



/e/



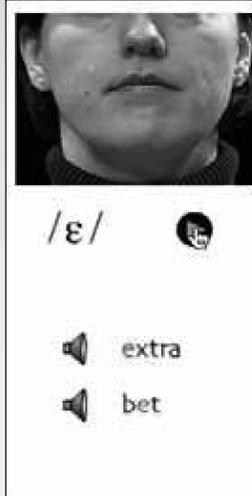
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PHONEMIC AWARENESS

- Let's start by hearing how the vowel short-e should be sounded.
- Position the tongue in the middle of your mouth, don't round your lips, and relax the muscles of your face.
- This sound is very different from the long vowel-e, which is sounded **/ee/** as in eat.



**American Pronunciation**  
[University of Iowa](#)

**Australian Pronunciation**  
[Get Reading Right](#)

**British Pronunciation**  
[Phonics International](#)

You must have Flash 7 or higher plug-in to use these pages.

PHONEMIC AWARENESS

- Tell the students they are going to learn the **/e/** sound.
- Demonstrate how the word "bed" has the **/e/** sound in the middle of the word.
- Download the Kididdles SongSheet *Five Little Monkeys* from the website.
- Read out, or sing, the song, emphasizing the **/e/** sounds in the words "bed," "head" and "said."



**Song Sheet**  
*Five Little Monkeys*  
SongSheet from KIDiddles

## PHONEMIC AWARENESS

- Tell the students that the word “egg” begins with the **/e/** sound.
- Say the word “egg” and, at the same time, make a movement as if you are cracking open a boiled egg. Emphasize the **/e/** sound.
- Ask students to do the same “egg” movement and say **/e/**. Tell them to use this movement when they say or hear the **/e/** sound.

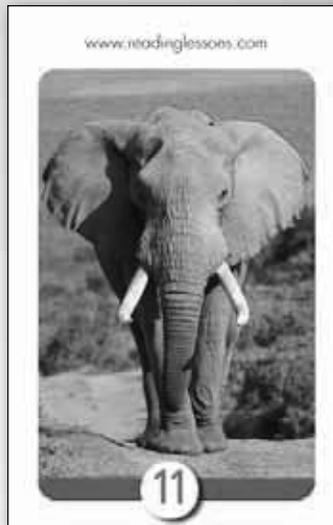


### Action for /e/

To help students remember phonemes, we associate an action with the sound.

## PHONEMIC AWARENESS

- Get *ReadingLessons* sound/symbol card 11.
- Hold up the front of the card for “elephant” and say the word “elephant.” Emphasize the **/e/** sound.
- Ask them to listen for the **/e/** sound at the beginning of the word and repeat it in “elephant.”



### Sound/Symbol Cards Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



## PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the **/e/** sound and some that do not.
- Ask them to say **/e/** and do the “egg” movement, when they hear the sound at the beginning of the word.
- Here are the words:

**end, mat, enter, egg,  
ink, empty, ant, elf**

- Say the words one at a time and be sure to leave enough time between saying each word for the student to respond.

## PHONEMIC AWARENESS

- Tell the students that they will usually hear the **/e/** sound in the middle of words.
- Say the word **bed** emphasizing the **/e/** in the middle of the word. Ask the students to repeat it. Ask them if they can hear the **/e/** sound in the middle of the word “bed.”
- Tell the students that you are going to say two words. One has the **/e/** sound in the middle of the word and the other does not.
- Say the words **men** and **man**. Ask students which word has **/e/** in the middle.



## PHONEMIC AWARENESS

- Tell the students that you are going to say some words that have the **/e/** sound in the middle of the word and some that do not.
- Ask them to say **/e/** and do the “egg” action, when they hear the sound in the middle of a word.
- Here are the words:

**men, bed, sat, pet,  
not, fox, net, yes**

- Leave time, between saying the words, for the student to respond.

### More words to use that have the /e/ sound in the middle of words:

beg, bell, belt, best, bet, cell, deck, den, desk, fed, fell, get, hen, jet, leg, let, men, mess, met, net, nest, peg, pen, pest, pet, red, set, shed, shell, tell, ten, web, wet, yell, yes, yet

## PHONEMIC AWARENESS

- Tell the students they should say **/e/** and do the “egg” movement, when they hear the **/e/** sound in the middle of a word, in the verse you are going to read them.
- Here’s the verse:

**Rex, the dog, is my pet.  
Rex went to bed in the shed.  
He slept there with a hen called red.  
The hen laid an egg and Rex was fed.**

- Repeat until the students can identify all the middle **/e/** sounds in the verse.
- Ask if they hear a word in the verse that begins with the **/e/** sound

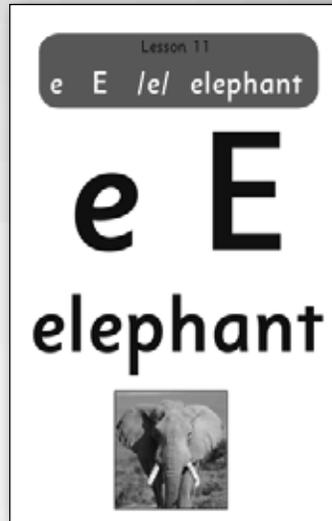
### Another verse to help teach the /e/ sound

Look, my pet is all wet.  
He fell from the deck into the pool.  
He made my red dress a big mess.  
He jumped at my legs, the dog’s a pest.



## SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card for /e/.  
• Show the back of the card.
- Point to the small **e** and say this is how we write the letter for the sound /e/.
- Point to the capital **E** and say this is how we write big /e/ which is for important words like names of cities.
- Point to the word “elephant” and say this is how we write the word “elephant”. Point out the letter **e** and say this is how we write the /e/ sound at the beginning of the word elephant.



## Sound/Symbol Cards Cards

## SOUND/LETTER RELATIONSHIP

- Give out the KIDiddles writing practice sheets for **e E**.
- Point to the small **e** and say this is how we write the letter for the sound /e/.
- Point to the capital **E** and say this is how we write big /e/ which is for important words like people’s names.
- Give some examples, like “Emma” and “Evan.”
- Ask the students to practice writing the small **e** and the large **E** on the practice sheet.

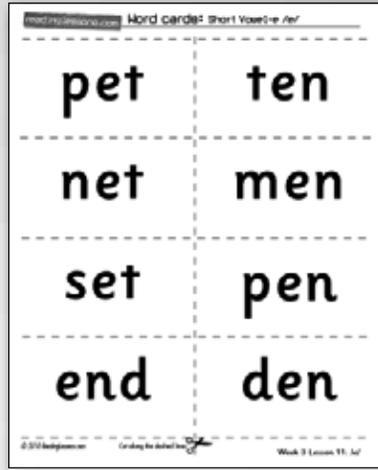


## Writing Practice Sheets /e/ Writing Sheet



## BLENDING

- Blending is the skill of sounding out letters all through a word into a natural sounding word.
- Using a Word Card, point to the first letter of the word and say the sound.
- Then pass your finger to the next letter and say the sound, and so on.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

## Word Cards Word Cards

## BLENDING

- Show the Word Card for **net**.
- Say that the **/e/** sound is in the middle word "net."
- Ask a student to point to the letter that stands for **/e/**.
- Sound out **net** while running a finger under each letter: **/nnn/eee/t/**.
- Say the word quickly **net**.
- Have the students sound out the word with you.

