

Lesson 14 Letter E

Objective

This lesson teaches words containing the letter e.

You Will Need

- ☐ Phonogram Card 24
- ☐ Word Cards 63-72
- ☐ *Blast Off to Reading!* pages 79-84

Before You Begin

Preview the Sounds of the Letter



The letter e can say two sounds:

- /ĕ/ as in *echo*, known as the short sound (taught in this lesson)
- /ē/ as in *even*, known as the long sound (taught in Lesson 48)

To help your student remember the sound of short e (/ĕ/), we will use the following hand motion.



Cup your hand to your ear as if you are listening to an echo. “When we say /ĕ/, let’s pretend that we are listening to an echo. Say the sound of e like this: /ĕ-/ĕ/-echo.” *Student pretends to listen for an echo and says /ĕ-/ĕ/-echo.*



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the e phonogram sounds.

Preview Function Words

Function words are short words like *the*, *at*, *an*, *can*, *am*, *a*, *if*, *of*, and *is*. These words can’t be described (What does *if* mean?) and are normally unstressed (*I’kn ride’uh bike* instead of *I can ride a bike*)—yet they are the glue that holds our sentences together.

Function words make up a high percentage of our reading material, but some beginning readers need extra time to learn them. To give your student extra practice with function words, they have been sprinkled throughout the Practice Sheets.

Before You Begin

(continued)

A Tip Regarding Vowels I and E

Some students have difficulty with words containing short i and short e, which sound similar to untrained ears. If your student says the wrong sound, ask him to first touch the vowel and say the vowel sound with its related mnemonic (/ĕ/-/ĕ/-echo or /ĭ/-/ĭ/-itchy). Then he should go back and sound out the word from the beginning.

Review



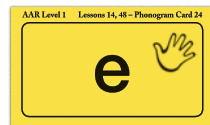
Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.

New Teaching

Teach New Letter Sound



Hold up the Phonogram Card for the letter e.

"This letter says /ĕ/."

Cup your hand to your ear as if you are listening to an echo. "When we say /ĕ/, let's pretend that we are listening to an echo. Say the sound of e like this: /ĕ/-/ĕ/-echo." *Student pretends to listen for an echo and says /ĕ/-/ĕ/-echo.*

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately. File the new Phonogram Card behind the Review divider in the Reading Review Box.

Move the new letter tile into the workspace.



Mix in several other letter tiles for mixed review and practice with the new letter until your student can say the sound accurately.

New Teaching

(continued)



For extra practice with the new phonogram, try the activity “Jump On It.” For instructions, look for this icon in Appendix G.

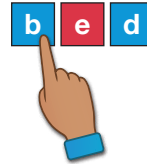
Blend Sounds with Letter Tiles

Build the word *bed* with letter tiles.

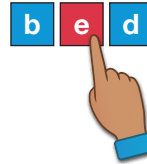


“I’ll sound out this first word, and then you’ll sound out the next word.”

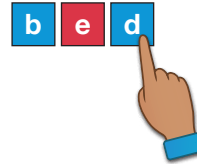
Touch under the b and say /b/.



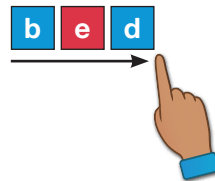
Touch under the e and say /ě/.



Touch under the d and say /d/.



Now go back to the beginning of the word. Slide your finger under the letters b-e-d and say *bed* slowly.



Finally, read the word *bed* at a normal pace as we do when we speak.

Using the same blending procedure, have your student sound out the word *set*.



New Teaching

(continued)

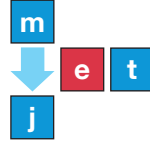
Play “Change the Word”

Build the word *jet* with letter tiles.



“What is this word?” *Jet*.

“I’m going to change the first letter of this word.”



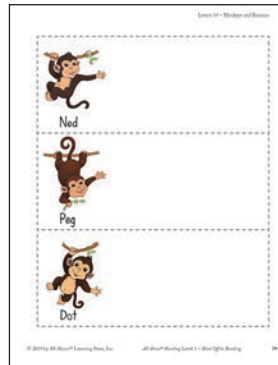
“What does this new word say?” Encourage your student to sound out the new word, *met*.

Continue to change one letter at a time to form the following words. Each time, have your student sound out the new word.

met → men → hen → pen → pet → bet → yet → yes

Complete Activity Sheet

“Let’s feed bananas to some monkeys!”



Monkeys and Bananas

Remove pages 79-82 from the *Blast Off* activity book.

Cut out the monkey strips and lay them out on the table. Cut out the banana cards and place them in a pile with the words facing down.

Have your student read each monkey’s name. Then have him pick one banana card at a time, read the word, and place the banana next to the monkey whose name rhymes with the word.

Continue until all the words have been read and matched with the rhyming monkey.

Answer Key

Ned: wed, bed, red, Ted, led, fed

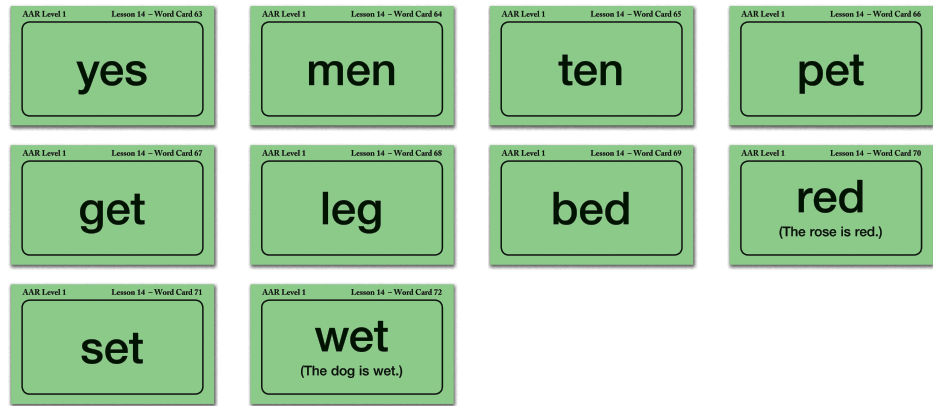
Peg: beg, leg, Meg

Dot: hot, cot, rot, pot, tot, lot

New Teaching (continued)

Practice Reading Words

Have your student practice reading the words on Word Cards 63-72.



File the Word Cards behind the Review divider of the Reading Review Box.

Practice Fluency



Turn to pages 83-84 in the activity book.

Have your student read from the Practice Sheets.



To engage your student in the fluency exercises, make a word search puzzle. For instructions, look for this icon in Appendix F.

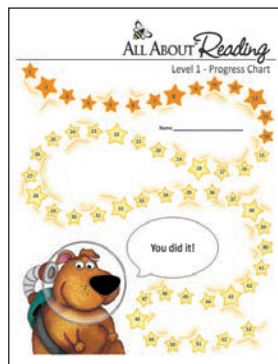
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 14 on the Progress Chart.



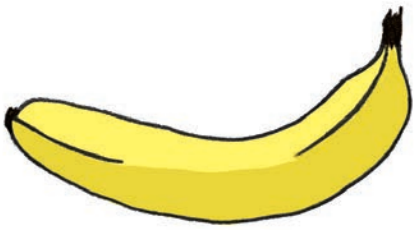
Ned



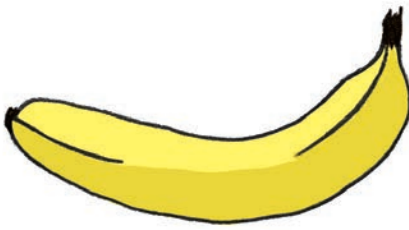
Peg



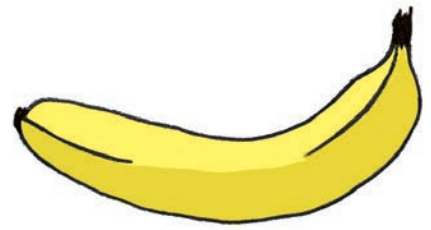
Dot



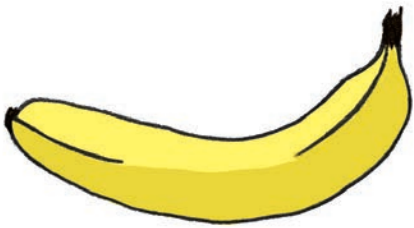
beg



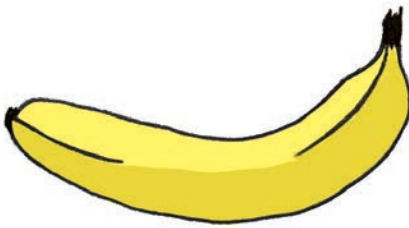
wed



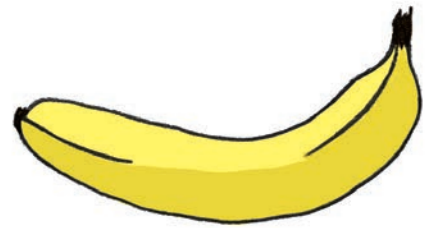
bed



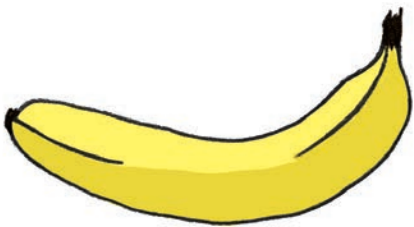
hot



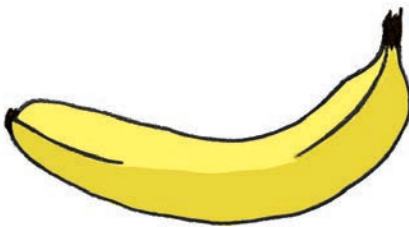
leg



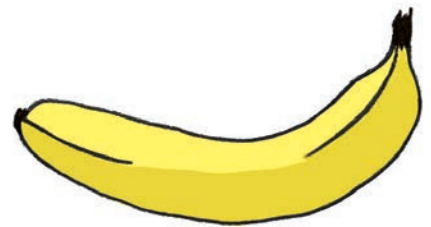
red



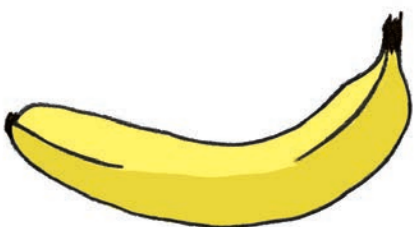
Meg



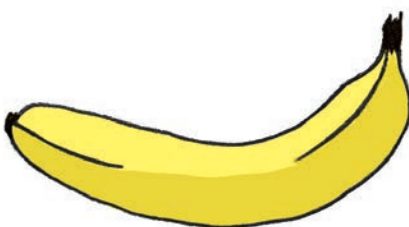
cot



Ted



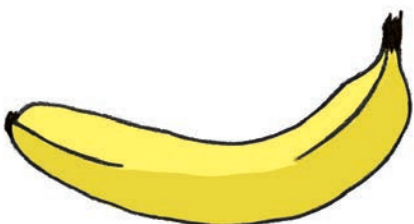
rot



pot



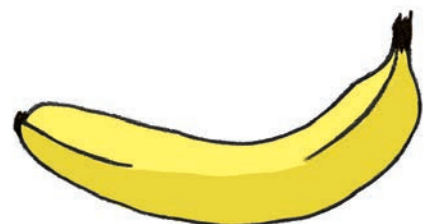
led



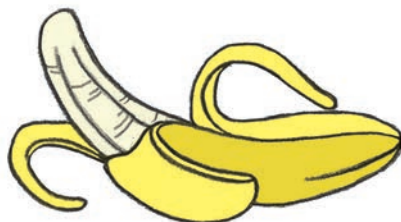
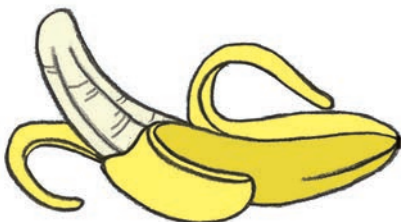
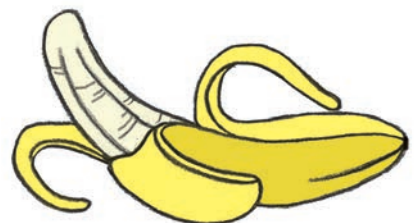
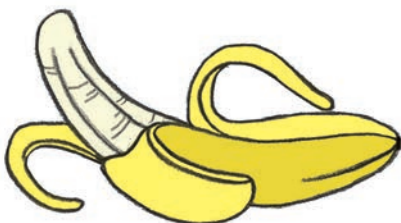
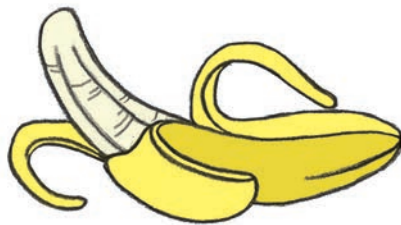
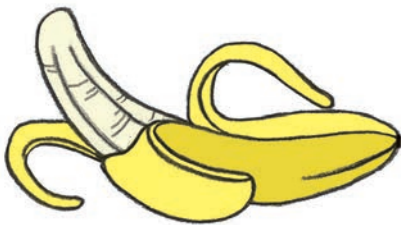
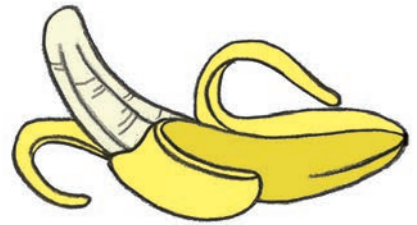
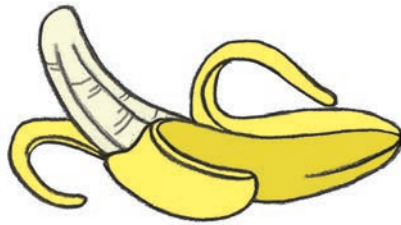
tot



lot



fed



New Words

hen	Meg	yes	let	Ben
bet	Ned	den	Peg	Ed
pen	led	jet	Ted	vet

Reminder!
Read across the page,
not down the columns.

pet	web	ten	set	bed	get	hem
Jen	met	Bev	red	yet	men	Deb
beg	Ken	fed	net	leg	wed	wet
Del	Jeb	Jed	Mel	Wes		

Phrases

in his den
at the vet
the pet rat

fed the cat
on the bed
ten men

red pen
wet hen
in the net

got wet
not yet
met Ken



Sentences

Can Jon

Can Jon hop

“Can Jon hop on his leg?”

Mom let us

Mom let us hug

Mom let us hug the big pup.

The fun kid

The fun kid did a jig

The fun kid did a jig on the bed.

Set

Set the lid

Set the lid on the hot pot.

Did the red dog

Did the red dog get fed

Did the red dog get fed yet?