

Long ee or ea

Margaret Adams, the contributor, explains ...

I am attaching

- **Pages 3-7.** An activity (using the letters /ee/) that I used recently with a student within my group. He is working at a lower level than the others so my assistant tutor worked with him on this while most of the others were looking at "i before e". As they both have a connection to the same sound, it was fairly easy to link them. This particular student also has a difficulty hearing the end of words, so I have incorporated this into the activity.
- **Pages 8-14.** A second activity (for /ee/ and /ea/) that I used with two slightly higher level learners within the group, still using the same sound.

Learners all enjoyed sharing their rhyming couplets with the rest of the group later.

Preparation

Pages can be

- printed as paper worksheets
- printed on card, cut up and kept as reference (after being completed by learners)
- laminated, cut up and used with small dry wipe pens

Please see pages 3 and 8 for objectives and further teaching ideas.

To obtain an editable version of the original Word document please send teaching ideas or any adult basic skills resource that you would like to share to maggie@skillsworkshop.org
THANK YOU

/ee/ words

bee	free	meet	sheer
been	freed	meeting	sheet
beer	glee	need	sleep
beetle	Greece	needy	sleet
beetroot	greed	pee	sleeve
cheep	greedy	peek	steel
creed	Greek	peel	steep
creep	green	peep	steer
deed	greet	peer	sweep
deem	heel	preen	sweet
deep	jeep	reed	tee
deer	jeer	reef	teem
eel	keel	reek	teen
erie	keen	reel	teeth
fee	keep	see	thee
feed	knee	seek	tree
feel	kneel	seem	wee
feet	lee	seen	weed
flee	Leeds	seep	week
fleece	leek	sheen	weep
fleet	meek	sheep	wheel

Words used on sheets

ee	jeep	sweet	meat
bee	knee	teeth	weak
beer	Leeds	tree	steal
beetle	leek	weed	Beatles
deep	meet	week	dear
deer	peep	weep	leak
eel	reel	wheel	conceal
feed	see		east
feelings	sheep	ea	beach
feet	sheet	sea	beneath
fleece	sleep	seahorse	season
fleet	sleeve	lead	speak
free	steel	tea	
greedy	steep	dream	
green	sweep	steam	

Part 1: Long vowel e (grapheme 'e') and final consonant phonemes

Aims:




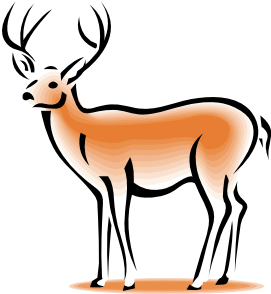

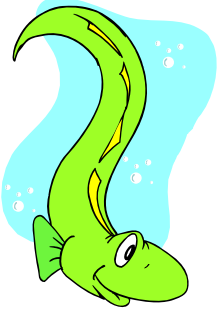


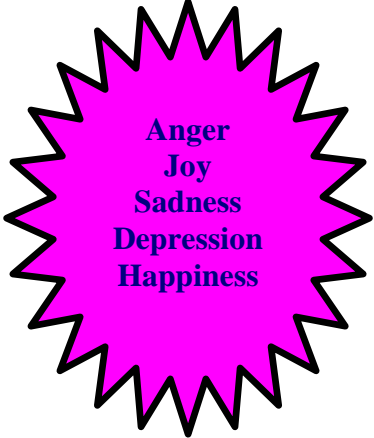
- to understand that long e sound often relates to the letters /ee/.
- to identify phonemes and graphemes at the end of words.




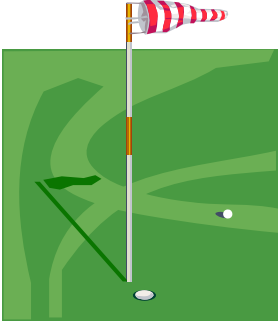





IMPORTANT TO STICK TO /EE/. DO NOT INTRODUCE OTHER PATTERNS FOR THE SOUND AT THIS STAGE.


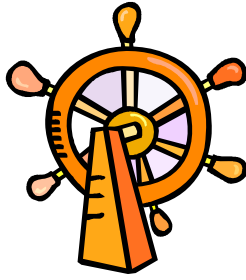


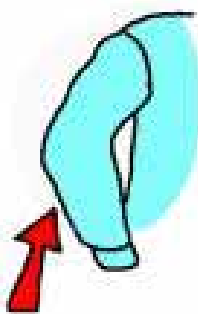


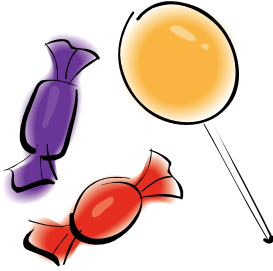
Objectives:


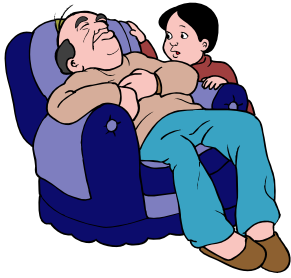
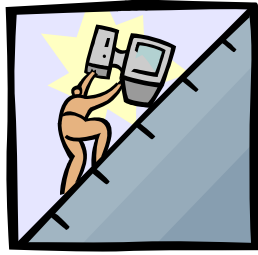
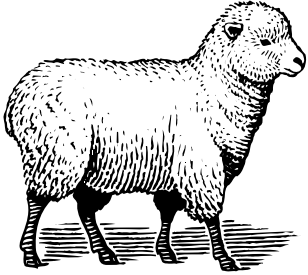


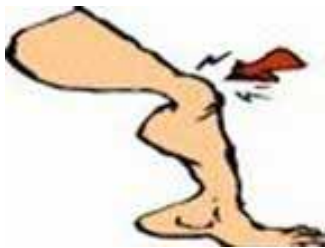

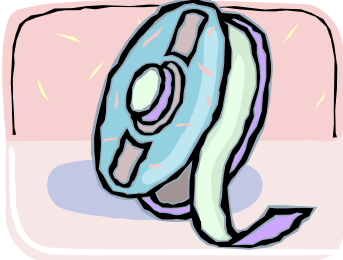
- to complete spellings by adding correct final consonant phoneme
- to identify rhyming words and match cards with rhyming words
- to write a short rhyming poem using some 'ee' words from the cards

1. Explain to learner that the long /e/ sound often relates to the letters /ee/. Tell him that there can be other ways of making this sound but there are no clear rules and they just have to be learned. Today we are concentrating on 'ee' only.
2. Ask student to add /ee/ (long e sound) wherever black lines appear on the sheets (pages 4-7). Explain to him that we have noticed that although he often gets the beginning of words right, he seems to find it more difficult at the end of the word so we want to do some work on this. Where there is red (double) underlining the final letters are missing. Ask learner to try and put them in. Ask him to sound out the word so that he can both hear it, and 'feel' it with his tongue/ mouth. Model procedure where necessary.
3. When student completes activity ask him to cut words (with pictures) into individual cards. He should then try to match words that rhyme e.g. weep and sheep.
4. Show learner how to write a poem - encourage him to write rhyming couplets (or more) with rhyming words.
E.g. It would really make me weep
If I saw a scary sheep
5. Help learner spell unfamiliar words in the poem but encourage him to spell /EE/ words himself.

		
<p>b _ _</p>	<p>b _ _ t l e</p>	<p>b _ _ =</p>
	 <p>depth of 1000m</p>	
<p>d _ _ =</p>	<p>d _ _ =</p>	<p>_ _ _ =</p>
		
<p>f _ _ =</p>	<p>f r _ _</p>	<p>f _ _ l _ _ _ s</p>

		
<p>f l _ _ c e</p>	<p>f _ _ =</p>	<p>f l _ _ =</p>
		
<p>g r _ _ =</p>	<p>Mr G r _ _ = =</p>	<p>j _ _ =</p>
		
<p>l _ _ =</p>	<p>L _ _ = = United</p>	<p>w _ _ =</p>

<p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p>		
<p>w _ _ =</p>	<p>w _ _ =</p>	<p>w h _ _ =</p>
		
<p>t r _ _</p>	<p>t _ _ = =</p>	<p>s l _ _ = e</p>
		
<p>s h _ _ =</p>	<p>s t _ _ =</p>	<p>s w _ _ =</p>

		
<p>s w _ _ =</p>	<p>s l _ _ =</p>	<p>s t _ _ =</p>
		
<p>s h _ _ =</p>	<p>s _ _</p>	<p>p _ _ =</p>
		
<p>k n _ _</p>	<p>m _ _ =</p>	<p>r _ _ =</p>

Part 2: Long vowel e phoneme (graphemes 'ee' and 'ea')

Aims:




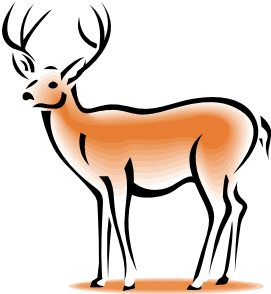




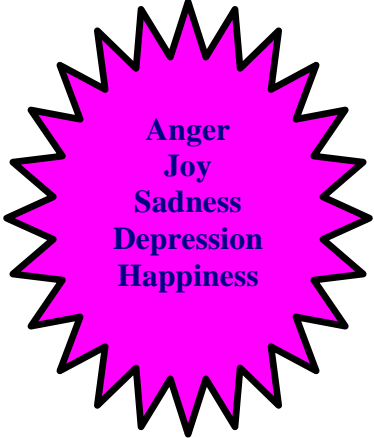
- to understand that the long e sound often relates to the letters /ee/ or /ea/
- to use visual strategies to see which way a word 'looks' right




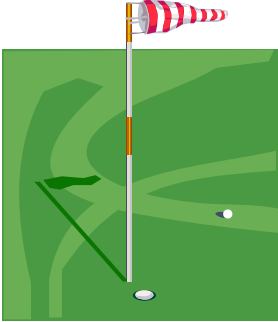





Objectives:





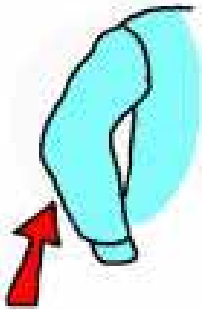


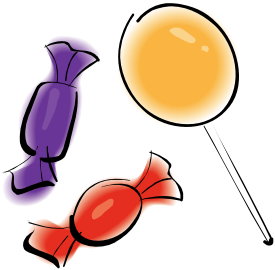
- to complete spellings correctly (as suitable for learner)
- to recognise common homophones such as 'meet' and 'meat'
- to create personal spelling strategies / mnemonics
- to identify rhyming words and write writing couplets


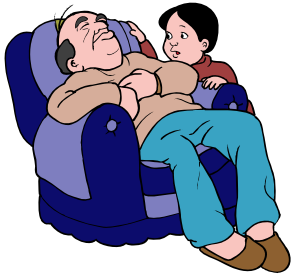
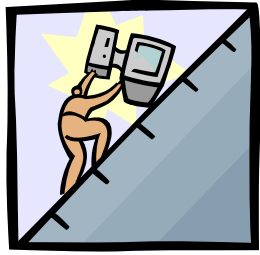
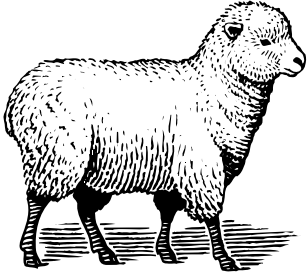

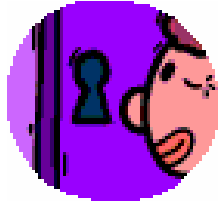
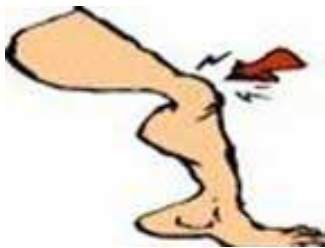

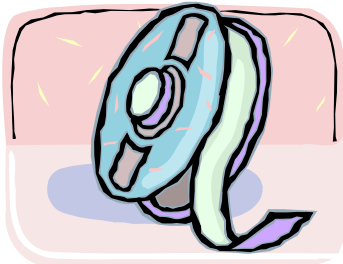
Teaching Ideas

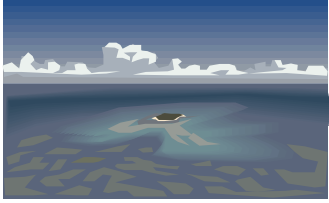
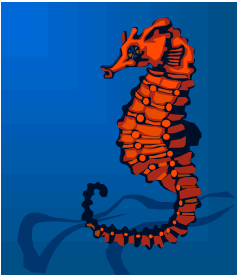







1. Explain to learners that the long /e/ sound often relates to the letters /ee/ or /ea/. Tell them that there can be other ways of making this sound but today we are concentrating on these two graphemes. There are no clear rules and they just have to be learned.
2. Ask students write the words both ways on a piece of paper before making a final decision as to which is the correct way to spell it. Students to work independently, one word at a time, but to discuss before and compare before committing their answers onto the picture cards / worksheets.
3. Ask students to compare homophones within the samples. Is there a strategy that may help them remember ones they have difficulty with? (e.g. 'electricity and engines are needed to make steel').
4. Ask learners to identify words that rhyme by sound (not by letter sequence).
5. Show learners how to write a poem – encourage them to write rhyming couplets (or more) with rhyming words.
E.g. I t would really make me weep
 I f I saw a scary sheep
6. Help learners spell unfamiliar words in the poems but encourage them to spell /ee/ and /ea/ words themselves.



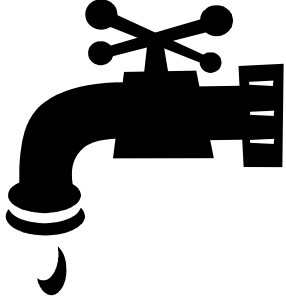

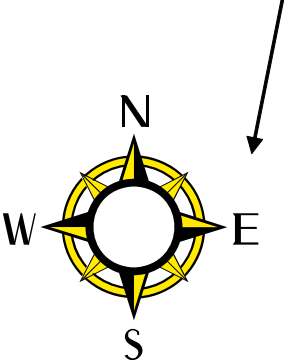



		
<p>b _ _</p>	<p>b _ _ t l e</p>	<p>b _ _ r</p>
	 <p>depth of 1000m</p>	
<p>d _ _ r</p>	<p>d _ _ p</p>	<p>_ _ l</p>
		
<p>f _ _ d</p>	<p>f r _ _</p>	<p>f _ _ l i n g s</p>

		
<p>f l _ _ c e</p>	<p>f _ _ t</p>	<p>f l _ _ t</p>
		
<p>g r _ _ n</p>	<p>Mr G r _ _ d y</p>	<p>j _ _ p</p>
		
<p>l _ _ k</p>	<p>L _ _ d s United</p>	<p>w _ _ p</p>

<p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p>		
<p>w _ _ k</p>	<p>w _ _ d</p>	<p>w h _ _ l</p>
		
<p>t r _ _</p>	<p>t _ _ t h</p>	<p>s l _ _ v e</p>
		
<p>s h _ _ t</p>	<p>s t _ _ l</p>	<p>s w _ _ t</p>

		
<p>s w _ _ p</p>	<p>s l _ _ p</p>	<p>s t _ _ p</p>
		
<p>s h _ _ p</p>	<p>s _ _</p>	<p>p _ _ p</p>
		
<p>k n _ _</p>	<p>m _ _ t</p>	<p>r _ _ l</p>

		
<p>s _ _</p>	<p>s _ _ h o r s e</p>	<p>t _ _</p>
		
<p>l _ _ d</p>	<p>d r _ _ m</p>	<p>s t _ _ m</p>
		
<p>m _ _ t</p>	<p>w _ _ k</p>	<p>s t _ _ l</p>

		
<p>B _ _ t l e s</p>	<p>d _ _ r</p>	<p>l _ _ k</p>
		
<p>c o n c _ _ l</p>	<p>_ _ s t</p>	<p>b _ _ c h</p>
	<p>Winter Spring Summer Autumn</p>	
<p>b e n _ _ t h</p>	<p>s _ _ s o n</p>	<p>s p _ _ k</p>