Unit 2, page 24: Short e and Long e

Some students may have difficulty differentiating between the short *e* and long *e* vowel sounds.

Listen

Remind students that the /ĕ/ sound in *west* is called the short *e* sound. Say: *Let's listen to the short e sound in the Basic Word west*. Say: /ĕ/, /ĕ/ /ĕ/ /ĕ/, wĕĕĕest, west. Ask: *What short vowel does the word west have?*

Now remind students that the /ē/ sound in *steep* is called the long *e* sound. Say: *Let's listen to the long e sound in the Basic Word steep*: /ē/, /ē/ /ē/ /ē/, stēēēp, steep. Ask: *What long vowel does the word steep have?*

Follow the procedure above to contrast the short *e* and long *e* sounds, using the Basic Words *kept/cheap, fresh/beast,* and *shelf/speed*.

Speak and Read

Say: *Let's practice saying the short e sound in the Basic Word west together:* /ĕ/, /ĕ/ /ĕ/ /ĕ/, wĕĕĕst, west. Have a volunteer repeat after you and model the pronunciation of the short *e* sound in *west* and *fresh*. Continue with the long *e* sound and the Basic Words *cheap* and *beast*.

Write *west* on the board and circle the *e*. Say: *The short e sound,* /ĕ/, *is usually spelled with an e followed by a consonant sound*.

Write the words *beast* and *speed* on the board, and circle *ee* and *ea*. Say: *The long e sound,* /ē/, *is usually spelled e-e or e-a*.

Spell

Beginning/Preproduction Read aloud the Basic Words *fresh* and *least*, emphasizing the vowel sounds. Have students clap once when they hear the short *e* sound and twice when they hear the long *e* sound. Write each word on the board. Have a volunteer circle the short *e* and long *e* spellings. Repeat this procedure with *speck/cheap, west/steep*, and *shelf/steam*.

Early Production/Speech Emergent Write *w_st, fr_sh, st_ _p, ch_ _p*, and *r_ _son* on the board. As you read each word, have volunteers write the missing letters and read the words aloud. Then have students copy the complete words in their word-study notebooks.

Intermediate/Advanced On the board, write the Basic Words *west*, *kept*, *fresh*, *steep*, *cheap*, *shelf*, *speed*, and *steam*. Have volunteers circle the short *e* and long *e* spellings. Provide blank word cards for pairs of students, and have them make two sets of cards for each Basic Word on the board. Then have students shuffle the cards and play "concentration."