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

**Listen**

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

Now remind students that the /əl/ sound in steep is called the long e sound. Say: *Let’s listen to the long e sound in the Basic Word steep.* /əl, əl/ əl, steeep, 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.

**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 shelfsteam.

**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.”

**Speak and Read**

Say: *Let’s practice saying the short e sound in the Basic Word west together.* /əl, əl əl əl, wəəəest, 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, /əl/, 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, /əl/, is usually spelled e-e or e-a.