

## Language Objectives

- Decode words with common vowel teams, including vowel digraphs.
- Spell words using sound-spelling patterns, including common vowel teams.

## Building Literacy

A digraph is two letters that represent one sound. There are several vowel digraphs, or vowel pairs, that represent the long vowel sounds. In this lesson:

- Children learn two vowel digraphs, or letter teams, that represent the sound /ē/: ee and ea.

## Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or creating simple example sentences with the words to make sure the English learners have these words in their vocabulary.

tree	team
seal	peach
feet	peel
leaf	queen
sheep	easy
beach	cleanup
need	see
seed	beak
bean	clean
mean	week
cheek	



### ENGLISH LANGUAGE LEARNERS

Spanish speakers may pronounce vowel digraphs in English with two vowel sounds because there are no silent vowels in Spanish. Have children repeat the words in this lesson multiple times to reinforce the connection between the digraphs and the sound long e.



## show me

Have children look at their Targeted Lessons Student Book, p. 49. Tell children that sometimes two letters together are said as one vowel sound. Today you will learn how to spell words with the sound /ē/ by using the letters ee and ea.

Remember, long e sounds like /ē/ in *me* and *we*. Ask for volunteers to name a few other words with long e. Then point to the digraphs ee and ea at the top of the page. The letters ee and ea spell the sound /ē/.

Point to the ee box. This is a picture of a tree. The letters ee stand for the sound /ē/ in *tree*. Have children write ee in front of the picture for *tree*. Segment the sounds in *tree*: /t/ /r/ /ē/.

Point to the ea box. This is a picture of a seal. The letters ea stand for the sound /ē/ in *seal*. Segment the sounds in *seal*: /s/ /ē/ /l/.

### SPELLING PATTERNS



- In general, when two vowels appear together in a word or syllable, the first vowel usually represents its long sound and the second vowel is silent. (When two vowels go walking, the first one does the talking.) This generalization can be a useful tool for remembering the sound-spelling patterns for common vowel-team spellings of long vowel sounds.
- While this generalization is true for words with the vowel team ee, in some words, the vowel team ea spells the sound long a (*great*) or short e (*bread*).

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### Long e Digraphs ee, ea

➞ show me

Name the pictures. Write the letters that spell the sound long e in each word.

ee	ea
<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;"> <u>e</u> <u>e</u> </div>  </div>	<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;"> <u>e</u> <u>a</u> </div>  </div>

## guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the sound /ē/ in each word.)





The first picture shows feet. Let's say the sounds in *feet*: /f/ /ē/ /t/, *feet*. Have children repeat the segmented sounds and blend the sounds to say the word. **What letters do we need to spell the sound /ē/ in *feet*?** (ee) Continue the activity in the same way, guiding children to write ee or ea to complete the words *leaf*, *sheep*, and *beach*.

## work time

Have children look at their Targeted Lessons Student Book, p. 50. Read the words in the word bank and have children repeat each one after you. Ask volunteers to provide example sentences to clarify meaning and make sure everyone knows what all the words mean. Then read the directions together. Tell children that they will write each word from the word bank in the ee list or the ea list, depending on the letters that spell its sound /ē/. Model sorting the first few words, if necessary.

### guide me

Name each picture. Fill in the blanks with the missing letters ee or ea.

ee	ea
 f _ e _ t	 l _ e _ a f
 s h _ e _ e p	 b _ e _ a c h

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## 17 Long e Digraphs ee, ea

### work time

Read each word. Sort the words.

need	seed	bean	mean	cheek
team	peach	peel	queen	easy

ee	ea
1. <u>need</u>	6. <u>bean</u>
2. <u>seed</u>	7. <u>mean</u>
3. <u>cheek</u>	8. <u>team</u>
4. <u>peel</u>	9. <u>peach</u>
5. <u>queen</u>	10. <u>easy</u>

50 PHONICS AND SPELLING

## guide me

**High-Frequency Words** Have children look at their Targeted Lessons Student Book, p. 51. Remind them that there are some words that they can't sound out. They have to remember what these words look like. Have them look at the first word on the page, *its*. **This word is *its*. You use it to talk about the things that belong to an object or an animal: Look at that dog. I really like *its* collar!** Then point to the word *today*. **This word is *today*. Who can use it in a sentence?** Tell children that they will read the words *its* and *today* as they read the story *Beach Cleanup*.

## work time

**Decodable Text** Have children look at *Beach Cleanup*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children point to the words with the sound /ē/ (*beach, cleanup, Lee, Bea, see, beak, need, clean, week, team*) and circle the letters that spell the sound.

## check for understanding

Write the vowel teams ee and ea. **In this lesson we learned that the letters ee and ea spell the sound /ē/.** Ask volunteers to name words from the story *Beach Cleanup*, that have long e. Write them under the headings ee and ea. Then read the lists chorally with children.

**Let's spell words with the sounds and letters we have learned. The first word we will spell is *bean*. What sounds do you hear in *bean*? (/b/ /ē/ /n/) What letter spells the sound /b/ at the beginning of *bean*? (b) Write the letter *b*. What letters spell the sound /ē/ in *bean*? (ea) Write the letters *ea*. What is the letter for the sound /n/? (n) Write the letter *n*. Let's read the word: /b/ /ē/ /n/, *bean*.** Continue with other examples from the lesson.

## reflect

Have children talk with a partner about what they have learned. **What new words can you read and spell? How does being able to read and spell these words help you?**

Long e Digraphs ee, ea 17

guide me

its today

work time

Read the story.

**Beach Cleanup**

Lee and Bea go to the beach.


They see trash on the beach.

They see a bird with trash in its beak.

They say, "We need to clean up the beach!"

Next week they go back with a team.

They say, "Today let's clean up the beach!"





PHONICS AND SPELLING 51

# Long e Digraphs ee, ea



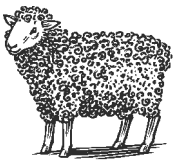

➤ show me

Name the pictures. Write the letters that spell the sound long e in each word.

ee	ea
 _ _	 _ _

➤ guide me

Name each picture. Fill in the blanks with the missing letters ee or ea.

ee	ea
 f _ _ t	 l _ _ f
 s h _ _ p	 b _ _ c h

**work time**

Read each word. Sort the words.

need

seed

bean

mean

cheek

team

peach

peel

queen

easy

**ee**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**ea**

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

➤ guide me

.....

its

today

➤ work time

.....

Read the story.

### Beach Cleanup

Lee and Bea go to the beach.

They see trash on the beach.

They see a bird with trash in its beak.

They say, “We need to clean up the beach!”

Next week they go back with a team.

They say, “Today let’s clean up the beach!”

