Level 1, Lesson 5: Short e

SAMPLER

includes content from

• S.P.I.R.E. Digital Teacher Companion
• Teacher’s Guide • Student Workbook
• Blackline Masters
Admit every student into a reader’s world of wonder.

S.P.I.R.E.® 4th Edition opens up the wondrous world of reading imagination to nonreaders, struggling readers, and students with dyslexia in all these ways:

- Consistent, intensive, and structured curriculum is research-proven.
- Scripted, easy-to-follow Teacher’s Guide saves time for educators.
- A choice of physical or online materials adds flexibility.
- Simplified assessments readily confirm your students’ progress.
- When paired with the Digital Student STAR seats, the Digital Teacher Companion allows teachers to easily Share, Track, Assess, and Report student data.

Preview S.P.I.R.E. in these pages, and begin to see how its teacher-led 10-step lessons turn self-doubters into delighted readers.
S.P.I.R.E. Digital Teacher Companion and Digital Student STAR Seats

S.P.I.R.E. now adds the option of a full-featured online teaching platform: the S.P.I.R.E. Digital Teacher Companion. It gives teachers new flexibility to toggle between digital and print-based teaching tools, depending on their preferences and learning environment, while their students work in print. When paired with Digital Student STAR seats, teachers can then digitally share, track, assess and report student progress.

AN AID TO INSTRUCTION


ASSESSMENT WITH DIGITAL SCORING AND REPORTING

S.P.I.R.E. STAR lets teachers score students’ print assessments, record their fluency and accuracy, and track student progress online in real time. It also consolidates this information into at-a-glance reports you can share at the class, school, or district level.

CREATED EXPRESSLY FOR TEACHERS

Note that students cannot sign in to the digital platform, nor use it directly. The S.P.I.R.E. Digital Teacher Companion is a resource built exclusively for teachers to facilitate class instruction. When S.P.I.R.E. Digital Student STAR seats are purchased teachers can then also record student data.
**Introductory Lesson 5: Short e**

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**Lesson Overview**

- **Step 1: Phonogram Cards**
  - Review previously taught Phonogram Cards
  - Introduce Phonogram Card 25 (e)
  - Introduce key word bed

- **Step 2: Phonological Awareness**
  - Sound identification: identify short e sound

- **Step 3: Word Building**
  - Use letters to build words and sound them out

- **Step 4: Decoding and Sentence Reading**
  - Decoding words with short e
  - Short e automatically
  - Vocabulary development

- **Step 5: Prereading**
  - Phoneme-grapheme analysis: letter/sound analysis

- **Step 6: Reading**
  - Word Find (Workbook p. 118)
  - Words and Sentences (Workbook p. 117)

- **Step 7: Sound Dictation**
  - Write known spellings for sounds

- **Step 8: Spelling**
  - Say and spell words
  - Identify vowels

- **Step 9: Sentence Dictation**
  - Make a dash for each word in a sentence
  - Write and say sentences

- **Independent Practice & Assessment**
  - Assign Independent Practice while assessing individual students
  - Assess student fluency reading short e words
Scene 1

Lesson 5 Short e introduces students to the concept of the short vowel e. This sound is often difficult for students, which is why it is presented as the last of the short vowels. The key word, bed, has been deliberately chosen not only to develop the short e concept, but also to assist with frequent bid confusion. The key word bed is easily recalled because we can make the word look like an actual bed. The student can visualize the b forming the headboard and the d forming the foot of the bed.

Step 1: Phonogram Cards

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–24.
- I will show these letters one at a time. When I show a letter, say the letter’s name and then its sound.
- Model the first item for students. For example, for Phonogram Card 1, say the following:
  - This is the letter p. The letter p stands for the /p/ sound. When I show this card, you say: /p/.
- Review Phonogram Cards 1–24.
- Display Key Word Sheet e.
- The name of this letter is e. What is the name of this letter? (e) The letter e is a vowel. You will learn how to read and spell words with the vowel e.
- Display Key Word Sheet e.
- The key word for e is bed. The key word helps us “unlock” the sound to remember it. What is the key word? (bed) Listen as I say the key word slowly.
- Say bed slowly, emphasizing the /ĕ/ sound.
- What is the key word for e? (bed) What is the letter’s name? (e) The sound the letter e makes is /ĕ/. What sound does e make? (/ĕ/)
- Say bed, /ĕ/.
- Model the first item for students. For example, for Phonogram Card 1, say the following:
  - The letter p stands for the /p/ sound. When I show this card, you say: /p/.
  - Review Phonogram Cards 1–24.
  - Display Key Word Sheet e.
  - The name of this letter is e. What is the name of this letter? (e) The letter e is a vowel. You will learn how to read and spell words with the vowel e.
  - Display Key Word Sheet e.
  - The key word for e is bed. The key word helps us “unlock” the sound to remember it. What is the key word? (bed) Listen as I say the key word slowly.
  - Say bed slowly, emphasizing the /ĕ/ sound.
  - What is the key word for e? (bed) What is the letter’s name? (e) The sound the letter e makes is /ĕ/. What sound does e make? (/ĕ/)
  - Say bed, /ĕ/.
  - Have students repeat the key word, /ĕ/ several times.

Step 2: Phonological Awareness

Sound Identification
- Students listen for the short e sound in the words they say, raising their hands when they hear the sound.
- Close your eyes. I will say a word. Repeat the word, and if you hear the /ĕ/ sound, raise your hand.
- Say met. (met) Do you hear the /ĕ/ sound in met? (yes) So, you should raise your hand.
- Say run. (run) Do you hear /ĕ/ in run? (no) So, you should not raise your hand.
- Repeat the activity with the following words: let, red, cat, yes, get, run, bed, hat, left, and best.

Introductory Lesson 5
## Introductory Lesson 5

### Short e

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<td>4.</td>
<td>In the word bed, what do the two letters ed say? (/ĕd/)</td>
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<td>5.</td>
<td>Say bed. /ĕd/ Say bed again, but instead of /b/, say /r/ (/red/)</td>
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### Step 1: Pronunciation

- **Phonological Awareness**
  - Say bed. /ĕd/ What is the first sound you hear in the word bed? (/b/) What vowel sound do you hear in the word bed? (/ĕ/) What is the last sound you hear in the word bed? (/d/) 
  - Say bed. /ĕd/ Say bed again, but instead of /b/, say /r/ (/red/)

### Step 2: Reading

- Use workbook page 118, "Word Find."
- Open your workbook to page 118. What letter do you see in the center of your Word Find? (/b/) What sound does the letter e make? (/ĕ/) Look at all the words. Find words with the vowel e, and color the e in those words. Then read each e word and circle it. See how many e words you can find and read in five minutes.
- After five minutes, have students take turns reading their circled words aloud. As a word is read, write it on the board and have students check it off on their page.
- Use the bottom half of workbook page 117, "Words and Sentences."

### Step 3: Writing

- Open your workbook to page 117 and look at the sentences on the bottom of the page.
- Look at the first sentence: 1. Ned fed his pet. A word is underlined. Why is the word underlined? (It is a red word, and it can't be sounded out.) Does anyone remember this word? /his/. Look at the first word. What vowel do you see? /e/. What sound does the letter e make? (/ĕ/) Look at the first letter in the word. Say each sound as you point to each letter. (/b/ /ĕ/ /d/) Go back to the beginning of the word and say it fast. (Ned) What else do you notice about this word? (It has a capital letter because it is a name.)
- Have students circle the /b/ words in the first sentence. Next, ask students to read the circled words and then the sentence aloud. Finally, read the sentence together with students.
- Repeat the procedure with each sentence. Remind students to make a picture in their minds as they read to make sure they understand each sentence.

### Step 4: Sentence Dictation

- Use the bottom half of workbook page 117, "Words and Sentences."
- Open your workbook to page 118. What letter do you see in the center of your Word Find? (/b/) What sound does the letter e make? (/ĕ/) Look at all the words. Find words with the vowel e, and color the e in those words. Then read each e word and circle it. See how many e words you can find and read in five minutes.
- After five minutes, have students take turns reading their circled words aloud. As a word is read, write it on the board and have students check it off on their page.
- Use the bottom half of workbook page 117, "Words and Sentences."

### Step 5: Sound Dictation

- Use the bottom half of workbook page 117, "Words and Sentences."
- Open your workbook to page 118. What letter do you see in the center of your Word Find? (/b/) What sound does the letter e make? (/ĕ/) Look at all the words. Find words with the vowel e, and color the e in those words. Then read each e word and circle it. See how many e words you can find and read in five minutes.
- After five minutes, have students take turns reading their circled words aloud. As a word is read, write it on the board and have students check it off on their page.
- Use the bottom half of workbook page 117, "Words and Sentences."

### Step 6: Reading

- Use workbook page 118, "Word Find."
- Open your workbook to page 118. What letter do you see in the center of your Word Find? (/b/) What sound does the letter e make? (/ĕ/) Look at all the words. Find words with the vowel e, and color the e in those words. Then read each e word and circle it. See how many e words you can find and read in five minutes.
- After five minutes, have students take turns reading their circled words aloud. As a word is read, write it on the board and have students check it off on their page.
- Use the bottom half of workbook page 117, "Words and Sentences."

### Step 7: Writing

- Open your workbook to page 117 and look at the sentences on the bottom of the page.
- Look at the first sentence: 1. Ned fed his pet. A word is underlined. Why is the word underlined? (It is a red word, and it can't be sounded out.) Does anyone remember this word? /his/. Look at the first word. What vowel do you see? /e/. What sound does the letter e make? (/ĕ/) Look at the first letter in the word. Say each sound as you point to each letter. (/b/ /ĕ/ /d/) Go back to the beginning of the word and say it fast. (Ned) What else do you notice about this word? (It has a capital letter because it is a name.)
- Have students circle the /b/ words in the first sentence. Next, ask students to read the circled words and then the sentence aloud. Finally, read the sentence together with students.
- Repeat the procedure with each sentence. Remind students to make a picture in their minds as they read to make sure they understand each sentence.

### Step 8: Prespelling

- Students use the same sheet of Lesson Dictation Paper distributed in Step 7.
- Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.
  - 1. Say bed. /ĕd/ Let's spell the word bed, writing the letters on your palm as you name them. /b, e, d/ Now write the word bed on your paper, naming the letters as you write. /b, e, d/
  - Look at the word bed, and underline the vowel. What is the vowel's name? /e/ What sound does the vowel e make? (/ĕ/) Go to the beginning of the word, and sound out each letter. (/b/ /ĕ/ /d/) Now glide your finger under the word and say it fast. (bed)

### Step 9: Spelling

- Repeat the activity with the following words: 2. red; 3. set; 4. men; 5. pet; 6. tin; 7. met; 8. ten; 9. tent; 10. wet
- When finished, have students take turns reading the words aloud.

### Step 10: Sentence Dictation

- Students use the same sheet of Lesson Dictation Paper distributed in Step 7.
- Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.
  - Listen carefully as I say a sentence, and watch as I make a dash on the board for each word.
  - 1. The red hen is a pet.
    - Make a dash on the board 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.
    - Now you say the sentence as I point to each dash. (The red hen is a pet) Say the sentence again, and this time make a dash on your paper for each word. (The red hen is a pet)
    - Say the sentence again, pointing to each dash as you say each word. (The red hen is a pet)

### Step 11: Writing

- Now write the sentence on your paper, one word on each dash. (Wait for students to finish writing.)
Short e

While you are administering the Concept Mastery Fluency Drill to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts.

Independent Practice 1: Have students turn to page 119 in their workbook. Discuss the illustrations with them, identifying each picture. Then read the words at the top of the page with the students. 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.

Independent Practice 2: Have students turn to page 120 in their workbook. With students, read the words below the sentences and then read the first sentence. Have students find a word that completes the sentence and write it in the space. Encourage students to complete the page independently.

Mid-Level Test

After completion of Reinforcing Lesson 5a: Short e, when students achieve 80 percent mastery on the Concept Assessment, assess them using the Level 1 Mid-Level Test before moving on to Introductory Lesson 6: ah.

**Paper Assessment:** Follow the directions for administration and scoring, found in Blackline Masters for Instruction and Assessment.

**Digital Assessment:** Follow the directions for administration and scoring, found online.

### Concept Mastery Fluency Drill

Test students one at a time. Select the student being tested and give the student Concept Mastery Fluency Drill 1.5. For information on using the Concept Mastery Fluency Drill for fluency instruction and additional assessment, see Rereading for Fluency, in the Appendix.

**Paper Assessment:** Follow the directions for administration and scoring, found in Blackline Masters for Instruction and Assessment.

**Digital Assessment:** Follow the directions for administration and scoring, found in Lesson 1.5, Scene 15.

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**Lesson Overview**

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• Introduce Decodable 1 Word Cards S1–S6 |
| Step 2: Phonological Awareness | | • Sound providing: identify sounds in different parts of a word  
• Sound deletion: say a word, then only say a part of it |
| Step 3: Word Building | • Small Letter Set (Manipulatives Kit) —  
1 per student | • Use letters to build words and sound them out  
• Substitute a letter to make a new word |
| Step 4: Decoding and Sentence Reading | • Words and Sentences (Workbook p. 121) | • Word decoding  
• Sentence comprehension |
| Step 5: Prereading | | • Phoneme-grapheme analysis: letter/sound analysis  
• Introducing the story: build background, vocabulary, and concepts |
| Step 6: Reading Comprehension | • Passage (Workbook p. 122)  
• Graphic Organizer (Workbook p. 123 or BLM p. 18)  
• Fluency Tracking Sheet (Workbook p. 100) | • Guided reading  
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• Rereading for fluency |
| Step 7: Sound Dictation | • Lesson Dictation Paper (BLM p. 13) —  
1 per student | • Write known spellings for sounds |
| Step 8: Spelling | | • Phonological awareness: identify phonemes in word |
| Step 9: Spelling | • Lesson Dictation Paper (from Step 7)  
• Optional: Alternate Dictation Words (Appendix) | • Say and spell words  
• Identify vowels |
| Step 10: Sentence Dictation | • Lesson Dictation Paper (from Step 7)  
• Optional: Alternate Dictation Sentences (Appendix) | • Make a dash for each word in a sentence  
• Write and say sentences |
| independent Practice & Assessment | • Independent Practice (Workbook p. 124)  
• Optional: Decodable Reader Get the Pets! (Set 1B)  
• Concept Assessment 1.5a (BLM p. 88) —  
1 master copy and 1 copy per student | • Assign Independent Practice while assessing individual students  
• Assess student fluency reading short e words |
**Step 1: Phonogram Cards**

1. First, review all previously learned Phonogram Cards. Display Phonogram Cards 1–25.
2. I will show these letters one at a time. When I show a letter, say the letter's name and then its sound.
3. Model the first item for students. For example, for Phonogram Card 1, say the following:
   - This is the letter p. The letter p stands for the /p/ sound. When I show this card, you say: p, /p/.
4. Review Phonogram Cards 1–25.

**Step 2: Phonological Awareness**

1. What sound do you hear at the beginning of each word?
   - hen (h/ĕ/ /w/), yes (y/ĕ/)
2. What sound do you hear in each word?
   - pet (p/ĕ/), get (g/ĕ/), lid (l/ĕ/), pet (p/ĕ/)
3. What sound do you hear at the end of each word?
   - men (m/ă/ /p/), web (w/ĕ/), pep (p/p/)

**Step 3: Word Building**

1. The tot sat up in the bed.
2. Nan led the dog.

Choose a student to read the sentence aloud. (Nan led the dog.) What did Nan do? (She led the dog.)

**Step 4: Decoding and Sentence Reading**

Decoding

Use the top half of workbook page 121, "Words and Sentences."

Open your workbook to page 121 and look at the words on the top of the page. Put your finger under the first word and say it aloud. Underline the vowel. What is the vowel's name? (a) What sound does the vowel a make? /a/ /ă/ Put your finger under the first letter in the word. Point to each letter and say its sound. (n/ă/ /p/ /ĕ/ /t/) Go back to the beginning of the word, glide your finger under it, and say it fast. (nap)

Have students underline the vowel in each word in the first row, proceeding from left to right.

Once they finish, have students segment the sounds aloud for each word and then say it fast. Repeat the procedure for the remaining rows. Ask students to use the word in a sentence if you are unsure whether they understand it.

After five minutes, move on to Sentence Comprehension.

Sentence Comprehension

Use the bottom half of workbook page 121, "Words and Sentences."

Open your workbook to page 121 and look at the sentences on the bottom of the page. Read the first sentence silently. Remember to make a picture in your mind as you read to help you understand the sentence. Look up when you are finished.

Let's read the first sentence aloud together.

1. The tot sat up in the bed.
   - What did the tot do? (The tot sat up in the bed.)
2. Nan led the dog.
   - Choose a student to read the sentence aloud. (Nan led the dog.) What did Nan do? (She led the dog.)

**Short e**

1. The boy ate an ice cream.
2. The bird was on the table.
3. The cat was in the box.
4. The dog was on the bed.

Sound Deletion

Say met. (met) Say the sounds, and bring down the Small Letters for each sound. (/m/ /ă/ /t/) (Wait for students to finish.) Go back to the beginning of the word, point to each letter, and say its sound. (/m/ /ă/ /t/) Now glide your finger under the word, saying it fast. (met)

Let's change met to pet. Say met, and then say pet. (met, pet) Sound out met. (/m/ /ă/ /t/) Sound out pet. (/p/ /ĕ/ /t/) Change the letter to match the new sound. (Wait for students to finish.) Go back to the beginning of the new word, point to each letter, and say its sound. (/p/ /ĕ/ /t/) Now glide your finger under the word, saying it fast. (pet)

Repeat the activity, changing pet to pen, pen to pin, pin to ten, ten to men.
Repeat the activity with the remaining sentences:

3. Set the pan in the tub.
   What picture did you see in your mind when you read this sentence? (Answers will vary.)

4. The jet is fast.
   What do we know about the jet? (It is fast.)

5. Ted met ten men on his trip.
   Who did Ted meet? (He met ten men.)

**Step 5: Prereading**

**Phoneme-Grapheme Analysis**

Write pond on the board. Underline the vowel.

- This word is pond. What is this word? (pond)
- In the word pond, what letter says /ŏ/? (o)
- In the word pond, what letter says /p/? (p)
- In the word pond, what letter says /n/? (n)
- In the word pond, what two letters says /nd/? (nd)
- In the word pond, what letter says /d/? (d)
- In the word pond, what does the letter o say? (/ŏ/)
- In the word pond, what do the two letters nd say? (/nd/)
- In the word pond, what does the letter p say? (/p/)
- In the word pond, what does the letter d say? (/d/)
- Say pond. (pond) Say pond again, but don’t say /n/. (pod)

**Introducing the Story**

- How do you feel on hot summer days? What do you do to cool off? (Answers will vary.)
- Does anyone have an old dog? How is an old dog different from a puppy? (Sample answer: Old dogs like to sleep. Puppies like to play and run.)
- Today we will read about Ben, a kind, old dog. He lives with his owner in a house by a small pond. Ben’s favorite activity in the summer is to sit at the edge of the pond, digging in the soft, wet dirt.

**Step 6: Reading Comprehension**

Use the passage on workbook page 122: Ben, the Dog.

In this step, students read sections of the passage silently, answer questions about each section, and then read the passage again.

Open your workbook to the page on page 122 and read the title aloud. (Ben, the Dog)

The title often tells us something important about the passage. What do you think this passage is about? (A dog named Ben) Read the first section silently. Remember to make a picture in your mind as you read. Look at me when you are finished.

- Ben, the dog, is at the pond.
- Ben can dig up a bug.
- The bug is in the mud.

Where is Ben? (He is at the pond.) What sentence answers this question? (Ben, the dog, is at the pond.) Where is the bug? (in the mud) What sentence tells us where the bug is? (The bug is in the mud.)

Use the same procedure for the following passage sections:

- Ben can let the bug run.
- Ben can dig and dig.
- What does Ben do with the bug? (He lets the bug run.)
- Ben can dig a big pit.
- The sun is hot at the pond.
- Ben is hot.
- What is a pit? (a hole) What is Ben’s problem? (Ben is hot.) What do you think Ben will do? (Answers will vary.)
- Ben can jump in the pond.
- Ben has a dip in the pond.
- Ben is wet, but Ben is not hot.
- What does Ben do? (He jumps in the pond.)
- Ben can sit in the sun.
- Ben has a nap at the pond.
- What does Ben do when he gets out of the pond? (He takes a nap.)

Go to the beginning and silently read the entire passage without stopping. When you finish, look at me.

Choose students to read sentences of the passage aloud to the group.
**Short e**

**Comprehension Activity**

**Sequencing**

- Have students open their workbook to the Graphic Organizer on page 123. You may also draw or project the Graphic Organizer found in Blackline Masters for Instruction and Assessment.
- Work with students to fill in the answers as they put in order three things that happen in Ben, the Dog.
- To understand a story, sometimes it helps to put in order the things that happen. Ben does three main things in this story. We will use the passage to complete the Graphic Organizer. We need to tell the order in which things happen in Ben, the Dog.
- Complete the Graphic Organizer using the Ben, the Dog.
- Work with students to fill in the answers as they draw or project the Graphic Organizer found in the workbook.
- Have students open their workbook to the Graphic Organizer on page 123. You may also draw or project the Graphic Organizer found in Blackline Masters for Instruction and Assessment.

**Rereading for Fluency**

- To strengthen oral reading fluency and to obtain a words-correct-per-minute (wcpm) score, have students complete a one-minute fluency probe using the passage Ben, the Dog.
- Using the passage Ben, the Dog.
- Complete the Graphic Organizer using the passage Ben, the Dog.
- Complete the Graphic Organizer using the passage.

**Step 7: Sound Dictation**

1. Say /ĕ/ (/ĕ/). What letter makes the /ĕ/ sound? (e) Write the letter on your palm as you name it. (e) Now write the letter e on your paper, naming the letter as you write. (e) What sound does e make? (/ĕ/) Repeat with the following sounds: 2. /ĭ/; 3. /ĭ/; 4. /ă/; 5. /ă/; 6. /ă/; 7. /ă/; 8. /ă/; 9. /ă/; 10. /ă/ (a)

**Step 8: Prespelling**

Say went. (went) How many sounds do you hear in the word went? (4) What is the first sound you hear in the word went? (/w/) What vowel sound do you hear in the word went? (/w/) What is the next sound you hear in the word went? (/w/) What is the last sound you hear in the word went? (/n/) Say went again, but don’t say /n/ (/w/)

**Step 9: Spelling**

- Students use the same sheet of Lesson Dictation Paper distributed in Step 7.
- Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.
- 1. Say went. (went) Who can spell the word went, writing the letters on your palm as you name them? (w, e, n, t) Now everyone, spell the word went, writing the letters on your palm as you name them. (w, e, n, t) Now write the word went on your paper, naming the letters as you write. (w, e, n, t)
- Look at the word went, and underline the vowel. What is the vowel’s name? (e) What sound does the vowel make? (/ĕ/) Go to the beginning of the word, and sound out each letter. (/w/ /ă/ /ă/ /n/) Now glide your finger under the word, and say it fast. (went)
- Repeat the activity with the following words: 2. wet; 3. pond; 4. red; 5. sent; 6. and; 7. big; 8. swim; 9. dog; 10. men
- When finished, have students take turns reading the words aloud.

**Step 10: Sentence Dictation**

- Students use the same sheet of Lesson Dictation Paper distributed in Step 7.
- Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.
- Listen carefully as I say a sentence, and watch as I make a dash on the board for each word.
- 1. Tim went and swam at the pond.
- Make a dash on the board as you say each word.
- Now say the sentence as I point to each dash.
- You may need to demonstrate bracketing a mistake and making a correction, as shown in Sentence Dictation, in the Appendix. Help students check and correct the sentence.
Repeat the procedure with the following sentence:

2. The red dog is big.

When students finish, have them read both sentences aloud.

**Independent Practice**

While you are administering the Concept Assessment to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson’s concepts.

**Independent Practice:** Have students turn to page 124 in their workbook. Discuss the illustration, prompting them to tell what they remember about the passage Ben, the Dog. Then read and discuss the first question with students. Encourage students to complete the page independently.

If students are ready to read a new decodable book independently or in pairs, invite them to read Set 18: Decodable Reader Get the Pets!

**Mid-Level Test**

After completion of Reinforcing Lesson 5a: Short e, when students achieve 80 percent mastery on the Concept Assessment, assess them using the Level 1 Mid-Level Test before moving on to Introductory Lesson 6: sh.

- **Paper Assessment:** Follow the directions for administration and scoring, found in Blackline Masters for Instruction and Assessment.

- **Digital Assessment:** Follow the directions for administration and scoring, found online.

**Concept Assessment**

Test students one at a time. Select the student being tested and give the student Concept Assessment 1.5a.

- **Paper Assessment:** Follow the directions for administration and scoring, found in Blackline Masters for Instruction and Assessment.

- **Digital Assessment:** Follow the directions for administration and scoring, found in Lesson 1.5a, Scene 17.
1. Ned fed his pet.
2. Let the pet get wet.
3. Ted is a vet.
4. The pet hen is in the pen.
5. The red hen is a pet.
1.5: Short e

Independent Practice 1

cliff  jet  net  help  eggs
wet  sled  hem  tent  basket

Indicate the picture that goes with each word.

Independent Practice 2

Get the nuts in the ____________________.

The dog is sad and ____________________.

A ____________________ is a hat.

Fred ____________________ his pet.

The ____________________ bit Tim’s leg.

wet  bonnet  basket  pet  fed  ant
### 1.5a: Short e

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<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>nap</td>
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<tr>
<td>2.</td>
<td>hum</td>
</tr>
<tr>
<td>3.</td>
<td>gas</td>
</tr>
<tr>
<td>4.</td>
<td>led</td>
</tr>
<tr>
<td>5.</td>
<td>on</td>
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</tbody>
</table>

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1. **The tot sat up in the bed.**
2. **Nan led the dog.**
3. **Set the pan in the tub.**
4. **The jet is fast.**
5. **Ted met ten men on his trip.**

---

### Ben, the Dog

- Ben, the dog, is at the pond. 7
- Ben can dig up a bug. 13
- The bug is in the mud. 19
- Ben can let the bug run. 25
- Ben can dig and dig. 30
- Ben can dig a big pit. 36
- The sun is hot at the pond. 43
- Ben is hot. 46
- Ben can jump in the pond. 52
- Ben has a dip in the pond. 59
- Ben is wet, but Ben is not hot. 67
- Ben can sit in the sun. 73
- Ben has a nap at the pond. 80
1.5a: Short e

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
Level 1 - Key Word Sheet e

Name: _________________________ Date: ________________

Sounds

1. _________________________
2. _________________________
3. _________________________
4. _________________________
5. _________________________
6. _________________________
7. _________________________
8. _________________________
9. _________________________
10. _________________________

Words

1. _________________________
2. _________________________
3. _________________________
4. _________________________
5. _________________________
6. _________________________
7. _________________________
8. _________________________
9. _________________________
10. _________________________

bed
Lesson 1.5 Concept Mastery Fluency Drill

**Total Word Count: 96**

**Lesson 1.5 Concept Mastery Fluency Drill**

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<thead>
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</tr>
<tr>
<td>16</td>
<td>sent left kept</td>
</tr>
<tr>
<td>24</td>
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</tr>
<tr>
<td>32</td>
<td>send went sent</td>
</tr>
<tr>
<td>40</td>
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<tr>
<td>88</td>
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<tr>
<td>96</td>
<td>keep went sent</td>
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</tbody>
</table>

**Sentences**

1. best send went sent left went help best left send went sent left kept went sent help went best left kept send left kept went sent help

2. send went sent left kept help best send went sent left kept help best kept help send went sent left kept help best sent left best send went sent best send left kept help best went sent left kept went sent help best send left kept help kept help best send went sent left went help best send went sent left went help best send went sent left kept went sent help best send went sent left kept send went sent left
Lesson 1.5a Concept Assessment

bed  yes  let  ten  set
end  web  sled  desk  vest

Ed got fed.

Ted met Bev on his trip.

Jen steps on the wet tin can.

The rag on the bed has a hem.