distribute word cards for the Basic Words *feel, eat, need, read, deep, sleep, and keep*. On the board, write simple sentences containing the words. Have children work together to find the words that match the word cards. Have them write the words in their word-study notebooks.

**Intermediate/Advanced** Create and distribute word cards for *feel, eat, need, deep, neat, feed, keep, and mean*. Have children arrange their cards in two columns according to the spelling of the long e sound.

eat

read

sleep