Unit 23, page 165: Long e Words

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

**Listen**

Explain that in the Basic Word *me* the sound for the vowel *e* is called the long *e* sound. Say: *Let’s listen to the /ɛ:/ sound in the Basic Word* *me*: /ɛ/, /ɛl/ /ɛl/, /mɛɛ/, *me*. Continue with *we*, *green*, and *peek*.

Now remind children that the vowel sound in the Basic Word *red* is a short vowel, pronounced /ɛ/. Model the contrast between the long *e* sound in *me* and the short *e* sound in *red*. Say: *Let’s listen to two different vowel sounds for* *e*: short *e*, or /ɛ/, /ɛl/ /ɛl/, /rɛɛd/, *red*, *and long* *e*, or /ɛl/, /ɛl/ /ɛl/, /mɛɛ/, *me*.

**Speak and Read**

Practice the Basic Words *he*, *see*, *she*, and *tree*, elongating the vowel sound in each word. Say: *Let’s practice the Basic Word* *she* together: /ɛl/, /ɛl/ /ɛl/, /ʃɛɛ/, *she*. Repeat with *he*, *see*, and *tree*. Have children repeat after you.

Write *he*, *see*, *she*, and *tree* on the board. Have children circle the *e* or *ee* spelling in each word.

Say: *Many words have the long* *e* *sound, /ɛ/. We can spell the long* *e* *sound with the letters* *e* *or* *ee*. Have children read aloud in unison as you point to each word.

**Spell**

**Beginning/Preproduction** Hand out word cards for the Basic Words *he*, *see*, *me*, and *we*. Say the words aloud. Have the child holding the card stand up when the word is read, repeat the word, and point out the long *e* spelling.

**Early Production/Speech Emergent** Give each child word cards for the Basic Words *he*, *see*, *me*, *we*, *feet*, and *green*. Have children hold up the appropriate card as you say the words aloud. Ask: *What letter or letters spell the /ɛ:/ sound in* *(green)*? Repeat with the remaining words. Have children copy the words into their word-study notebooks.

**Intermediate/Advanced** Read aloud the Basic Words *he*, *see*, *me*, *we*, *feet*, and *green*. As you read, ask children whether the long *e* sound in each word is spelled *e* or *ee*. Have volunteers write the words on the board as children respond. Have them copy the words into their word-study notebooks.