Day 1

Students will:
• Understand that long e sounds can be spelled in different ways
• Read and write words with long and short e vowel sounds

Materials:
• Anchor Poster
• BLM 6: Take-Home Activity
• Teacher Word Cards—Long e, Short e
• Teacher Word Cards—same as BLM 3

Day 2

Students will:
• Sort words by spelling patterns

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—Long e, Short e
• Teacher Word Cards—same as BLM 4

Day 3

Students will:
• Sort words according to their long and short e sounds

Materials:
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—Short e, Short ea, ei, ie
• Teacher Word Cards—same as BLM 4

Day 4

Students will:
• Identify words with short e spelling, short ea spelling, ei spelling (long e), ie spelling (long e)
• Write and spell words with the long and short e sounds in accented syllables
• Use words with the long and short e sounds in accented syllables in written sentences

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5

Students will:
• Spell words with the long and short e sounds in accented syllables

Materials:
• Quick-Check Assessment
Day One

Supporting ELs
Point out to Spanish-speaking ELs that many Spanish words are similar to words in English. Provide the following Spanish words and related English words: nunca/never; el recibo/receipt; recuperar/retrieve. Have students explain the meaning of each Spanish word to the rest of the group. Use simple words, gestures, or pictures to explain the meaning of each English word.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word feather on the chalkboard. Show how you divide the word into two syllables between the vowel a and the consonant t. Reinforce that the first syllable is accented and contains the short e sound spelled ea. The second syllable is closed with an r-controlled vowel. Read each syllable and then blend the syllables together: feath/er. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Long and Short a Patterns in Accented Syllables
Focus Words: persuade, straighten, astray, later, shadow
Write the following sentence on the chalkboard: My sister tried to persuade me to straighten my hair. Ask students what they remember about the words persuade and straighten. Remind them that they are words that have the long a sound in the accented syllable. Point out that the second syllable in persuade is accented, while the first syllable in straighten is accented.
Write the remaining review words on the chalkboard: astray, later, shadow. Ask students to turn to a buddy and tell which syllable is accented in each word and what letter or letters spell the long or short a sound.

Introduce Long and Short e Patterns in Accented Syllables
Model
Write the words reason, succeed, cedar, and extreme on the chalkboard and read them aloud. Circle the spelling patterns for the long e sound in each word. Say: We learned these spelling patterns for long e in accented syllables. In this unit, we will learn some different spelling patterns for long e, and some patterns for short e.
Write the words believe and receipt on the chalkboard and read them aloud. Circle the ie and ei digraphs and point out that these digraphs spell the long e sound in the words. Tell students that the long e sound is in the accented syllable in both words.
Write the word threaten on the chalkboard, read it aloud, and circle the ea digraph. Say: Sometimes the ea digraph has the short e sound. The short sound is in the accented syllable of the word threaten.

Guide
Write the words receipt, retrieve, and jealous on the chalkboard. Ask students to read the words with you and then identify the vowel sound in each word, the letters that spell the sound, and the accented syllable.

Apply
Write the words breakfast, ceiling, and retreat on the chalkboard and have students read the words with you. Ask students to work with a partner to identify the vowel sound and its spelling in each word.
Spelling Words with Long and Short e Patterns

Unit Spelling Words: ketchup, healthy, feather, neither, receipt, leisure, retrieve, relief

Write the words *ketchup, healthy,* and *feather* on the chalkboard and read them aloud with students. Ask students what vowel sound they hear in the accented syllable of each word. Have volunteers come up and circle the letter(s) that stand for the vowel sound in each accented syllable.

Write the words *neither, receipt,* and *leisure* on the chalkboard and read them with students. Have students tell what vowel sound they hear in the accented syllable of each word. Have different student volunteers circle the letters that stand for the vowel sound.

Repeat this process with *retrieve* and *relief.*

Once all the words have been written on the chalkboard, ask students to read the words with you. Point out that students have to remember which words have the short *e* sound spelled with *e* and which have the sound spelled with *ea.* Point out the silent *p* in the word *receipt.* Tell students that they will also have to memorize which words have *ie* and which words have *ei* spellings for long *e.* Remind them that if there is a letter *c* in the word, the spelling is usually *ei,* as in the word *receipt.*

Ask students to write the spelling words in their word study notebooks. Have partners check each other’s spellings. Ask students to circle the letters that stand for either the short or long *e* in each word.

Assessment Tip

Note which students have difficulty telling you in which column to write the words. You may want to work with these students, pointing out the spelling pattern in the accented syllable that contains either the long or short *e* sound. You can also have students keep the anchor chart on BLM 1 next to them so that they can see examples of words with these spellings.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Teacher-Directed Sort

<table>
<thead>
<tr>
<th>Short e</th>
<th>Long e</th>
</tr>
</thead>
<tbody>
<tr>
<td>breakfast</td>
<td>achieve</td>
</tr>
<tr>
<td>effort</td>
<td>believe</td>
</tr>
<tr>
<td>expect</td>
<td>caffeine</td>
</tr>
<tr>
<td>healthy</td>
<td>ceiling</td>
</tr>
<tr>
<td>ketchup</td>
<td>either</td>
</tr>
<tr>
<td>never</td>
<td>neither</td>
</tr>
<tr>
<td>threaten</td>
<td>relief</td>
</tr>
</tbody>
</table>

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand the directions. Also pronounce and define each word for them.

Review Long and Short e Patterns in Accented Syllables

Show students the anchor poster and ask volunteers to come up with an example sentence for each word shown on the poster.

Teacher-Directed Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards: Short e, Long e

Give each pair of students one of the teacher word cards. Have them hold up their cards for everyone to read. Read each word aloud and discuss the meanings of the words. After all the words have been read and discussed, gather the cards into a stack.

Place the category cards in a pocket chart. Tell students that they will sort the words according to their sounds, whether they have the long or short e sound in the accented syllable.

Pick a card and read it to students. Ask them to tell you in which category you should place the word card. Repeat with all the cards.

After all the words have been sorted, read each list of words and ask students if they are sure the words are sorted in the correct columns. Discuss with students which words belong in which columns.
Pattern Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards: Short e, Short ea, ei, ie

Remind students that they’ve been learning about words with long or short e in the accented syllable. Refer to the anchor poster to reinforce the different ways long or short e can be spelled in words.

Place the category cards in a pocket chart. Read aloud each of the words from the word cards.

Think aloud: Each of these words has either the long or short e sound. Some contain the sound in the first syllable, while others contain the sound in the second syllable. In each word, however, the long or short e sound is in the accented syllable of the word.

Hold up the word card effort. Say the word aloud and ask students which syllable is accented. Say the word again and ask students if they hear the long or short e sound in the word. Say: This word belongs in the Short e category. Place the word card in the Short e category.

Have students help you place the remaining word cards in the correct category in the pocket chart. As you place each word, ask students to explain why the word belongs in the category.

Spelling. Ask students to sort the spelling words into the categories Short e, Short ea, ei, and ie in their word study notebooks.

Buddy Sort

Give pairs of students the category cards from BLM 2 and the word cards from BLM 5. Invite one student to read a word and ask in which category to place the word. After the other student responds and the word is placed in the correct category, the other student chooses a word and asks where the word should be sorted.

Applying Meaning. Give students BLM 7 and complete the activities, choosing the word that doesn’t fit with the others in the set, choosing the word that has the same sound or spelling as the target word, and writing sentences with words that have a long or short e in the accented syllable.
Day Four

Providing Support
Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with the long and short e sound in accented syllables.

A Good Breakfast
How many times have you heard people say, “I never eat breakfast. I’m just not hungry in the morning”? Or perhaps you’ve heard, “I don’t have time to sit down for breakfast; I usually grab either a granola bar or a bagel.”

Breakfast is the most important meal of the day. Studies have shown that children who eat a good breakfast do better in school. It shouldn’t be a surprise that adults who eat a good breakfast do better at work, too.

What do you think happens when you skip breakfast? Some people believe that they will become thinner by skipping meals, but the opposite is true. Your body expects to be fed on a regular basis. When you don’t give it the fuel it needs, your body cuts back on fuel just as you would a car. Without the energy it needs when it needs it, it goes into starvation mode. Your body expects to be fed on a regular basis. When you don’t give it the fuel it needs, your body cuts back on fuel just as you would a car. Without the energy it needs when it needs it, it goes into starvation mode.

True. Your body expects to be fed on a regular basis. When you don’t give it the fuel it needs, it goes into starvation mode.

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Instead of having students read the passage straight through, have them choral-read the passage straight through. Then have them meet in small groups and read aloud the words they found.

Word Hunt
Give each student a copy of the passage on BLM 9. Tell them to read the passage and underline words they find that are examples of words with long or short e in the accented syllables. Tell them to look for other long e spellings in accented syllables besides ei and ie. Point out that the word cereal is not an example of a long e digraph, but of an open vowel pattern.

Ask them to write the words they find in their word study notebooks and have them circle the syllable that contains either the long or short e sound.

Ask students to look through what they have read recently, either in class or for pleasure, to find words that fit the target spelling pattern. When students find new words, have them write the words in their word study notebooks. Have students meet in small groups and read aloud the words they found.

Spelling Dictation
Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: statement, rather, basket.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: ceiling, jealous, diesel.

Dictate the following sentence and have students write it on their papers: Rachel was relieved to see they would have hamburgers with ketchup instead of hotdogs for lunch.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice
Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Day Five

Spelling Assessment
Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment
Assess students’ mastery of words with the long or short e in accented syllables using the Quick-Check for Unit 5.

Suggestions for Independent Practice

Concept Sort. Give pairs or small groups of students a set of word cards. Ask them to sort the words into categories of related characteristics. For example, receipt, receive, and retrieve might be sorted together because they all start with the letters r and e. Then have the groups try to guess how the group has sorted their words.

Speed Read. Have pairs of students select up to twenty word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch.

Acrostics. Have pairs of students use a sheet of graph paper and a set of word cards to create an acrostic. One student picks a card and reads the word aloud. The other student writes the word on the graph paper. Then, the students reverse roles. After the first turn, students must write their word so that it uses at least one letter from one word already on the paper. Challenge students to fit all the words in their acrostic.

Spell and Dunk. Divide students into two teams. The teacher or a game referee pronounces a word for the first competitor to spell. If he or she spells it correctly, the team gets a point. The contestant then has the opportunity to earn extra points. He or she attempts to throw a “ball” (foam, crumpled paper, etc.) into a “basket” (such as a trash can). The contestant can choose to shoot the ball from different distances. If the contestant makes the basket from the farthest distance, the team gets three more points; from the middle distance, two points; and from the closest distance, one point. Players from each team alternate until everyone has taken a turn. The team with the most points wins.
Unit 5 Quick-Check: Long and Short e Patterns in Accented Syllables

Answer Questions
Directions: Circle the word that has the same sound and vowel pattern in the same accented syllable as the target word in each set.

1. achieve
   a. effort  
   b. believe  
   c. threaten

2. breakfast
   a. sweater  
   b. diesel  
   c. seizure

3. Wednesday
   a. reprieve  
   b. endeavor  
   c. engine

4. leisure
   a. ceiling  
   b. energy  
   c. elephant

Apply
Directions: In the space below, list three to five words you know that contain either the long or short e sound in the accented syllable.

____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

<table>
<thead>
<tr>
<th>Short e</th>
<th>Short ea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
debrief, expert, either, reprieve, jealous, engine, neither, measure

ei
ie

Think and Write about Long and Short e Patterns in Accented Syllables
Directions: In the space below, explain how understanding words with long or short e patterns in accented syllables helps you as a reader, speller, and writer.