



/e/



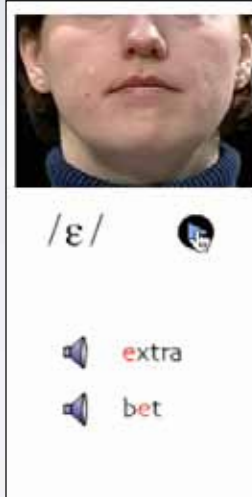
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PHONEMIC AWARENESS

- 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 on 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.

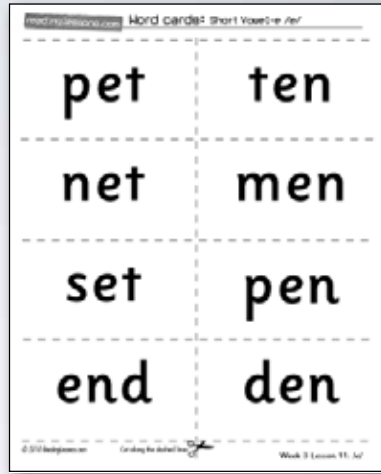


Writing Practice Sheets
[/e/ Writing Sheet](#)



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.

