

Lesson 25 EE and Vowel Team Syllables

Objective

This lesson teaches phonogram ee, the Vowel Team syllable type, and words containing ee.

You Will Need

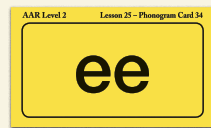
- ☐ *Leap into Reading* pages 183-188
- ☐ Vowel Team syllable tag
- ☐ letter tile ee
- ☐ Vowel Team label
- ☐ Phonogram Card 34
- ☐ Word Cards 120-129

Before You Begin

Preview Phonogram EE

Phonogram ee says /ē/ as in *need*. Read the following examples and listen for the /ē/ sound.

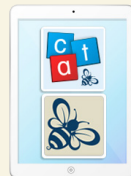
need	green	queen	steep	seed
teen	tree	street	feed	deed



When we practice the Phonogram Card for ee, we say “/ē/, double e.” This phrase distinguishes ee from the other ways of spelling /ē/, such as ea, which will be taught in Level 3. By learning the full wording for phonogram ee now, your student won’t have to relearn the flashcard for spelling purposes later.



The ee tile is stored under the Vowel Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the ee phonogram sound. When we use the ee letter tile, we only say the sound /ē/. To facilitate blending, we don’t say the second part, “double e.”

Vowel team ee always says long e as in *sheep*, with one possible exception: the word *been*. In American English, *been* is pronounced with a short i or short e sound. In British English, though, *been* retains the long e sound. If your student pronounces this word with a long e sound, skip the part of the lesson in which we teach *been* as a Leap Word.

Before You Begin Preview Vowel Teams

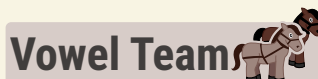
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In this lesson, your student will learn the first vowel team, phonogram ee. A vowel team is two or more letters working together to make one sound, such as ee, ea, oi, ay, and ou. Since the letters work together, the letters that make up a vowel team appear on a single letter tile. As you can guess by the name, vowel teams always contain a vowel. Examples of vowel teams are found in the words *sheep*, *heat*, *boil*, *stay*, and *house*.

Sometimes consonants are used in vowel teams, as in aw, ow, igh, and ugh. Example words include *thaw*, *how*, *night*, and *daughter*.

Preview Vowel Team Syllables

Your student has already learned three syllable types: Closed, Open, and Name Game. Today he will learn the fourth syllable type, the Vowel Team syllable, which we label with the following syllable tag.



On the syllable tag, the team of horses represents a Vowel Team syllable. Just as a team of horses works together, the letters in a vowel team work together to make one sound.

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).



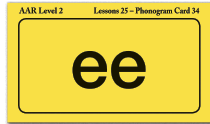
Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Let your student get creative with the Word Card review with the activity "Color It." For instructions, look for this icon in Appendix M.

Teach New Phonogram EE

Hold up the ee Phonogram Card.



“E-e says /ē/. When we practice this card, we say /ē/, *double* /ē/. Repeat after me: /ē/, *double* /ē/.” *Student repeats the sound.*

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

Move the ee tile into the workspace. 




Point to the ee tile. “When you see this tile, say its sound, /ē/. You don’t have to say *double* /ē/ when we are building with tiles, just when we are using the flashcards.”

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



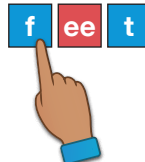
For extra practice with the new phonogram, play the game “Phonogram Bingo.” For instructions, look for this icon in Appendix L.

Blend Sounds with Letter Tiles

Build the word *feet*.   

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

Touch under the f and say /f/.   



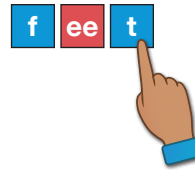
New Teaching

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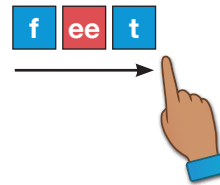
Touch under the ee and say /ē/.



Touch under the t and say /t/.



Now go back to the beginning of the word. Slide your finger under the letters f-ee-t and say *feet* slowly.



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

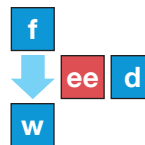
Using the same blending procedure, have your student sound out the word *weed*.



Leave the word *weed* in the workspace.

Play “Change the Word”

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

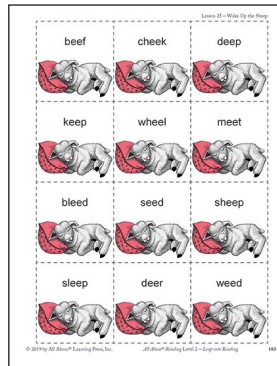


“What does this new word say?” Encourage your student to sound out the new word, *feed*.

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

feed → need → seed → seem → seen → green

“Now it’s time to wake up these sheep with some ee words.”



Wake Up the Sheep

Remove pages 183-184 from the *Leap into Reading* activity book.

Cut out the cards and place them in a pile with the words facing up. Have your student wake up the napping sheep by choosing a sleeping sheep card and reading the word. If he reads the word correctly, he can turn the card over to reveal a sheep that is awake.

Continue reading the cards until all the sleeping sheep have been awoken.

Teach the Fourth Syllable Type: Vowel Team

Place the Vowel Team syllable tag in the workspace. “We have a new syllable tag.”

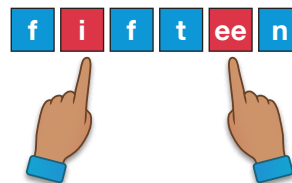


“This syllable tag shows a team of horses. A *team of horses* is two or more horses working together. We will use this to represent **vowel teams**, which are two or more letters working together to make one vowel sound.

Build the word *fifteen*.



“When you divide a word into syllables, treat the vowel team the same as you would treat a vowel. When I look for the vowels in *fifteen*, I see the i tile and the ee tile.”

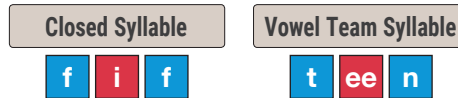


“There are two consonants between these tiles, so I divide between the consonants.”



“Now I can put a tag above each syllable. What type is the first syllable?”
Closed.

“What type is the second syllable?” *Vowel Team*.



“Read the first syllable.” *Fif*.

“Read the second syllable.” *Teen*.

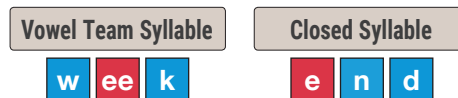
“Now read the word.” *Fifteen*.

“Great! *Fifteen* is a real word, so you’ve divided the word correctly.”

Build the word *weekend*.

“Divide this word into syllables.” *Student divides the word*.

“Put a tag above each syllable.” *Student uses the Vowel Team and Closed tags*.



“Read each syllable and then read this word.” *Week–end. Weekend*.

Complete Activity Sheet

“Those Party Monsters are back and now they want to form teams!”



Party Monsters Form Teams

Remove pages 185-186 from the activity book.

Cut out the four syllable type cards and lay them on the table. Cut out the monster cards and place them in a pile with the words facing down.

Have your student select a monster card and read the word on the back. He should then decide if the word is a Closed, Open, Name

Game, or Vowel Team syllable and put the monster on the appropriate syllable type card.

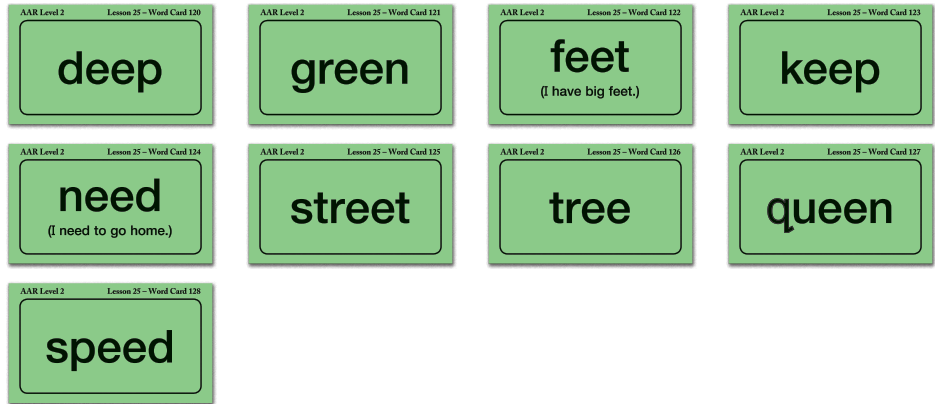
Continue until all the monster cards have been read and sorted.

New Teaching

(continued)

Practice Reading Words

Have your student practice reading the words on Word Cards 120-128.



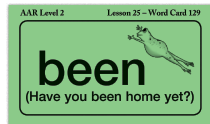
File the Word Cards behind the Review divider in the Reading Review Box.

Teach a Leap Word: *been*

If your student pronounces *been* with a long *e*, you can skip this section. You don't need to teach *been* as a Leap Word.



Show Word Card 129 to your student.



“This word is *been*, as in *Have you been home yet?* Vowel team ee always makes the long *e* sound, except in this word.”

Review this Leap Word several times today and then file it behind the Review divider in the Reading Review Box.

New Teaching

(continued)

Practice Fluency

New Words			
been	deer	jeep	sheet
greet	tree	beet	fifteen
sheep	meet	seed	beep
weed	bleed	sweet	free
steer	cheek	teeth	need
freeze	deep	speed	coffee
cheer	three	seem	seen
wheel	week	green	see
street	feed	bee	queen
sixteen	breeze	seventeen	sweep
sleep	weekend	keep	feel
feet	beef	tweed	

Turn to pages 187-188 in the activity book.

Have your student read from the Practice Sheets.

Some students will notice that the words *breeze* and *freeze* end in Silent E. Z is usually not alone at the end of a word. It's typically either doubled (as in *buzz*) or paired with Silent E (as in *freeze*).



To engage your student in the fluency exercises, try making his progress more concrete. For ideas on how to do that, look for this icon in Appendix K.

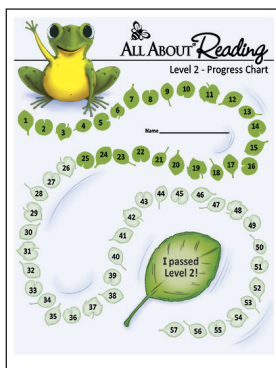
Read-Aloud Time

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 25 on the Progress Chart.



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