



Level 1
Short e: Introductory Lesson





Short e: Introductory Lesson

This sound is often difficult for students, which is why it is presented last. The key word, *bed*, has been deliberately chosen not only to develop the short-*e* concept, but also to assist with the frequent b/d confusion. The key word *bed* is also easily recalled because we can make the word actually look like a bed. The student can visualize the *b* forming the headboard and the *d* forming the foot of the bed. They can also hear the *b*, and if they visualize a bed, they will be able to tell which way the *b* should go when writing.

Step 1: Phonogram Cards (Materials on pages 8 & 9)

Review Materials

Phonogram Cards: single consonants, *a, i, o, u*

New Materials

Letter *e*

Key Word Concept Sheet *bed*

Key Word Card *bed*

Say:

I am going to hold up these letters one at a time. (Shuffle cards.)

When I hold up a letter, I want you to say the letter's name and give its sound.

(Proceed with Phonogram Drill.)

*You have been doing such a great job reading and spelling that you are ready for a new letter card and sound! Today you will learn a new vowel sound. (Hold up Phonogram Card *e*.)*

*The name of this letter is e. What is the name of this letter? The letter e is a vowel. Today you will learn to read and spell words with the vowel e. (Hold up Key Word Concept Sheet *e*.) The key word for e is bed. What is the key word? Listen as I say the key word slowly. (Say *bed* slowly, emphasizing the /ĕ/ sound.) The key word helps us “unlock” the sound to remember it. The sound the letter e makes is /ĕ/. What sound does e make? Say *bed, /ĕ/*. When I hold up the letter e, I want you to say e, bed, /ĕ/. Let's try it.*

*(Hold up Phonogram Card *e* and Key Word Concept Sheet. Practice several times. Give each student a Key Word Card *bed*.)*

Step 2: Phonological Awareness

Say:

*I am going to say a word. You will repeat the word. If you hear an /ĕ/ in the word, hold up your bed card. Let's practice. Say *bed*. Did you hear /ĕ/ in the word *bed*? Hold up the bed card. Say *get*. Did you hear an /ĕ/ in *get*? Hold up the bed card. Say *run*. Do you hear an /ĕ/ in *run*? Do not hold up the bed card. Ready? Repeat the word and then think about whether it has an /ĕ/. If the word has an /ĕ/, hold up your bed card.*

(Say the following words one at a time, following above procedures.)

let red cat yes get sun tent up met hat left best

Step 3: Word Building (Materials on page 10 and 11)

(Distribute Small Letter sets.)

Say:

Listen as I say a word: met. Say met. Let's sound out met using our fingers. (Segment sounds.) Say met. What's the first sound you hear in met? Bring down the letter that says /m/. What is the next sound you hear in met? /ĕ / What vowel letter says /ĕ /? Yes, e. Pull down the letter e and put it next to the m. (Check to be sure it is to the right of m.) Say met. What the last sound you hear in the word met? Bring down the letter that says /t/ and put it next to the e. (Check to be sure t is placed to the right of e.)

Put your finger under the first letter in the word. Sound out the word, pointing to each letter as you say its sound. Go back to the beginning of the word and glide your finger under the word, saying it fast. Put all the letters back where they belong in the alphabet, and we will build a different word.

Say left. *Let's sound out left using our fingers. (Segment sounds.)*

What is the first sound you hear in left? Pull down the letter l.

What is the vowel sound you hear in left? Pull down the vowel e.

What is the next sound you hear in the word left? Pull down the letter f.

What is the last sound you hear in the word left? Pull down the letter t.

Go back to the beginning and point to each letter and say its sound.

Go back to the beginning and glide your finger under the word, saying it fast.

Put all the letters back in alphabetical order.

(Build the following words, using the above procedures.)

bed vet hen ten red red yes web

Step 4: Decoding/Sentence Reading (Materials on page 12)

Say:

Open your Reader to page 45. Put your finger under the first word. Underline the vowel with your green marker.

What is the vowel's name? What is the vowel's sound?

Put your finger under the first letter in the word. Point to each letter and give its sound. Go back to the beginning of the word, glide your finger under the word, and say it fast. Who can use this word in a sentence? Put your finger under the next word.

(Continue with these procedures for as many words as can be read in ten minutes. Check that students understand the meaning of the words, and teach the meaning of any unknown words. Discuss the following vocabulary words as they appear on the list.)

hem keg vex pep

(With students who need more practice to become fluent, use Concept Mastery Speed Drill 5 [Short e].)

Step 5: Prereading

Phoneme-Grapheme Analysis

(Write the word *bed* on the board. Underline the vowel and point to the word.)

Say:

This word is bed. What is this word?

In the word bed, what says /ĕ / ?

In the word bed, what letter says /b/?

In the word bed, what letter says /d/?

In the word bed, what two letters say /ed/?

In the word bed, what does the letter e say?

In the word bed, what does the letter b say?

In the word bed, what does the letter d say?

In the word bed, what do the two letters ed say?

Say bed. Say bed again but instead of /b/ say /r/. <red>

Step 6: Reading (Materials on page 13)

(Distribute word find sheet for *e* and a green colored pencil, marker, or crayon.)

Say:

Look at this paper. In the center you see a square with the letter e inside. What sound does the letter e make? Look at all the words on this page. You are to find all the words with the vowel e. Find a word with the vowel e and color the e green. Read the word and circle it. You have five minutes to see how many words you can find and read with the vowel e.

(After five minutes, have students alternate reading the words found. As a student reads a word, write it on the board. As each word is read, students should check off the word on their paper.)

(Print the following sentences on the board:)

Ned fed his pet.

Ted is a vet.

The red hen is a pet.

Let the pet get wet.

The pet hen is in the pen.

Say:

Look at this first sentence. A word is underlined. Who can tell me why the word is underlined? Yes, underlined words cannot be sounded out. Does anyone remember this word? Look at the first word. What vowel do you see? What sound does the letter e make?

Look at the first letter in the word. Say each sound as I point to the letter. (Point to each letter left to right.) Go back to the beginning and say it fast. (Glide your finger under the word as students say the word fast.)

Look at the next word. What vowel do you see? What sound does e make? Say each sound as I point to each letter. (Point to each letter left to right.) Now let's go back to the beginning and say it fast. (Glide your finger under the word as students say the word fast.) Can someone tell me what the word says?

Look at the last word. What vowel do you see? What sound does e make? Say each sound as I point to each letter. (Point to each letter left to right.) Go back to the beginning and say it fast. (Glide your finger under the word as students say the word fast.) Can somebody tell me what the word says?

Go back to the beginning of the sentence and silently read the whole sentence to the end without stopping. How do you know where it ends? When you finish reading look at me.

Who will read the sentence aloud? What is this sentence about? What did he do?

(Read the next sentences, following these procedures. Erase sentences from board.)

Step 7: Sound Dictation (Materials on page 14)

(For all dictation lessons, have S.P.I.R.E. Dictation Paper ready for each student.)

Say:

I will hand out the dictation paper and pencils. Write your name and the date at the top. Put down your pencils when you are finished. Say /ě/. What letter makes the /ě/ sound? Write the letter on your palm as you name it. Pick up your pencil and write the letter e on your paper, naming the letter as you write. Look at the letter you just wrote. What is the name of the letter? What sound does e make?

(Name the following nine sounds with the same procedures above.)

2. /ě /; 3. /ũ /; 4. /ě /; 5. /ĩ /; 6. /ǎ /; 7. /ũ /; 8. /ě /; 9. /ǒ /; 10. /ǒ /

Step 8: Prespelling/Phonological Awareness

(This step is auditory only; no words are seen.)

Say:

Say bed.

What's the first sound you hear in bed?

Say bed. What vowel sound do you hear in bed?

Say bed. What's the last sound you hear in bed?

Say bed. Say bed again but instead of /b/ say /r/.

Step 9: Spelling

Say:

Say the word red. Who can spell the word red, writing the letters on your palm as you name them? Everyone, spell the word red aloud, writing the letters on your palm as you name them. Everyone, pick up your pencil and write the word red, naming the letters as you write them.

Look at the word you just wrote and underline the vowel. What is the vowel's name? What sound does the vowel e make? Go to the beginning of the word and sound out each letter. Go back to the beginning of the word and glide your finger under it and say it fast.

(Use the above procedures for the rest of the ten words.)

2. bed; 3. set; 4. men 5. pet; 6. tin; 7. met; 8. ten; 9. tent; 10. wet

(After all ten words are spelled, say:)

Go back to the first word. We are going to read aloud all the words again. (Choose a student to read the word aloud. Have different students read the words.) Everyone read it aloud.

Step 10: Sentence Dictation

Say:

Listen carefully as I say a sentence and make a dash on the board for each word: The red hen is a pet. (Make a dash as you say each word.) Watch as I point to each dash and say the sentence again. (Say the sentence again as you point to each dash.) Say the sentence as I point to each dash. Say the sentence again, this time making a dash on your paper for each word. Look at your dashes again and say the sentence, pointing to each dash as you say a word. Pick up your pencil and write the sentence on your paper. Put your pencil down when you finish and go back and check the sentence.

(Walk around to assist with checking and corrections.) *Let's read the sentence aloud.*

(Continue with next sentence with same procedures: *Ned can get wet.*)

(At the close of the lesson, praise students for their work. Students file their dictation paper and word find paper in their notebooks.)

Independent Work (Materials on page 15)

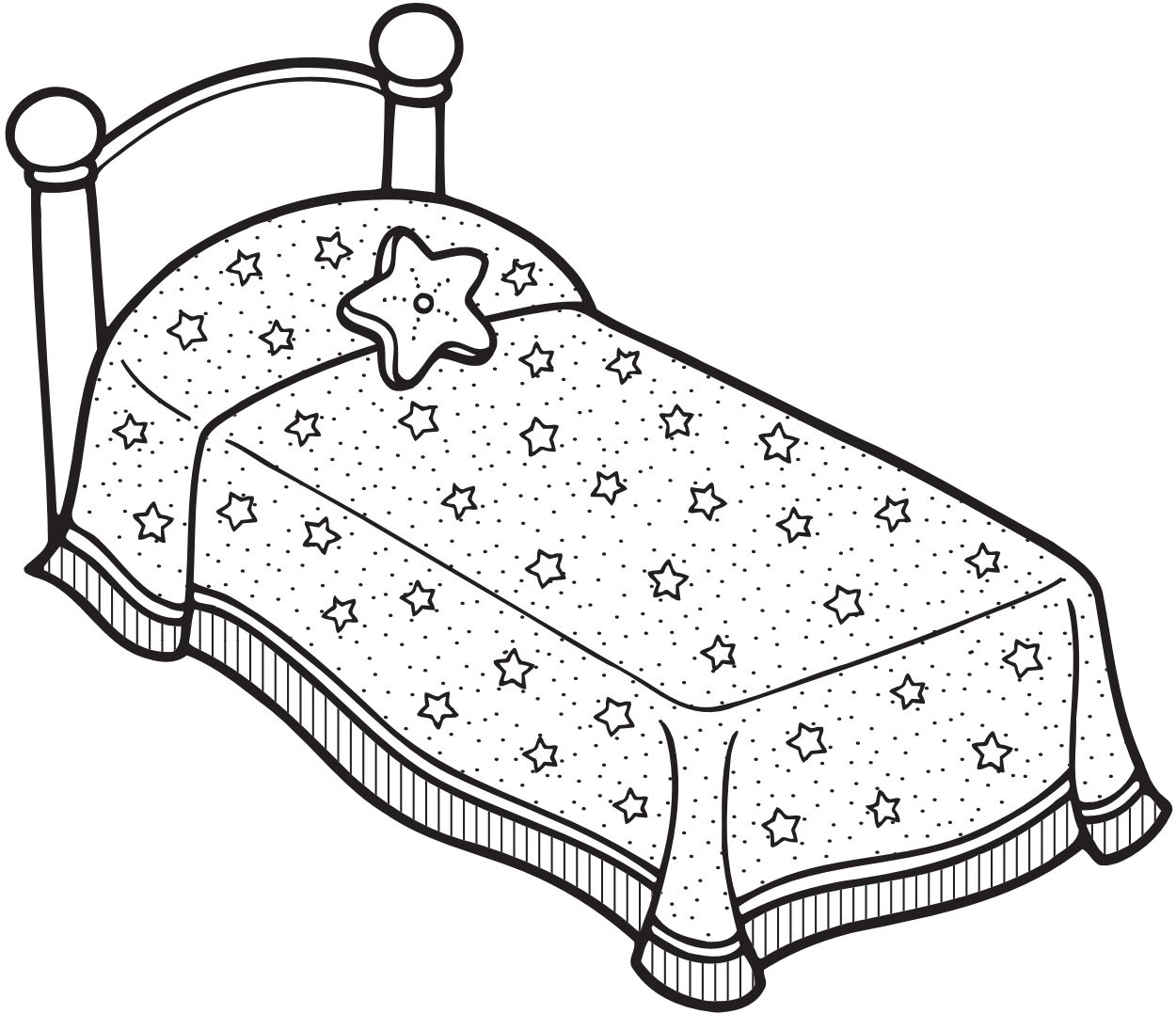
S.P.I.R.E. Level I Workbook

Have students turn to page 40 in their Workbook. Discuss the illustrations with them, identifying each picture. Then read the words in the box with students. Next have them find a word that matches the first picture and print it in the space under the picture. Encourage students to complete the page independently.

Additional Lesson (Materials on pages 16 and 17)

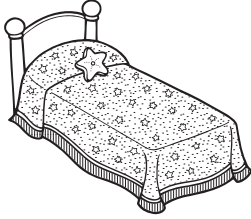
For this downloadable lesson we are providing a story from the Reader that is taught in subsequent lessons. We also offer a workbook page that relates to the story.

e



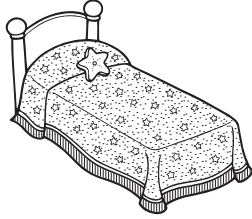
bed

e



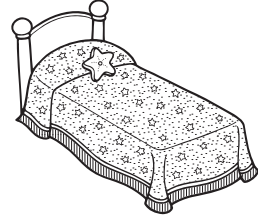
bed

e



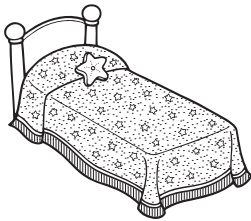
bed

e



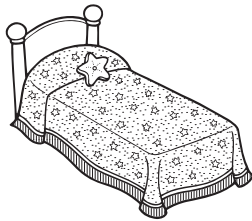
bed

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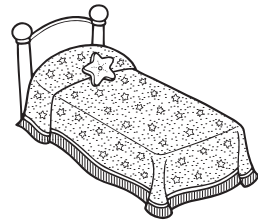
bed

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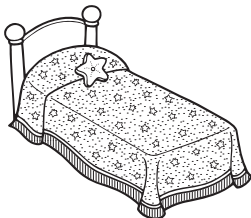
bed

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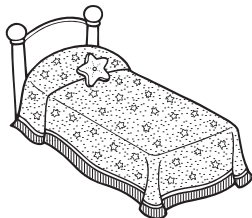
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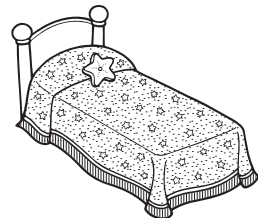
bed

e



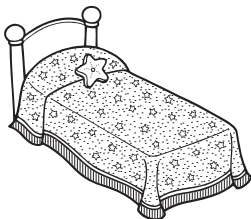
bed

e



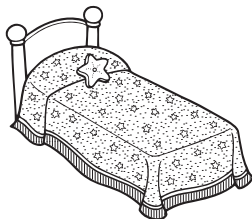
bed

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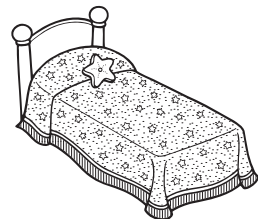
bed

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bed

e



bed

P B T D K C G

F V S Z J M N

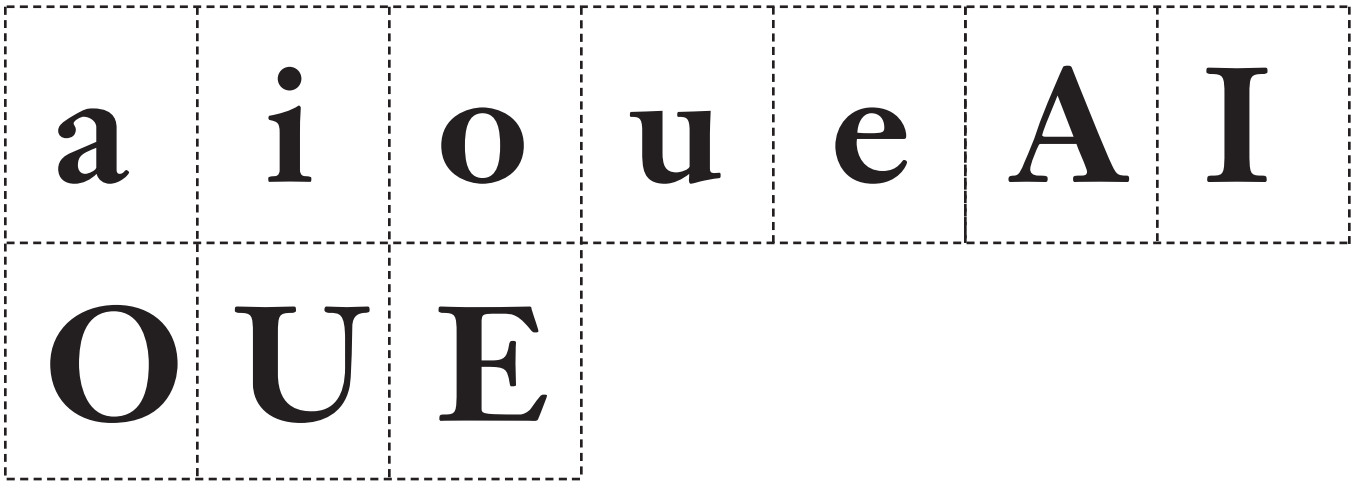
W H L R X Y Q

p b t d k c g

f v s z j m n

w h l r x y q

sh ch th wh





e: Sound Introduction

men	met	net	bet	wet
let	get	leg	jet	ten
hen	red	led	set	hem
den	pet	peg	beg	Rex
Ben	yet	bed	fed	pen
vex	Deb	yes	pep	web

Review Sight Words

the, has, is, a, his



bed bad **got** yet
prep
best BEN net
jig
well PEP **Tom** **ton**
red test
help  ten
yes **hut**
less cut pad
tag **web** **swept** **left**
up pin end
fresh **slot** NEXT

Name: _____

Date: ____/____/____

Sounds

Words

1 _____

1 _____

2 _____

2 _____

3 _____

3 _____

4 _____

4 _____

5 _____

5 _____

6 _____

6 _____

7 _____

7 _____

8 _____

8 _____

9 _____

9 _____

10 _____

10 _____

cliff

jet

net

help

eggs

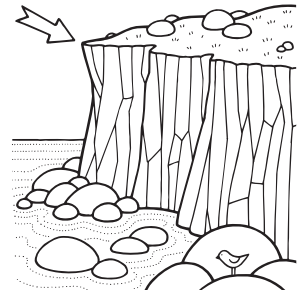
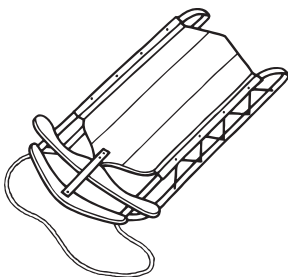
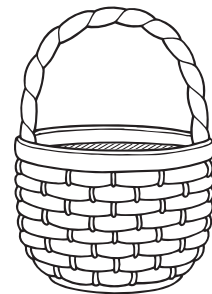
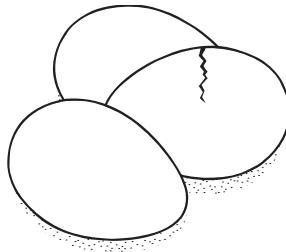
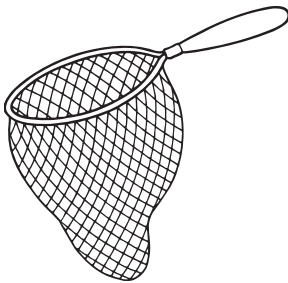
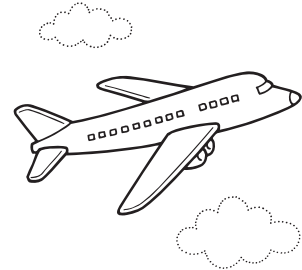
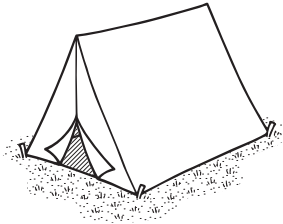
wet

sled

hem

tent

basket



Ben, the Dog

Ben, the dog, is at the pond.

Ben can dig up a bug.

The bug is in the mud.

Ben can let the bug run.

Ben can dig and dig.

Ben can dig a big pit.

The sun is hot at the pond.

Ben is hot.

Ben can jump in the pond.

Ben has a dip in the pond.

Ben is wet, but Ben is not hot.

Ben can sit in the sun.

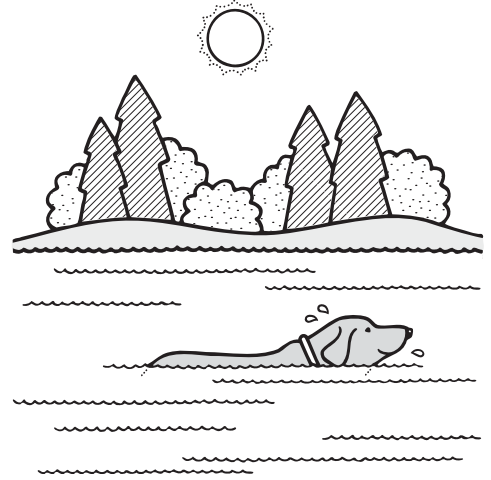
Ben has a nap at the pond.



Ben, the Dog

_____ .

Ben is at the _____ .



_____ .

The _____ is hot.

_____ .

Ben can dig up a _____ .

Ben can dig a big _____ .
_____ .

Ben has a _____ in the pond.
_____ .

Ben is _____ , but Ben is _____ hot.

not bug dip sun pond wet pit