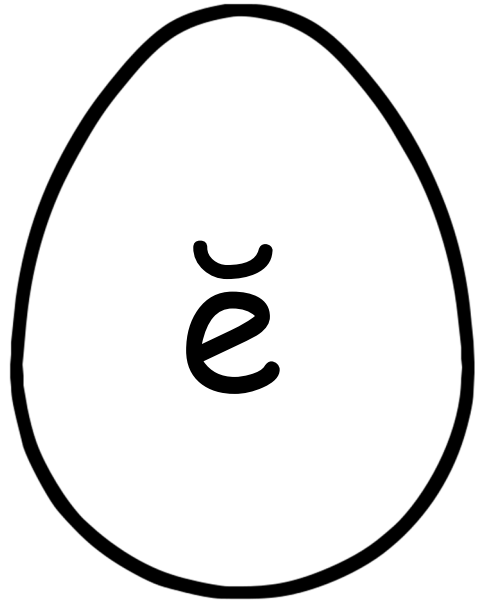
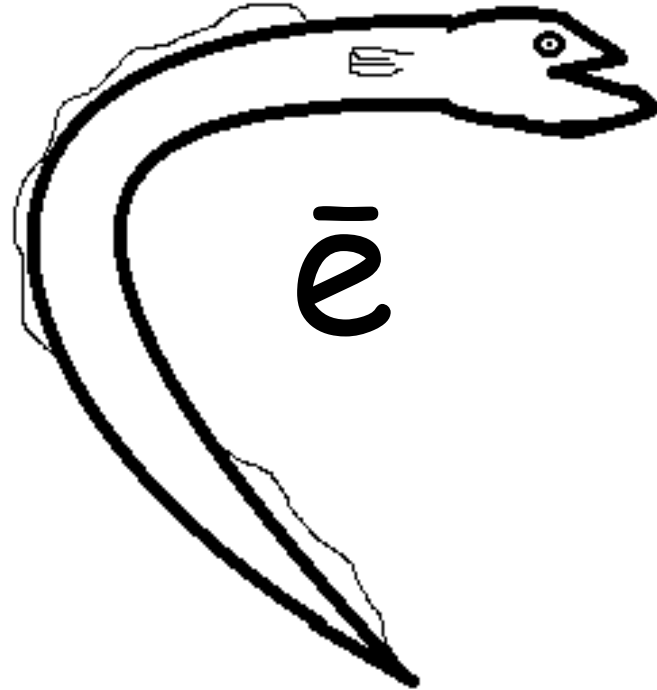


Introduce the 2 vowel sounds of the letter E to students using this page. See Instructions & Teacher's Notes on pages 9-11 for additional instructions on all pages.



ěgg

egg

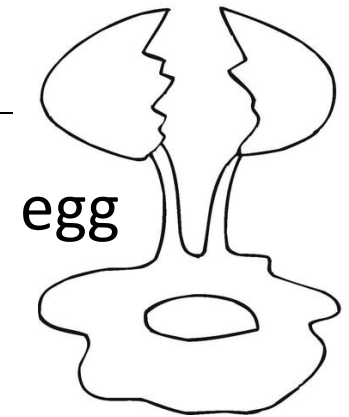
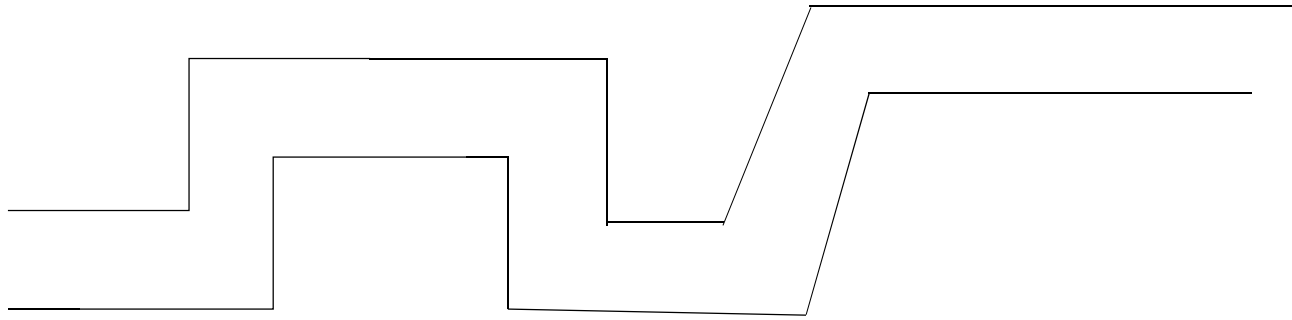


ēēl

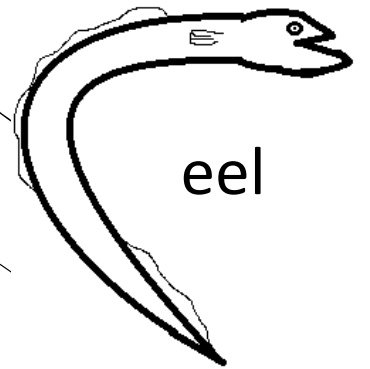
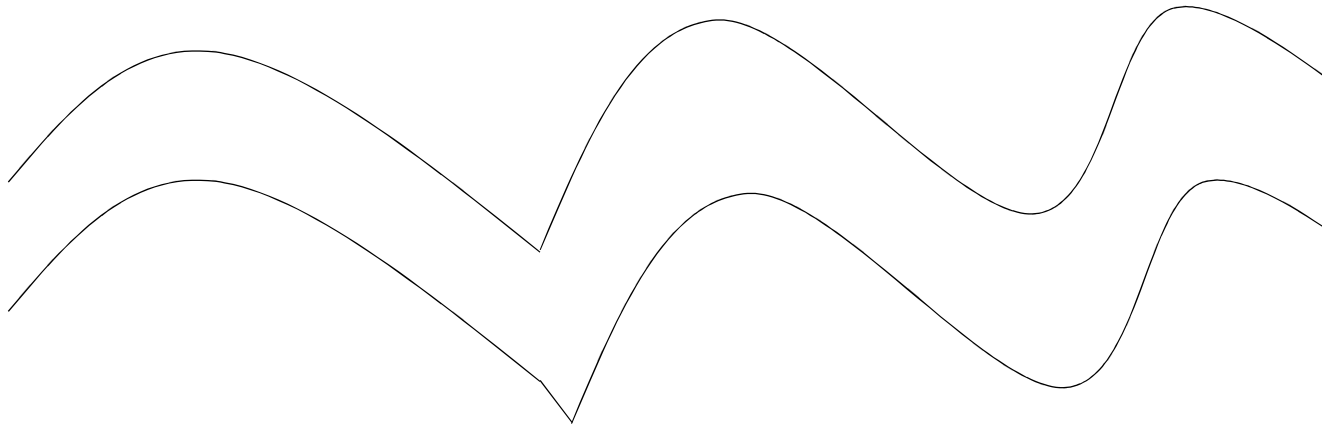
eel

Have the student say the vowel sound out loud while drawing a line from the letter to the picture and then name the picture.

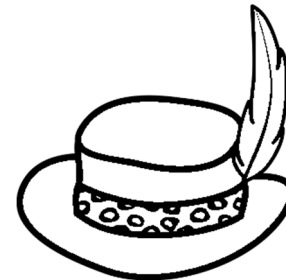
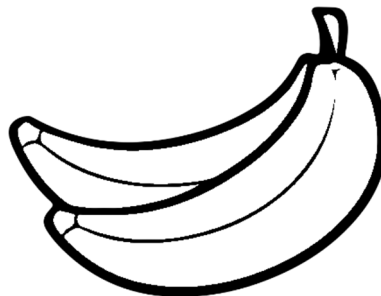
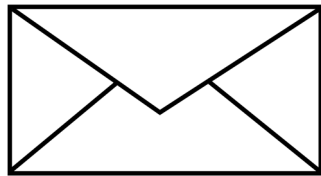
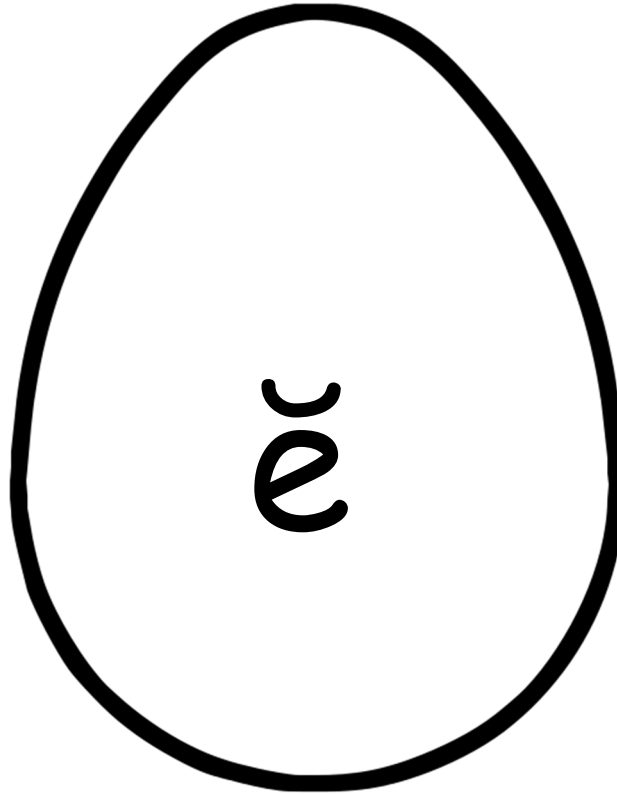
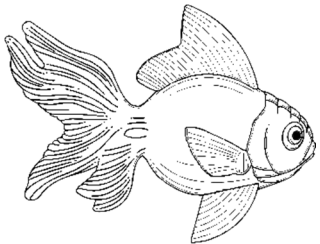
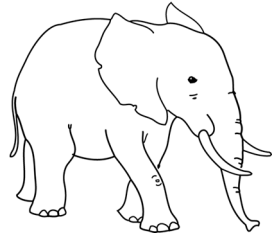
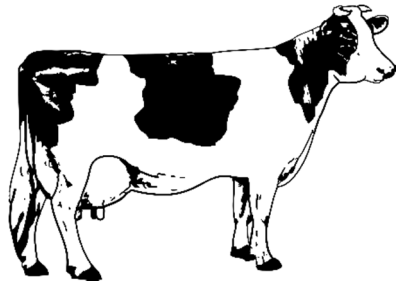
æ



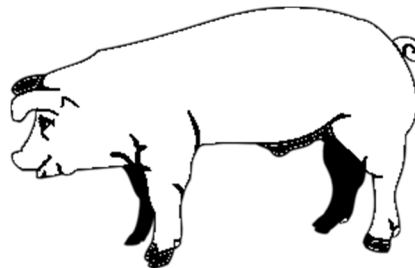
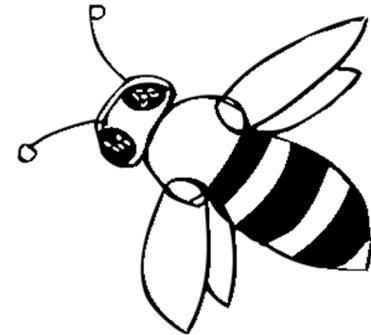
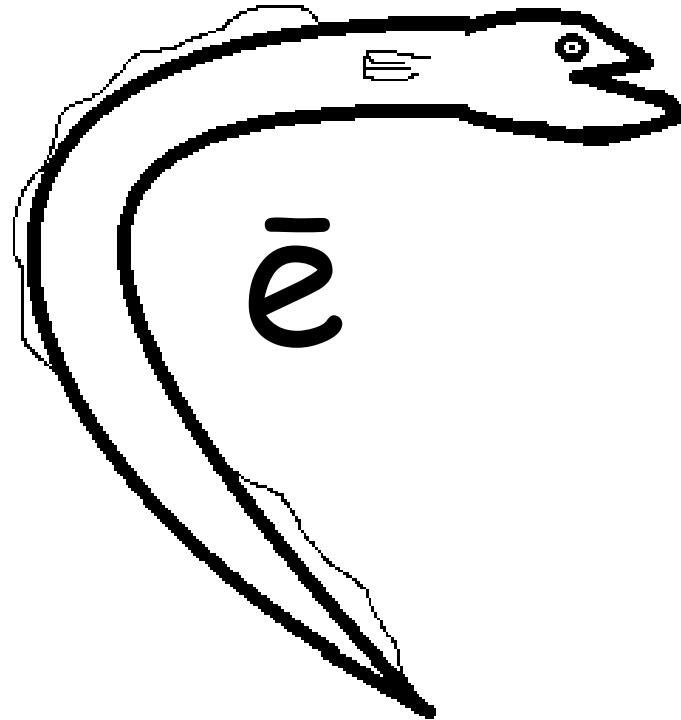
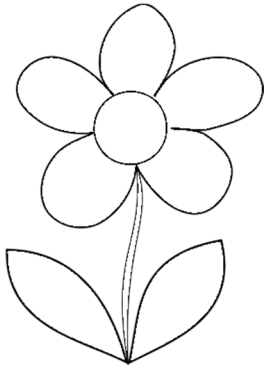
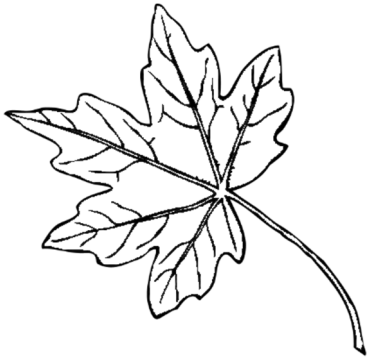
ē



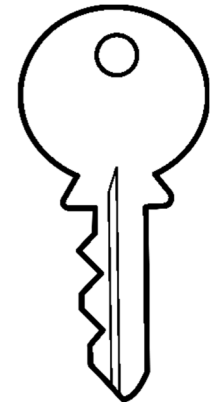
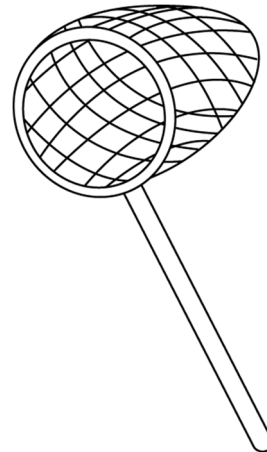
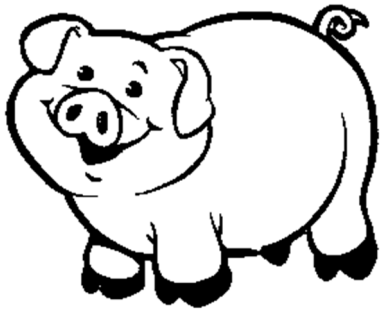
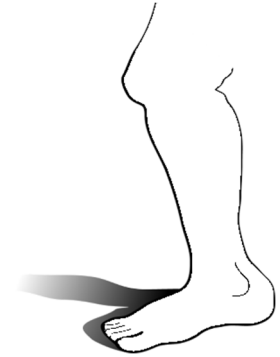
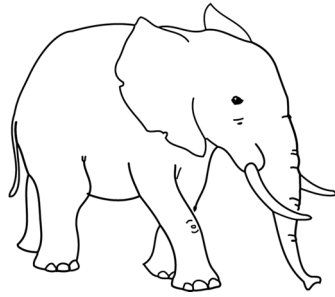
Have the student draw a line from the large egg to the pictures which have the short e vowel sound in them. Assist them to identify pictures as needed.



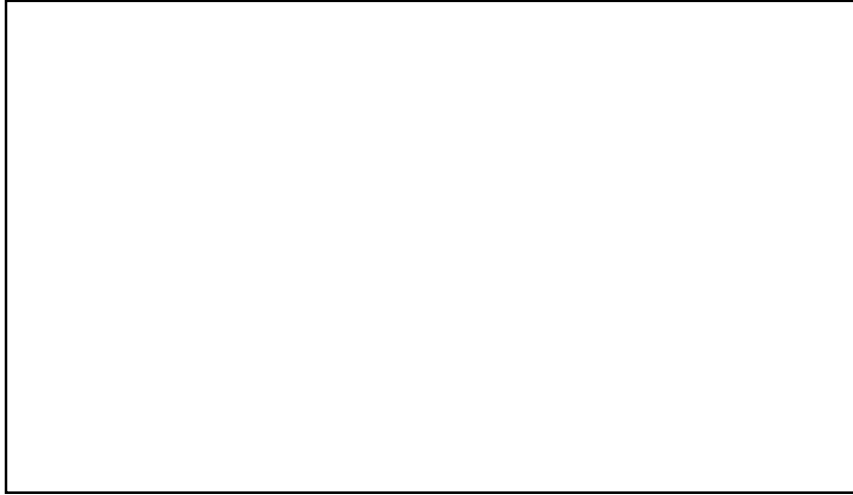
Have the student draw a line from the large eel to the pictures which have the long ē vowel sound in them. Assist them to identify pictures as needed.



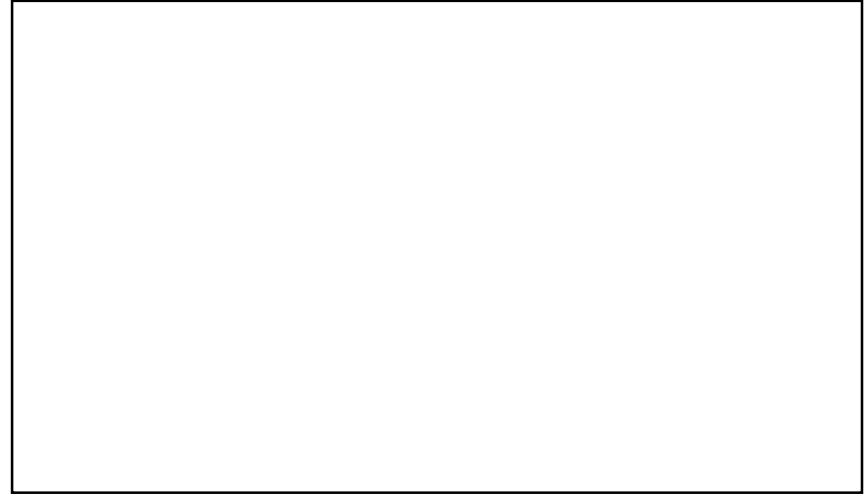
Have the student circle or color the pictures with either of the sounds for letter E in it. If desired, they may draw an X on pictures without the vowel E sound.



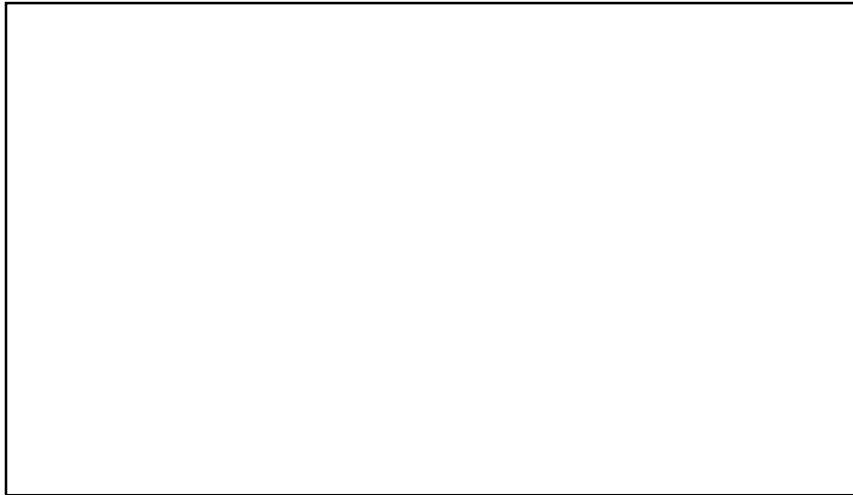
Have the student read the word below the rectangle and draw a picture of the word or action they read inside the rectangle. Praise comprehension and decoding skills; refrain from criticizing artistic ability.



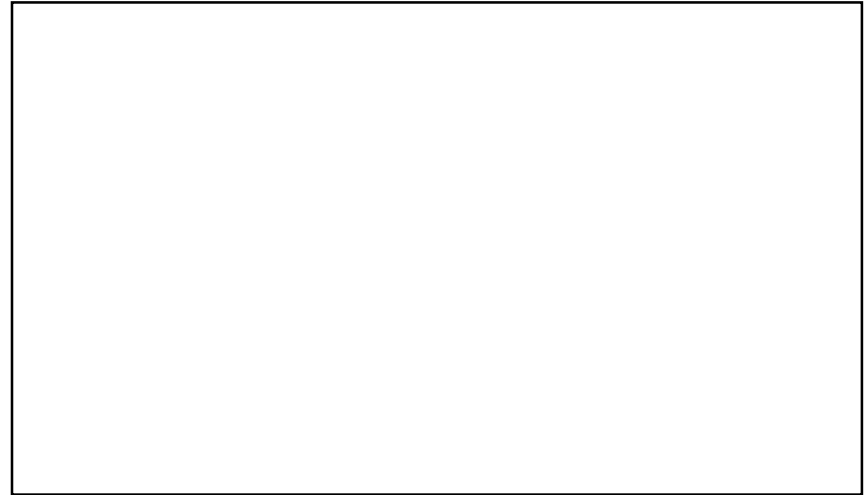
fěll



bēē

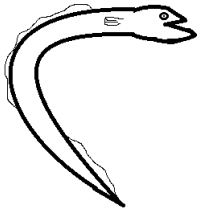


kēy

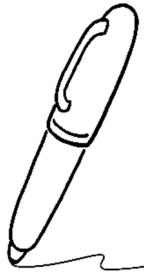


měň

Have page 1 available as a visual reference for the student. Have the student read each word and draw the appropriate phonetic symbol above the letter E in each word. See Teacher's Notes for additional info and for instructions for a kinesthetic activity.



eel



pen



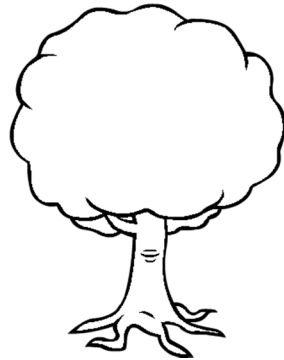
fell



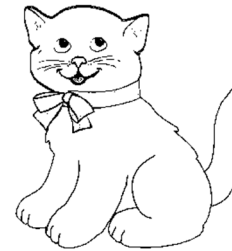
bed



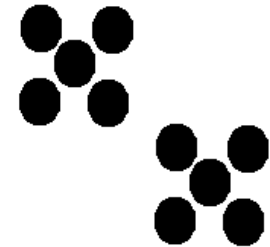
jet



tree



pet



ten

Below is the lowercase letter E. Demonstrate how to write a lowercase letter E and have the student practice writing it two times on each handwriting practice line. Have the student say the two vowel sounds the letter E can make either while they write each one or after they write a set of two. Have the student use the fourth practice line to practice writing a capital E if desired. See teacher's notes for more detailed instructions.

Four sets of handwriting practice lines are arranged vertically on the left side of the page. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.Four sets of handwriting practice lines are arranged vertically on the right side of the page. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Instructions and Teaching Notes:

Pages 1-8 of this file are worksheets to be printed off for student use. Pages 9-11 do not need to be printed unless desired, as they contain instructions & notes.

Page 1: Introduce the 2 different vowel sounds to the student, along with the example pictures. "E can say ě as in egg; E can say ē as in eel." I got my student's attention by starting in an excited voice saying, "I'm going to tell you something that will help you to read even MORE words than you already can!"

Tell the student, "Many times we do hear the letter E saying the ě sound, but that is not the sound it will *always* make. The letter E can actually make 2* different sounds. Sometimes, the letter E is sneaky and we don't hear it at ALL! But we will learn more about silent E's that don't make any sound another day. Today we will learn the two sounds we should try first when we see the letter E. We should try the sounds in this order: ě...ē. So, if you try sounding out a word with the ě sound, and it doesn't quite work, try using the ē sound next."

Show the words (egg & eel) printed two different ways below each picture. Point out the different way (font) of printing the lowercase letter g in egg. Explain the phonetic symbols above the letters and let them know the symbols over the letter E do not appear most places words are printed, but they can be helpful to give us a clue which sound the vowel is making.

*If you feel your student will not be overwhelmed or confused by learning about the schwa sound, go ahead and introduce that concept now. Then you can teach that E can actually make 3 different sounds. The schwa (or lazy, as some refer to it) sound of the letter E can be pronounced as /uh/ or ũ. We hear this frequently when reading the word "the." Example: "The cat sat on a mat." can be read "Thē cat sat on a mat." or "Thũ cat sat on a mat." Pronunciation may vary geographically. Some students will benefit from knowing about the schwa sound before they encounter it, while others may be overwhelmed and the schwa sound may be reserved for a separate, later lesson.

Page 2: Instruct the student to say the vowel sound out loud (either holding it as singing or repeating it over and over) while they draw a line with their pencil or finger from the printed E to the word beginning with E at the end. At the end of each line, have the student read the word. The pictures aid in word recognition because the point of this exercise is to gain familiarity with the sounds of the vowel E, not to focus on sounding out words.

Pages 3-4: Have the student draw a line from the large picture in the center to the words which have the same vowel sound in it. Assist the students to identify the pictures, pronouncing the word for the picture slowly, and accenting the sound of the E in the word as necessary to give them a hint. Again, this is about familiarity with the sounds of the letter E and phonetic awareness, not an exercise emphasizing decoding skills. If students are inclined, you may offer that they can color the pictures which have the ě sound. Pictures throughout the unit may be colored, but I would suggest not coloring those on page 1 as it will be used as a visual aid/reference and the student's coloring may serve as a distraction from the vowel sounds and related pictures.

Page 5: Assist student to identify the pictures. Instruct them to circle or color "any picture that has a sound for E in it, any picture that has the ě or ē sound in it." Repeating the sounds for the letter E frequently while working with students is beneficial to help them retain the three sounds together and in order. They may write an "X" on pictures that do not have the letter E sound in them if they desire.

Page 6: Have the student read the word below the rectangle and draw a picture of the word they read inside the rectangle. Praise comprehension and decoding skills; refrain from criticizing artistic ability. Making a point to compliment one unique trait about each drawing helps make this a more enjoyable experience for the student. (Ex. "That bee looks like he could fly fast!") Also, give hints on how to draw items if student seems hesitant or confused. This is to be fun, not tedious. (Ex. "You could draw a person that fell, or maybe an apple that fell from a tree.")

Page 7: Have page 1 available as a visual reference for the student. Instruct the student to read each word and determine which vowel sound the letter E makes in it. (Ex. Student reads the word correctly. "Does that have the ě or ē sound?") Then have them draw the appropriate phonetic symbol above the letter E in each word. (Ex. "You're right, in that word the E says ě as in egg, so draw a little curved line over the E.")

To use page 7 as a kinesthetic (hands-on) activity, cut the pictures and words out by cutting on the gray lines. This will give you 8 cards. Have the students place these cards in piles on top of page one, sorting them according to vowel sound. This can be done before the student has drawn the phonetic symbols on the cards. This could also be done *after* the student has drawn the symbols on the cards, or **INSTEAD** of having the student draw the phonetic symbols.

After page 7 has been cut into cards, you can write the word without the phonetic symbol on the backside of the card and use it as a flash card. The student can sound out the written word, then flip it over to show the picture which will indicate whether they were correct or not.

Page 8: Demonstrate writing a lowercase e largely on a whiteboard or piece of paper. Talk as you write it. "I will start here, and draw a very straight line. Then I stop, but I don't pick my pencil up off the paper, I just get ready to make a big curve up and around like a letter C. Don't go all the way and connect it, make sure you leave a little space."

Have the student write the lowercase E two times on the first line, either saying ě while writing the first time and ē while writing it the second time, OR writing both E's and then saying ě ... ē while pointing to each letter they wrote. It is very beneficial for some students to SAY the sound as they write or touch the letter as opposed to just hearing the teacher say it or thinking it. Repeat this for the second and third sets of practice lines. You may demonstrate with explanation how to write a capital E and have them practice in the same manner on the fourth line.

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This worksheet packet is free to download at whatwordscannotexpress.weebly.com and would work well following the completion of the (Explode the Code) Get Ready for the Code Primers A, B & C. Explode the Code Book 1 does teach short vowel sounds, but some students are confused when taught E says ě and they immediately begin to encounter words in the real world where E does not make the sound they were told it would. These students benefit from learning all possible sounds a letter can make before being asked to sound out any words. Hence, I have included the suggestion that some, but not all students may benefit from learning about the schwa sound of E and the silent E at this time, even though these may not be skills they put into practice immediately. This free supplement is meant to assist with the task.