

Vowel Team Syllables: long e

Objective(s): The student will isolate the long e sound and identify its placement. The student will identify vowel team graphemes that represent the long e sound. The student will write and read long e vowel team words.

Warm-up: List syllable types learned thus far and briefly discuss/review. Review short vowel sounds and long vowel sounds.

Procedures:

1. Explain that today we will be focusing on the long e sound which can be found at the beginning, middle, and end of words.
2. Have students listen and identify where they hear the long e sound as you read a list of words. *You can do head, waist, toes or use your arm for beginning, middle, and end.
3. Review that a vowel team syllable is a group of 2, 3, or 4 letters that work together (like a team) to create one vowel sound. The vowel sound they create can be long, short, or a special team called a diphthong. Remind students that vowel teams can be tricky because sometimes, part of the vowel teams may not be only vowels, but consonants too.
4. Introduce the graphemes ea and ee by writing them on the board. Explain that these are the vowel team letters that create the long e sound we were listening for in step 2. Discuss that ea is the vowel team that we see at the beginning or more often the middle of a word. Discuss that ee is the vowel team we can see in the middle or at the end of a word.
5. Explain the paper we are doing today. Do one or two examples for the students (identify the long e vowel team,

circle it, write it in the proper box, and read it). Do some together. Then, have students complete the rest on their own. Go around and have students read long e vowel team words to you individually or in small groups.

6. Review that ee and ea are the graphemes that represent the long e sound in words. Review their placement as well.

*Modify lesson (step 4 and 6) for second grade graphemes for long e (ei, ie, ey).