



**Level 1**  
Introductory Lesson 5: Short e



**INTRODUCTORY****Lesson 5: Short e**

<b>Steps Overview</b>		
<b>Materials</b>	<b>Procedures</b>	<b>Examples</b>
<b>Step 1: Phonogram Cards</b>		
<ul style="list-style-type: none"> <li>Phonogram Cards 1–25</li> <li>BLM p. 7, Key Word Concept Sheet e</li> </ul>	<ul style="list-style-type: none"> <li>Review Phonogram Cards 1–24.</li> <li>Introduce Phonogram Card 25.</li> <li>Introduce <i>e</i>, <i>bed</i>.</li> </ul>	
<b>Step 2: Phonological Awareness</b>		
<ul style="list-style-type: none"> <li>BLM p. 18, Key Word Card e</li> </ul>	<ul style="list-style-type: none"> <li>Sound Identification: compare words with the short <i>e</i> sound with other short vowel words.</li> </ul>	<i>met, run, let, red, cat, yes, get, sun, bed, hat, left, best</i>
<b>Step 3: Word Building</b>		
<ul style="list-style-type: none"> <li>Small Letter sets</li> </ul>	<ul style="list-style-type: none"> <li>Students use letters to build words and sound them out.</li> </ul>	<i>met, let, red, yes, get, best</i>
<b>Step 4: Decoding and Sentence Reading</b>		
<ul style="list-style-type: none"> <li>Reader 1, p. 45</li> <li>Concept Mastery Fluency Drill 5</li> </ul>	<ul style="list-style-type: none"> <li>Word decoding and sentence reading</li> <li>Develop vocabulary</li> <li>Short <i>e</i> automaticity</li> </ul>	<i>hem, vex, pep</i>
<b>Step 5: Prereading</b>		
	<ul style="list-style-type: none"> <li>Letter/sound analysis (What letter says /ĕ/?)</li> <li>Sound Substitution: <i>bed</i> to <i>red</i></li> </ul>	<i>bed</i>
<b>Step 6: Reading</b>		
<ul style="list-style-type: none"> <li>BLM p. 50, Word Find Sheet e</li> </ul>	<ul style="list-style-type: none"> <li>Circle /ĕ/ words</li> <li>Write sentences on the board to read.</li> </ul>	1. Ned fed <u>his</u> pet. 2. Ted is a vet. 3. The red hen is a pet. 4. Let the pet get wet. 5. The pet hen is in the pen.
<b>Step 7: Sound Dictation</b>		
<ul style="list-style-type: none"> <li>BLM p. 64, Sounds and Words Dictation Paper</li> </ul>	<ul style="list-style-type: none"> <li>Write known spellings for sounds.</li> </ul>	/ĕ/, /ĕ/, /ŭ/, /ĕ/, /ĭ/, /ă/, /ŭ/, /ĕ/, /ö/, /ö/
<b>Step 8: Prespelling</b>		
	<ul style="list-style-type: none"> <li>Say each phoneme. (What is the first sound you hear in <i>bed</i>? What is the second sound...)</li> </ul>	<i>bed</i>
<b>Step 9: Spelling</b>		
<ul style="list-style-type: none"> <li>BLM p. 64, Sounds and Words Dictation Paper</li> </ul>	<ul style="list-style-type: none"> <li>Dictate words, students write, then read.</li> </ul>	<i>bed, red, set, men, pet, tin, met, ten, tent, wet</i>
<b>Step 10: Sentence Dictation</b>		
<ul style="list-style-type: none"> <li>BLM p. 65, Sentence Dictation Paper</li> </ul>	<ul style="list-style-type: none"> <li>Make a dash for every word in the sentence, then write each word on a dash.</li> </ul>	1. <u>The red hen is a pet.</u> 2. <u>Ned can get wet.</u>

## Short e

**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 *b/d* confusion. The key word *bed* is 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.

Before beginning work on Lessons 5 and 5a–e, you can administer **Form A of Decoding Assessment: Short e** to help determine a student's ability level with this short vowel.

## Step 1

## Phonogram Cards

5



Shuffle and drill **Phonogram Cards 1–24**.

You have been doing a great job! You're ready for a new vowel sound.

Hold up **Phonogram Card 25**.

The name of this letter is *e*. What is the name of this letter? (*e*) 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*. 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/. When I hold up the Phonogram Card and the Key Word Concept Sheet, say *e*, /ĕ/, *bed*, /ĕ/.

Hold up Phonogram Card 25 and Key Word Concept Sheet *e*. Have students repeat *e*, /ĕ/, *bed*, /ĕ/ several times.

## Step 2

## Phonological Awareness

5

## SOUND IDENTIFICATION

Give each student a **Key Word Card e**.

Close your eyes. I will say a word. Repeat the word and listen for the /ĕ/ sound. If you hear /ĕ/ in the word, hold up your Key Word Card *e*.

Say *met*; have students repeat it and hold up Key Word Card *e*.

Did you hear /ĕ/ in *met*? (*yes*) Then you should hold up Key Word Card *e*.

Say *run*; students should repeat it, but should not hold up their cards.

Did you hear /ĕ/ in *run*? (*no*) Then you should not hold up Key Word Card *e*.

Repeat the activity with *let*, *red*, *cat*, *yes*, *get*, *sun*, *bed*, *hat*, *left*, and *best*.

## INTRODUCTORY Lesson 5

## Step 3

## Word Building

5

Small Letters



Distribute **Small Letter sets**.

Listen as I say a word: *met*. Say *met*. Let's sound out *met* using our fingers.

Segment the sounds using your fingers, as in Lesson 1, Step 3.

Say *met*. What's the first sound you hear in *met*? (/m/) Bring down the Small Letter that says /m/. What is the next sound you hear in *met*? (/ě/) What vowel letter says /ě/? (e) Bring down Small Letter *e* and put it next to the *m*. Say *met*. What is the last sound you hear in the word *met*? (/t/) Bring down the Small Letter that says /t/ and put it next to the *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. (*met*)

Repeat the procedure with *let*, *red*, *yes*, *get*, and *best*.

## Step 4

## Decoding and Sentence Reading

10

Reader



Open your **Reader** to page 45. Put your finger under the first word. (*men*) Underline the vowel. What is the vowel's name? (e) What is the vowel's sound? (/ě/) 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?

Repeat the process with as many words as can be read in ten minutes, reading from left to right. Use **Concept Mastery Fluency Drill 5** when students need more practice reading short *e* words.

## VOCABULARY DEVELOPMENT

The following words may present meaning challenges for some students: *hem*, *vex*, *pep*. Discuss unknown vocabulary with students using the strategies under Vocabulary Development in the Introduction to this Teacher's Guide.

## Step 5

## Prereading

5

## PHONEME-GRAPHEME ANALYSIS

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

This word is *bed*. What is this word? (*bed*)

In the word *bed*...

- what letter says /ĕ/? (e)
- what letter says /b/? (b)
- what letter says /d/? (d)
- what two letters say /ĕd/? (e, d)
- what does the letter *e* say? (/ĕ/)
- what does the letter *b* say? (/b/)
- what does the letter *d* say? (/d/)
- what do the two letters *ed* say? (/ĕd/)

Say *bed*. Say *bed* again, but instead of /b/, say /r/. (red)

Step

6

Reading



Distribute a **Word Find Sheet** to each student.

What letter do you see in the center of the Word Find Sheet? (e) What sound does the letter *e* make? (/ĕ/) Look at all the words on this page. Find words with the vowel *e*, and color the *e* green. Then read each word and circle it. See how many words you can find and read in five minutes.

After five minutes, have students alternate reading words aloud. As a word is read, write it on the board, and have students check off the word on their paper. Then write the following sentences on the board:

Ned fed his pet.

Let the pet get wet.

Ted is a vet.

The pet hen is in the pen.

The red hen is a pet.

Look at this first sentence. A word is underlined. Who can tell me why the word is 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 I point to the letter. (/n/ /ĕ/ /d/) Go back to the beginning and say it fast. What else do you notice about this word? (It has a capital letter because it is a name and because it is the first word in the sentence.)

Repeat the process for the remaining words in the sentence. Then have a student come to the board to circle all of the /ĕ/ words in the first sentence and read them aloud. Ask other students to read the circled words and then the whole sentence. Finally, read the sentence together with students. Repeat this procedure with the remaining sentences.

## INTRODUCTORY Lesson 5

## Step 7

## Sound Dictation

2



Distribute **Sounds and Words Dictation Paper** to each student.

Say /ě/. (/ě/) What letter makes the /ě/ sound? (e) Write the letter on your palm as you name it. Now 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? (e)  
What sound does e make? (/ě/)

Repeat the procedure with the following sounds:

/ě/ (e), /ů/ (u), /ě/ (e), /ĩ/ (i), /ă/ (a), /ů/ (u), /ě/ (e), /ö/ (o), /ö/ (o)

## Step 8

## Prespelling

3

## PHONOLOGICAL AWARENESS

Say *bed*. What's the first sound you hear in *bed*? (/b/) Say *bed*. What vowel sound do you hear in *bed*? (/ě/) Say *bed*. What's the last sound you hear in *bed*? (/d/)

Say *bed*. Say *bed* again, but instead of /b/, say /r/. (red)

## Step 9

## Spelling

5



Have students use **Sounds and Words Dictation Paper** distributed in Step 7.

Say *bed*. Let's spell *bed* together, writing the letters on your palm as you name them. (b, e, d) Now pick up your pencil and write the word *bed* on your paper, naming the letters as you write them.

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

Repeat with the following words, discussing any unknown vocabulary words as needed: *red, set, men, pet, tin, met, ten, tent, wet*. When finished, have students take turns reading the words aloud.

## Step

10

## Sentence Dictation

5



Distribute **Sentence Dictation Paper** to each student.

Listen carefully as I say a sentence, and watch as I make a dash on the board for each word.

*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. Say the sentence again, this time making a dash on your paper for each word we say. Look at your dashes again and say the sentence, pointing to each dash as you say a word.

Now write the sentence on your paper, one word on each dash. Put your pencil down when you finish, and go back and check the sentence. If you find a mistake, do not erase it. Put brackets around the mistake, and write the correct word above it.

You may need to demonstrate bracketing a mistake and making a correction. Help students check and correct their sentence.

Who will read the sentence aloud?

Repeat the procedure with this sentence: *Ned can get wet.* When finished, have students read both sentences aloud.

## Independent Work



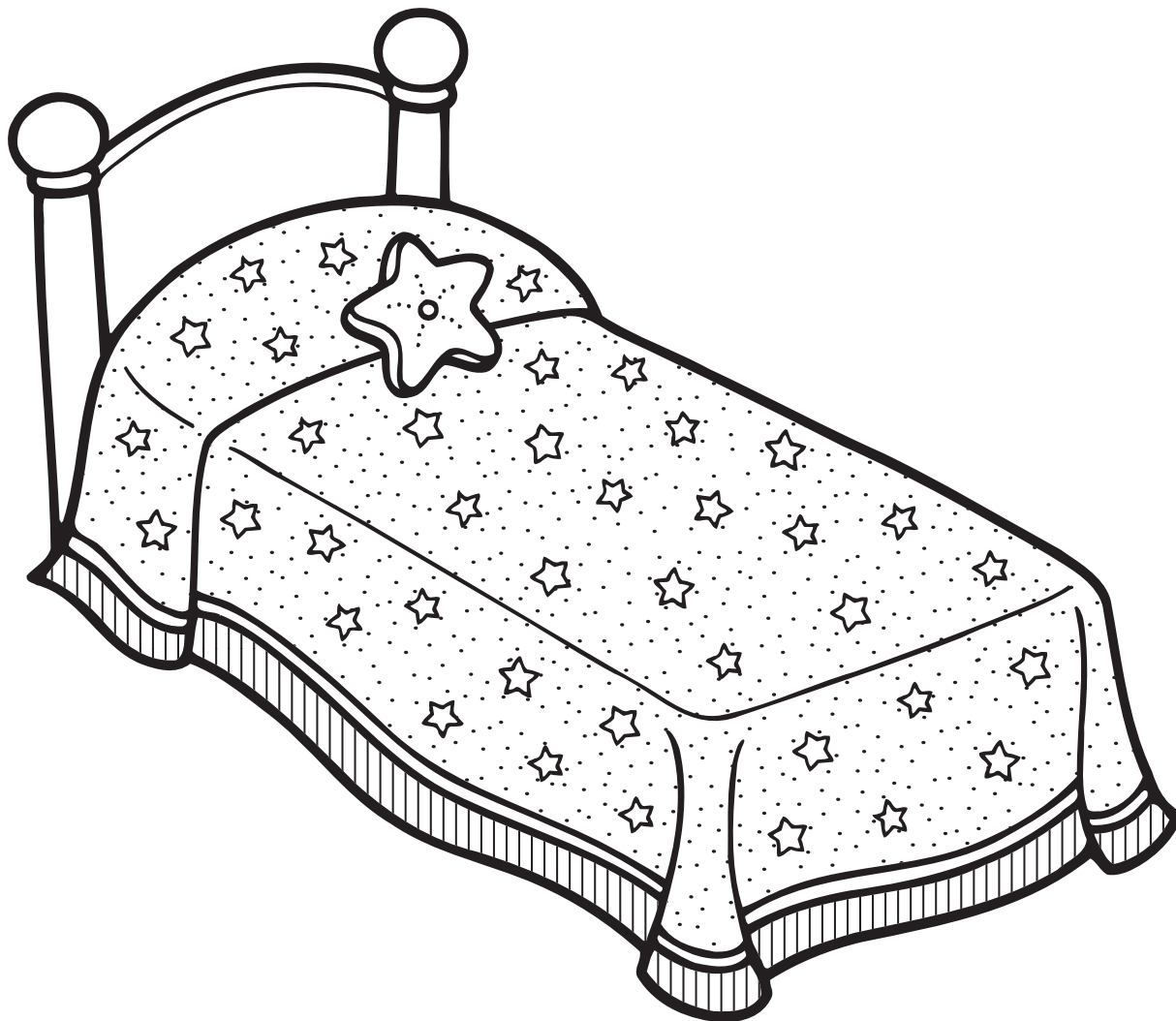
- Have students turn to page 40 in **Workbook 1**. Discuss the illustrations with them, identifying each picture. Then read the words in the box with students. Next have them find a word that matches the first picture and print it in the space under the picture. Encourage students to complete the page independently.

## Assessment



- You may want to invite students to read **Quick Check Lesson 5** to you or a peer, or to take it home and read it to a family member.

e

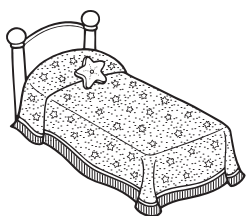


**bed**

*Key Word Concept Sheet*

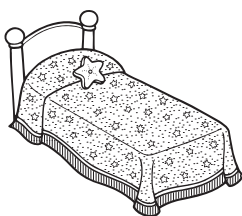


**e**



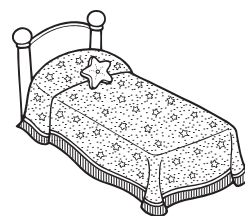
**bed**

**e**



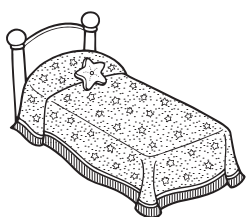
**bed**

**e**



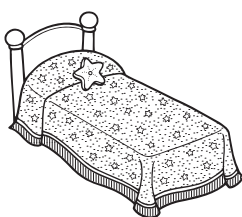
**bed**

**e**



**bed**

**e**



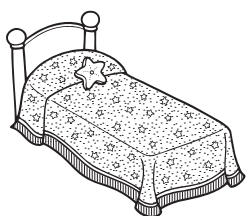
**bed**

**e**



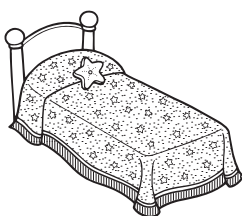
**bed**

**e**



**bed**

**e**



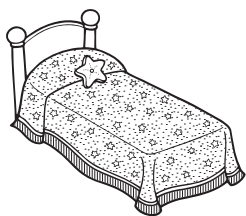
**bed**

**e**



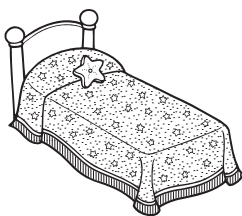
**bed**

**e**



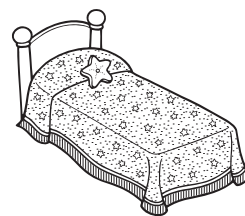
**bed**

**e**



**bed**

**e**



**bed**

*Key Word Cards*



Photocopy These Small Letters on White Card Stock

*Small Letters*

a i o u e A I

O U E

*Photocopy These Small Letters on Green Card Stock*

*Small Letters*



## **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

**e**

**Sound Introduction**



send    went    sent    left    kept    help    best    went    help  
best    help    kept    left    sent    went    send    best    help  
went    send    sent    kept    left    went    left    best    help  
sent    help    kept    best    left    send    went    help    sent  
help    kept    left    best    send    sent    went    help    kept  
left    went    sent    kept    send    left    help    send    best  
best    went    left    send    sent    left    help    kept    help  
kept    left    best    sent    help    went    send    sent    best  
send    went    sent    left    help    kept    left    help    best  
kept    best    sent    help    sent    left    send    went    help  
kept    left    send    sent    best    help    kept    went    sent  
went    sent    left    help    went    kept    send    help    best

*Concept Mastery Fluency Drill 5: /ě/*  
9 words per row / 12 rows / 108 words

bed bad **got** yet  
prep  
**best** BEN net  
jig  
well PEP **Tom** **ton**  
red test  
**help**  ten  
yes **hut**  
**less** cut pad  
web swept  
tag 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 \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Sentences**





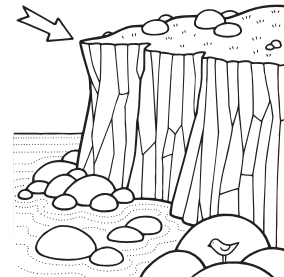
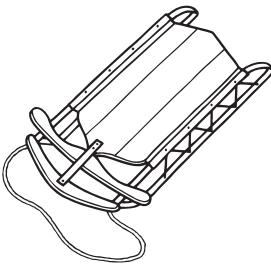
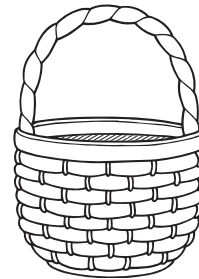
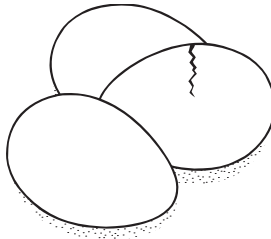
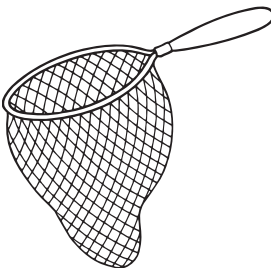
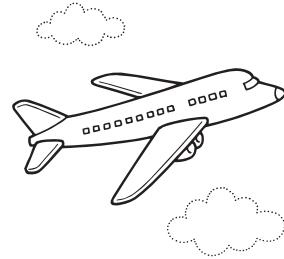
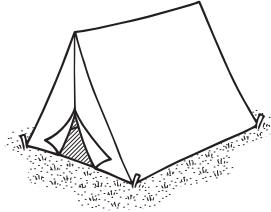
cliff  
wet

jet  
sled

net  
hem

help  
tent

eggs  
basket



**Quick Check Lesson 5****Quick Check Lesson 5a****bed****yes****let****ten**

fled from the red hot sun  
ten kids and a pup on a sled

**Jen steps on the wet tin can.****The rag on the bed has a hem.****set****end****web****sled**

the pen from the desk  
a red vest on the man

**Ben sat up in bed.****Ted met Bev on his trip.****Quick Check Lesson 5b****Quick Check Lesson 5c****get****sent****help****wet**

left the belt on top  
cannot get up the steps

**Rex slid on the mud and got wet.****Nan, help Jed set up the big tent.****beg****went****leg****blend**

ant in the wet net  
slept snug in the nest

**Did the hog wet the hen?****Ned went on a jet.**