

Phonics Strategy

Strategy: Short or Long? The students will distinguish between long *e* and short *e* sounds and vowel patterns in words and will sort them accordingly (including words that are exceptions).

Appropriate Grade Level: K-3

Materials Needed:

- Word cards with short *e* and long *e* vowel patterns (*e*, *ea*, *ee* patterns). See the list of *ea* words below.

Procedures/Steps: After reading through all the word cards with the students and reviewing word meanings, as well as reviewing the sounds of the *ea* and *ee* vowel patterns.

1. Ask the students to sort the word cards according to the sound (short or long) of the *e* vowel patterns. Students must also decide how to sort any “exception” words.
2. Monitor students as they sort the words, providing guidance when necessary.
3. Have the students further sort the words into their pattern groups (*e*, *ee*, *ea*, and *exceptions*) if time permits.

Sample Word Sort:

<u>Short <i>e</i> sound</u>	<u>Long <i>e</i> sound</u>	<u>Exceptions</u>
step	see	steak
met	tree	great
then	green	been
test	eel	
yes	bleed	
fed	feel	
weather	eat	
bread	heat	
head	pea	
dream		
beach		
steam		

Examples of *ea* words

- Long *e*: eat, each, east, easy, eagle, eager, easel, Easter, eaten, eastern, ease, easily, neat, read, least, beat, clean, deal, dear, leaf, feast, peach, meat, weak, peanut, sea, tea, flea, plea, pea
- Short *e*: head, heavy, ready, thread, steady, dead, breath, ahead, breakfast, already, feather, death, measure, instead, leather, meadow, pleasant, spread, heading, sweat, threaten, treasure, weapon, weather, overhead, heaven, dread, pleasure, widespread, gingerbread.

Comments/Tips:

- For English language learners, include pictures on the word cards to help with vocabulary. Also, if students do not know the meaning of words, use them in a sentence or give an example to enforce comprehension and vocabulary. Be sure to review letters that have pronunciations or sounds in English that are different from or similar to those in the students’ first language.

Source: Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice.