

Focusing on Short 'e'

Vowel for Focus: short 'e'

OPEN WITH A LISTENING GAME: Warm up with a phonemic awareness activity to get students hearing sounds.

- Display the roller coaster chart for your students to see. Hand out the dictation paper with the roller coaster image at the top so that each student has one in front of them.
- Say the word *wet* and model how to segment the sounds. Begin with /w/ while you point to the bottom left of the roller coaster, then /e/ while you point to the top of the roller coaster, and then /t/ while you point to the bottom right of the roller coaster.
- Say another word and have the students repeat the word, while together you point to the rollercoaster and segment the sounds. Continue with multiple words.
 - Examples of words that you can use:
sad, mug, fit, rug, log, beg, kit, sag

Materials Needed:

- ☐ 'e' letter flash card with keyword picture
- ☐ 'e' letter flash card without keyword picture
- ☐ pencils
- ☐ roller coaster charts for segmenting
- ☐ roller coaster dictation sheets
- ☐ short 'e' read sheets

WARM UP WITH THE FLASH CARD DECK: Select sounds/patterns you have explicitly taught to practice and build automaticity.

Use the flash cards for all letters that have been introduced. Show the card for each letter, choosing the card with or without the keyword picture as needed.

- For flash cards with keyword pictures - Say letter, keyword (picture), sound. For example, "t, *top*, /t/."
- For flash cards with letters only - Say letter and sound. For example, "t, /t/."
- For letters that the students can proficiently name, you can show the card and have them just say the sound.
- Add verbal directions for handwriting as needed.

Important note: Listen for correct sound production and correct as needed.

Options:

- Add motions to reinforce tricky sound-letter correspondences.
- Reinforce letter formation by air tracing: in the sky, on the floor, etc.
- Chorally say rules or sayings to help students remember rules, letter formation, etc.
- Give a different direction for each card: name, sound, rule, etc.

Sounds to review (list letter flash cards you will practice)

e	d	g	b	w
t	s	m	y	n

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FOCUS ON SPECIFIC VOWEL SOUND:

Review Specific Vowel

- Review the vowel flash card with the keyword picture and the motion for the short vowel sound.
- Say, "Repeat after me: 'e', *edge*, /ĕ/." Students repeat, making the motion like they are moving their hand across the edge of a table as they say /ĕ/.

Play with Words:

Being that this is a review for short 'e', students have been playing with words and identifying and producing the sound. For this lesson, you can skip this part. For students that continue to struggle to identify and produce short 'e' you will want to offer more opportunities for playing with words.

- Say a word below. Students repeat the word.
- Tap the sounds in the word together. Students can give a thumbs up if they hear the short 'e' sound in the word.

had	dig	beg	net
hot	sad	red	pin
peg	men	cab	get

DICTATION: Connect the individual sound to the spelling.

Dictating Sounds: Connect the sounds you hear to their spellings.

- Teacher says the sound while having students watch their mouth shape.
- Students repeat the sound while you listen carefully to ensure correct pronunciation.
- Students write the letter that spells the sound. Check together to ensure that the students have written the correct letter and have formed it correctly.
- Correct as needed.
- Read back the sounds together.

Sounds to Dictate:

e	d	g	w
p	r	n	m

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Dictating Words: Segment sounds in words in order to spell.

- Teacher says the word and students repeat it.
- Teacher and students tap (segment) sounds in the word together.
- Students write the word.
- Teacher and students check spelling together.
- After all words have been dictated, students read back all of the words that they wrote.

Words to Dictate:

met	beg	fed	net	peg
web	yet	pen	vet	men

Dictating Phrases/Sentences: Remember multiple words at a time in a sequence and spell the words correctly.

- Say phrase/sentence and students repeat it.
- Students write the phrase/sentence.
- Teacher and students check spelling together.
- After all phrases/sentences have been dictated, students read back what they wrote.

Phrases or Sentences to Dictate:

is red	Jed is ten.
in bed	Is it wet?
on my leg	The pen is red.
in the web	I see the pet.

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PRACTICE READING TO BUILD FLUENCY: Have students practice reading the new sound in isolation and in context.

Reading Dictation to Build Fluency:

- Tell students to track with their finger from left to right as they read back their dictation.

Reading Words and Connected Text to Build Fluency:

Words:

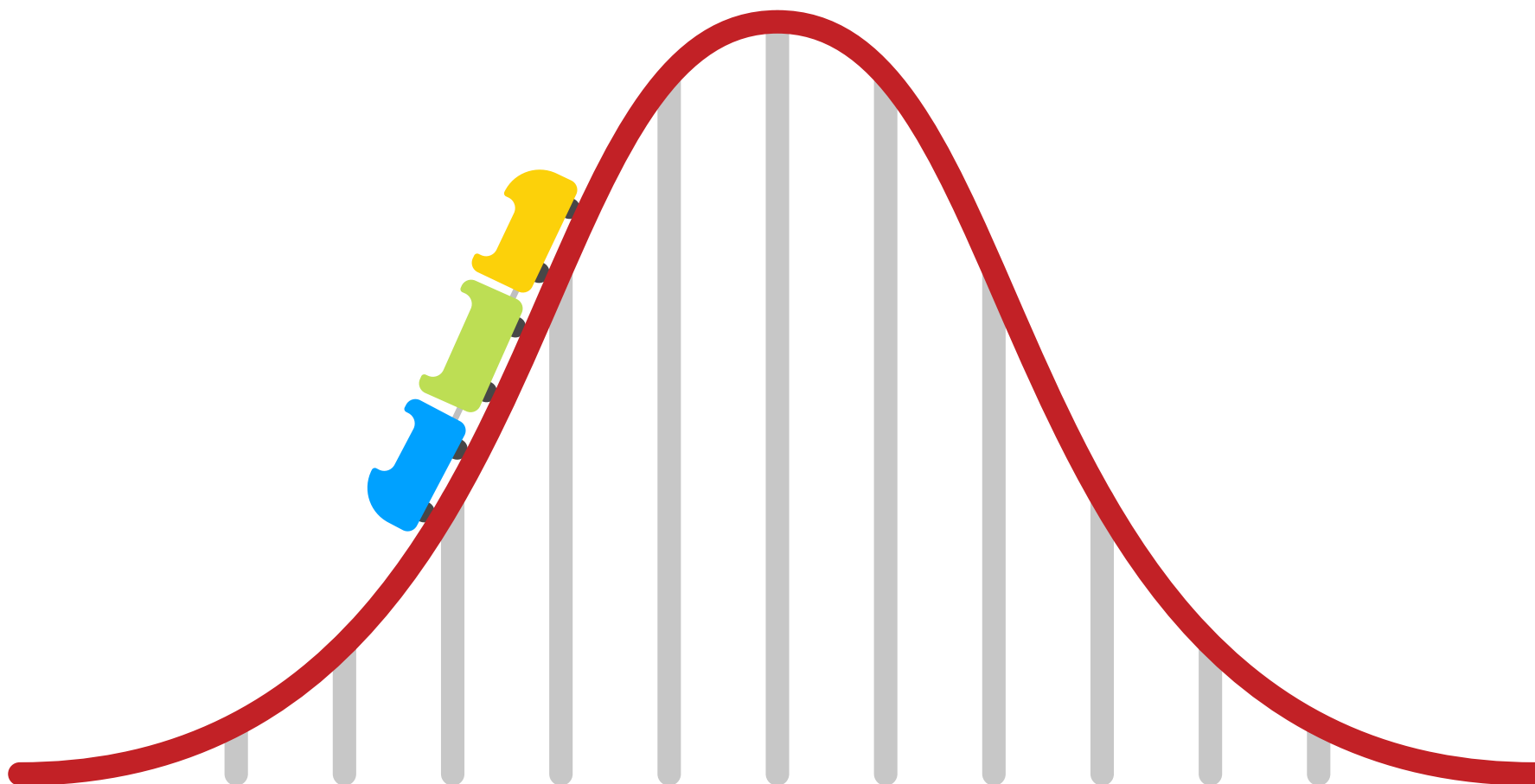
- Show students words using letters that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or document camera.
- Go across the page, tapping out words and then blending the sounds together to read the words. You can then reread and just have students try to read the word without tapping all the sounds.
- Students can then reread with a partner. To mix it up, give an emotion, like grumpy or excited, and have the students practice reading that way.

Phrases/Sentences:

- Display phrases or sentences for students and give them a copy.
- Say, "We will read each of these phrases three times. The first time is to be sure we read the word correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast but just right. The third time we read we will be sure the way we read it matches what the words are trying to say."

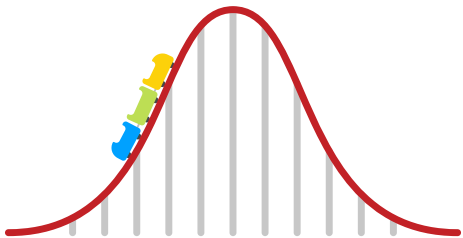
Sentences and Connected Text (*Applicable only once students can read enough high frequency words that are in the sentences and connected text.)

- Use words (decodable and heart/sight/tricky) that students have been explicitly taught from previous lessons to form sentences or use a decodable text that contains these words for the students to read.
 1. Model reading each sentence, or a few sentences in text while students track as you read.
 2. Then read the same sentence or sentences chorally with the students. Your voice can help keep the appropriate reading rate.
 3. Have the students reread chorally without you. You will only pipe in if they get stuck on a word.
 4. Repeat this process until all sentences or text has been read.
 5. Have students reread independently by whisper reading, or partner reading (taking turns). This can be the next day for extra practice if there is no time at the end of the lesson.



Name _____ Date: _____

Sounds



Words

Phrases

Sentence

Short 'e' Read Sheet with CVC Words

Teacher Instructions

Teacher Instructions

For this activity, students will practice reading words with short 'e'. Students will have an opportunity to decode words, build accuracy and fluency, and strengthen vocabulary.

Materials:

- Short 'e' word reading page for each student
- Highlighter for each student

Directions:

This activity can be used with a whole class or in a small group.

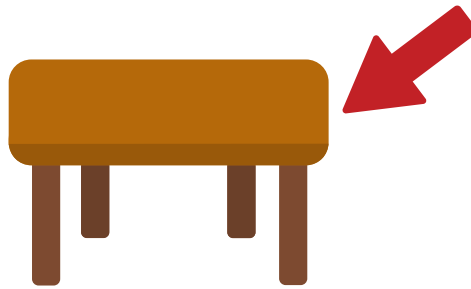
1. Explain to the students, "We will read each row of words three times. The first one is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time we read we will choose an emotion and read the words in that way."
2. The initial reading of this page should focus on decoding the words accurately.
 - On the three lines at the top, model writing a lowercase 'e'. While you write, say 'e', *edge*, /ě/. Have students do this aloud three times on the lines provided.
 - Have each student highlight the 'e' in the words. As they highlight, they say the vowel sound /ě/.
 - Start with the first row and guide students to tap out/segment the sounds in the words.
3. To build fluency, read the page again.
 - This time, after each word in the row has been decoded, have the students reread the row more fluently, without segmenting each sound. Continue doing this for all words.
 - For the third read, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the words that way.

You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- Say, "The word *pet* can mean to pat or rub, like, 'I pet my cat on the head.' Pet can also be an animal that you keep and take care of. Thumbs up if you have a pet." Students can turn and talk to their neighbor and tell them if they have a pet and, if so, what kind.

Name _____ Date: _____

e



men	leg	pet
red	ten	beg
yet	fed	web

Short 'e' Read Sheet: Words and Sentences

Teacher Instructions

Teacher Instructions

For this activity, students will practice reading words with short 'e', both in isolation and within text. This activity helps students build accuracy and fluency and strengthen their vocabulary.

Materials:

- Reading page for each student
- Highlighter for each student

Directions:

This activity can be used with a whole class or in a small group. The initial reading of this page should focus on decoding the words accurately.

1. Have each student highlight the 'e' in the single words at the top. As they highlight, they say the vowel sound /ĕ/.
2. Start with the first row and guide students to tap out/segment the sounds in the words.
3. Tell students that they will see the words repeated on the following lines. Say, "If you see the word and can read it, say the whole word without making each sound in the word." (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.

Teacher Tip:

Store each student's activity sheets in a folder or binder so they can use them for additional practice, if needed.

Option One

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

Option Two

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, students may not know the meaning of the word *web*. You can say, "A web is a group of fine threads woven together by a spider to catch its prey. Thumbs up if you have ever seen a spider web." Have the students repeat, "A web is a group of fine threads woven together by a spider to catch its prey."

Short 'e' Review

leg	men	red	web
men	red	pet	leg
leg	red	men	web
web	pet	red	leg

on my leg	the men	was red
see a web	the pet	is wet

The dot on my leg was red.	The pet is wet.	The men see a web.
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