

Catch Up Your Code

The short /e/ sound
Teacher Lesson • Student Practice

The structure of *Catch Up Your Code*

The lessons in *Catch Up Your Code* allow students to explore each sound, think about where that sound occurs in the word, and then look at the different ways the sound can be written. They expose students to the critical concept that words are made up of sounds (knowledge of the alphabetic principle) and that sounds can be written in many different ways (knowledge of the alphabetic code).

Students use their own vocabulary knowledge to provide words containing the target sound. These words can be used to generate discussion. It is not expected that students will find every possible spelling pattern for the target sound, but they will discover that there is diversity in the way most sounds can be written. A strong foundation knowledge of the diversity of the alphabetic code will lay the foundation for teaching morphology and common, reliable spelling rules and conventions. This in-depth knowledge about the structure of written English will help students to decode and understand the meanings of words as they read, and to spell words the way they are supposed to look as they write.

Lesson structure

Every lesson follows the same format, but the content changes with each new lesson. Lessons contain examples of words showing the most common spelling patterns for each sound, although students may not think of words with every pattern. Each lesson takes only 10 minutes.

There are short practice activities for each lesson to help embed the new learning.

In the **i** section there is information about relevant rules and conventions, which supports teachers to answer questions that may arise. It is not expected that students will be taught this information during the lesson. Additional support is included for sounds that may be difficult for English learners.

At the end of each lesson, students are asked what they found out about the sound and the way it is written. The teacher writes 'We found' on the board and records their findings. Students create their own sound chart for the sound being taught and add this information. New information can be added at any time.



We found...

instruction The short /e/ sound

You will need: Practice activities for the short /e/ sound

Using the example below as a guide, draw a sound chart leaving the WORDS and SPELLING PATTERNS columns empty.

POSITION	WORDS	SPELLING PATTERNS
Start with short /e/	energy, expert, evidence, anything	
Short /e/ inside	pencil, method, weather, head, said, friend, many	
End with short /e/	The short /e/ does not occur on the end of words.	

Say: Some sounds can be heard in all these positions in words, and others only occur in one or two positions. Think of some words that contain the short /e/ sound. Which box do they go in—start with, inside, or end with?

The chart example above contains samples of words and patterns students might find for this sound. As students suggest words, check that the word does have a short /e/ sound, not the letter e with a different pronunciation or an e that is part of a pattern for another sound (e.g., tree, eagle, even). Remind students they are listening for the short /e/ sound in words, not looking for a letter e.

What did we find out about the short /e/ sound? Where does it occur? How do we write it?

We found the short /e/ sound occurs at the start and inside words, but not on the end of words. It is usually written with a single letter e, but some common words have digraph patterns such as ea or ie, and the word said has ai.

How students create a personal sound chart for the short /e/ sound using words from the shared chart or words they have thought of themselves.

practice

Have students complete the practice activity for the short /e/ sound. They should first underline any words that contain the short /e/ sound, then circle and record the spelling patterns for the short /e/ sound.

The Short Vowel Sounds | 19

i The ea pattern for the short /e/ sound usually occurs before these sound-spelling patterns: **d—head;** **th—breath;** **lth—wealth;** **sure—measure.**

Support for English Learners

The short /e/ sound is not present in Arabic and Haitian Creole. Speakers of these languages may need extra time and practice to pronounce and recognize this sound.

Teaching sounds

Sounds can be taught in any order, but there are common ways of spelling some sounds, so for this reason it is best to teach sounds in the following groups.

Consonant sounds

Group 1

- Consonant sounds that can be written with one or two of the same letters (/b/, /g/, /m/, /n/, /p/, /l/)
- Consonant sounds that are often written with one or two of the same letters and in other ways as well (/d/, /t/, /r/, /f/, /z/, /s/, /v/)

Group 2

- Consonant sounds that are written in one or more ways (/y/, voiced /th/, unvoiced /th/, /j/, /k/, /w/, /h/, /ng/, /sh/, /zh/, /ch/)
- Consonant sound clusters—the /k/ /w/ sounds are usually written **qu**. The /k/ /s/ sounds can be written with a single letter **x** (*six*) or with other patterns (*sticks, socks, picnics*), so these sounds and spelling patterns are taught together.

Vowel sounds

- Short vowel sounds (/a/, /e/, /i/, /o/, /u/, /oo/)
- Long vowel sounds (/ā/, /ē/, /ī/, /ō/, /ū/, /oo/)
- Other vowel sounds (/ar/, /er/, /or/, /air/, /ear/, /aw/, /ow/, /oy/)
- Schwa vowel sound

The *Catch Up Your Code* Wall Chart and Desktop Card illustrate the phoneme-grapheme relationships taught in this book. They are designed to help students locate common spelling patterns and remember the diversity of the alphabetic code.



Appendices

At the end of the book there are two appendices. Appendix A provides activities that can be used to build critical sound analysis skills (phonemic awareness) if students need this practice. Appendix B provides information to support transferring alphabetic code knowledge to reading and writing. These are followed by a glossary, reproducible practice activities, and an answer key.

Getting started

1. Complete the *Alphabetic Code Assessment* with all students.
Make sure you pronounce each sound correctly as you administer the test.
2. Complete the *Introduction Lesson* on page 15.
3. **EITHER** work through each sound lesson, spending 10 minutes a day focusing on each sound and the diverse ways it can be written.
OR analyze the results of the *Alphabetic Code Assessment*. Choose the sounds or groups of sounds that require instruction and teach these using the 10-minute lessons.
4. Retest after completing the instruction, using the *Alphabetic Code Assessment*.

The short /e/ sound



WHOLE-CLASS ACTIVITY

i The **ea** pattern for the short /e/ sound usually occurs before these sound-spelling patterns: **d**—head; **th**—breath; **lth**—wealth; **sure**—measure.

If students have difficulty hearing the difference between certain sounds, support them by using minimal pairs—pairs of words that differ only by one sound. For example, if students need help differentiating the short /e/ and short /i/ sounds, say the minimal pairs pen, pin; head, hid; ten, tin; better, bitter. Ask students to hold up their hand when they hear the short /e/ sound.

Support for English Learners
The short /e/ sound is not present in Arabic and Haitian Creole. Speakers of these languages may need extra time and practice to pronounce and recognize this sound.

You will need: Practice activities for the short /e/ sound

Using the example below as a guide, draw a sound chart leaving the WORDS and SPELLING PATTERNS columns empty.

POSITION	WORDS	SPELLING PATTERNS
Start with short /e/	energy, expert, evidence, anything	
Short /e/ inside	pencil, method, weather, head, said, friend, many	
End with short /e/	The short /e/ does not occur on the end of words.	

Say: Some sounds can be heard in all these positions in words, and others only occur in one or two positions. Think of some words that contain the short /e/ sound. Which box do they go in—start with, inside, or end with?

The chart example above contains samples of words and patterns students might find for this sound. As students suggest words, check that the word does have a short /e/ sound, not the letter **e** with a different pronunciation or an **e** that is part of a pattern for another sound (e.g., *tree*, *eagle*, *even*). Remind students they are listening for the short /e/ sound in words, not looking for a letter **e**.



What did we find out about the short /e/ sound? Where does it occur? How do we write it?

We found the short /e/ sound occurs at the start and inside words, but not on the end of words. It is usually written with a single letter **e**, but some common words have digraph patterns such as **ea** or **ie**, and the word *said* has **ai**.

Have students create a personal sound chart for the short /e/ sound using words from the shared chart or words they have thought of themselves.

practice

Have students complete the practice activity for the short /e/ sound. They should first underline any words that contain the short /e/ sound, then circle and record the spelling patterns for the short /e/ sound.

The second part of the activity is identifying syllables and vowel spelling patterns in words.

Name: _____

short /a/

Find and underline the words that contain the short /a/ sound, as in *apple*. Circle the spelling patterns for the sound and list the spelling patterns you have found.

abstract	shadow	change	last
	action	agree	animals
cancel	water	magnify	watch

Spelling patterns identified:

How many syllables are in these words?

cabin panther antelope ambulance

Each syllable contains a vowel sound. Circle the vowel spelling patterns in each syllable.

short /e/

Find and underline the words that contain the short /e/ sound, as in *egg*. Circle the spelling patterns for the sound and list the spelling patterns you have found.

energy	anything	open	method
	enough	evidence	friend
said	pencil	equal	head

Spelling patterns identified:

How many syllables are in these words?

exciting epic entertainment energetic

Each syllable contains a vowel sound. Circle the vowel spelling patterns in each syllable.

Catch Up Your Code

The **/sh/** sound
Teacher Lesson • Student Practice

instruction

The /sh/ sound



i The /sh/ sound can be written in many different ways. The **sh** pattern is the most common way of writing it on the end and at the start of words, although a few words of French origin that start with /sh/ have **ch**.

The /sh/ sound can be heard in suffixes that sound like 'shun,' 'shul,' and 'shus,' and there are different ways of writing it: station, tension, mission, fashion, special, anxious, conscious.

If the /sh/ sound is heard on the end of a root word inside a word, it will usually be written **sh** (crashing, finished).

Support for English Learners

The /sh/ sound is not present in Spanish and Cantonese. Speakers of these languages may need extra time and practice to pronounce and recognize this sound.

You will need: Practice activities for the /sh/ sound

Using the example below as a guide, draw a sound chart leaving the WORDS and SPELLING PATTERNS columns empty.

POSITION	WORDS	SPELLING PATTERNS
Start with /sh/	shadow, shield, chute, charade, sure	sh ch s
/sh/ inside	cushion, brochure, issue, caution, suspension, anxious, precious, conscious, ocean, permission, mashed	shi ch ss ti si xi ci sci ce ssi sh
End with /sh/	wish, quiche, licorice	sh che ce

Say: Think of some words that contain the /sh/ sound. Which box do they go in—start with, inside, or end with?

The chart example above contains samples of words and patterns students might find for this sound. As students suggest words, check that the word does have a /sh/ sound, not a /zh/ or /ch/ sound. Remind students they are listening for the /sh/ sound in words, not looking for the letters **sh**.



What did we find out about the /sh/ sound? Where does it occur? How do we write it?

We found the /sh/ sound occurs at the start, inside, and on the end of words. Although **sh** is a very common way of writing it, there are many other ways, especially when the /sh/ sound is part of a suffix inside a word.

Have students create a personal sound chart for the /sh/ sound using words from the shared chart or words they have thought of themselves.

practice

Have students complete the practice activity by first circling and recording the spelling patterns for the /sh/ sound.

The second part of the activity is identifying syllables and vowel spelling patterns in words.

Name: _____

/ng/ Circle the spelling patterns for the /ng/ sound you hear at the end of *ring*, and list the spelling patterns you have found.

ankle	uncle	strongest	singing
	evening	junk	fling
clang	strung	single	jungle

Spelling patterns identified:

How many syllables are in these words?

exploring banking challenging outstanding

Each syllable contains a vowel sound. Circle the vowel spelling patterns in each syllable.

/sh/ Circle the spelling patterns for the /sh/ sound, as in *shoe*, and list the spelling patterns you have found.

shadow	chute	sure	cushion
	issue	caution	suspension
anxious	precious	conscious	sugar
	ocean	permission	quiche

Spelling patterns identified:

How many syllables are in these words?

animation tissues cautious accomplish

Each syllable contains a vowel sound. Circle the vowel spelling patterns in each syllable.