Lesson Objectives

**Day 1**

**Students will:**
- Identify the long e patterns ee, eCe, ea, and open e-
- Understand that the long vowel sounds are usually heard in the accented syllables
- Read and write long e pattern words

**Day 2**

**Students will:**
- Understand the rules of long e patterns in accented syllables
- Hear the accented syllables in words
- Sort words based on accented syllables

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Word Cards—between, prefix

**Day 3**

**Students will:**
- Recognize words with long e patterns
- Sort words with long e patterns according to their pattern
- Identify words with long e patterns within sentences

**Materials:**
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—First Syllable, Second Syllable
- Teacher Word Cards—between, prefix

**Day 4**

**Students will:**
- Recognize words with long e patterns in reading passage
- Sort words with long e patterns and indicate the accented syllables
- Correctly spell unit spelling words

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

**Day 5**

**Students will:**
- Correctly spell words with long e patterns

**Materials:**
- Quick-Check Assessment

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**Word Study & Vocabulary 1: Unit 19: Long e Patterns in Accented Syllables**

**Lesson Objectives**

- Identify the long e patterns e, eCe, ea, and open e-
- Understand that the long vowel sounds are usually heard in the accented syllables
- Read and write long e patterns

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Word Cards—between, prefix

**Day 3**

- Recognize words with long e patterns
- Sort words with long e patterns according to their pattern
- Identify words with long e patterns within sentences

**Materials:**
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—First Syllable, Second Syllable
- Teacher Word Cards—between, prefix

**Day 4**

- Recognize words with long e patterns in reading passage
- Sort words with long e patterns and indicate the accented syllables
- Correctly spell unit spelling words

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

**Day 5**

- Correctly spell words with long e patterns

**Materials:**
- Quick-Check Assessment
Day One

Supporting ELs
Have students work with a fluent English speaker to practice saying each spelling word and identifying the long e pattern in each word. Have the fluent English speaker model clapping the syllables in each word and over-emphasizing the clap for the accented syllable.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word *needle* on the chalkboard. Show how you divide the word into two syllables after the long ee vowel digraph and the consonant d, *nee/dle*. Explain that you now have an open ee vowel digraph pattern and a consonant + le pattern. Read each syllable and then blend the syllables together: *nee/dle*: needle. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Long u Patterns in Accented Syllables
Focus Words: include, pupil, useful, musical, lukewarm, compute, human, menu
Write the focus words on the chalkboard. Looking at one word at a time, ask students to tell you the long u pattern and then identify the accented syllable.
Remind students that in words that have more than one syllable, the accent, or stress, is usually on the syllable with a long vowel sound.

Introduce Long e Patterns in Accented Syllables

Model
Write the following words on the chalkboard and read them aloud: asleep, complete, season, zebra. Say: The long e pattern in accented syllables follows the same rules as for the other long vowel patterns. The accented syllable is usually the syllable with the long vowel sound. The long e patterns that you will be working with are ee, eCe, ea, and open e-.

When I say the word *asleep*, I hear a long e sound in the second syllable, which is the accented syllable. The vowel digraph ee stands for long e sound. In the word *complete*, the long e is in the second syllable, which is also accented. Here the VCe pattern stands for the long e sound. In the word *season*, the long e sound is in the first syllable. The vowel digraph ea stands for the long e sound. In the word *zebra*, the long e sound is in the first syllable. This syllable has the open e- pattern.

Guide
Write the words deeply, reader, extreme, and veto on the chalkboard. Ask students to say the first word and listen for the long e sound and the accented syllable. Have them identify the vowel digraph that stands for long e sound. Repeat with the word *reader*, having them identify the accented syllable and the vowel digraph.

Have students read the word *extreme* with you. Ask them what long e pattern they see in the word. Ask a volunteer to come up and circle the pattern. (eme) Ask students which syllable is accented.

Have students read the word *veto* with you. Ask them what long e pattern they see in the word. (open e-)

Apply
Have students turn to their neighbor and say each word in the pocket chart. Tell them to name the long e pattern in each word and also to say where they hear the accented syllable.
Spelling Words with Long e Patterns

Unit Spelling Words: needle, between, feature, increase, extreme, complete, meter, secret

Say: All of your spelling words have a long e pattern and are all two-syllable words. The long e patterns in your words are ee, eCe, ea, and open e-

Look at the words needle, between, feature, and increase. These four words all have vowel digraphs. Who can come up to the chalkboard and circle the vowel digraphs in these words? (ee, ea)

Have students say the four words with you, listening for the accented syllable. Point out that the accented syllable in each word is the syllable with the long e sound.

Point to the words extreme and complete on the chalkboard. Ask students what vowel pattern they see. Ask a volunteer to come up and circle the pattern in each word. (eme, ete)

Divide the words meter and secret into syllables after the first vowel. Say: In both of these words, the first syllable ends with a vowel. These words have an open e-pattern.

Tell students to write each spelling word in their word study notebooks. Have them circle the long e vowel pattern in each word and then underline the accented syllable.

Assessment Tip
Observe students to see if they can identify the long e vowel patterns and if they are able to determine where they hear the accented syllables in words.

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.
Providing Support

If students are having difficulty hearing the accented syllable in a word have them place the top of their hand under their chin and then say the word aloud so they can feel the slight drop of their chin at the accented syllable. Encourage students to also use their dictionaries to see where words are divided into syllables and which syllable has the accent mark.

Sound Sort

<table>
<thead>
<tr>
<th>First Syllable</th>
<th>Second Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>deeply</td>
<td>asleep</td>
</tr>
<tr>
<td>meter</td>
<td>between</td>
</tr>
<tr>
<td>prefix</td>
<td>complete</td>
</tr>
<tr>
<td>reader</td>
<td>defeat</td>
</tr>
<tr>
<td>season</td>
<td>degree</td>
</tr>
<tr>
<td>veto</td>
<td>delete</td>
</tr>
<tr>
<td>zebra</td>
<td>extreme</td>
</tr>
<tr>
<td></td>
<td>compete</td>
</tr>
<tr>
<td></td>
<td>repeat</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 what they are supposed to do on the BLM.

Review Long e Patterns in Accented Syllables

Display the anchor poster and review the rules for long vowel patterns in accented syllables. Write the word degree on the chalkboard and ask a volunteer to identify the vowel pattern and tell where we divide the word into syllables. Repeat with the words delete, defeat, and decent.

Sound Sort

Teacher Word Cards: between, prefix
Teacher Category Cards: First Syllable, Second Syllable

Place the category cards in the pocket chart. Hold up the word card between.

Think aloud: This word has two long e vowel sounds: one in the open syllable and one in the vowel digraph syllable. I need to say the word out loud to see which of the syllables is the accented syllable.

Say the word, emphasizing the accented syllable: be/tween. Then ask students where they hear the accented syllable and in which category to place the word.

Ask students to read the word card prefix with you and identify the accented syllable.

Give each pair of students the word cards from BLM 3 and the syllable category cards from BLM 2 and have them sort the words. Tell them to be careful when they are sorting words that have two long e sounds in the words.

Spelling. Ask students to write the four long e vowel patterns at the top of a page in their word study notebooks and create a four-column chart. Have them write the unit spelling words under the correct headings, according to their vowel patterns.
Common Features Sorts

Teacher Word Cards: same as BLM 4
Teacher Category Cards: ea, ee, eCe, Open e-

Place the category cards in the pocket chart. Hold up the word succeed and model sorting the word. Say: I remember that each syllable has one vowel sound. I see three vowels in this word but I know it only has two syllables because I recognize the vowel digraph that stands for one sound. The second syllable has the long sound. I’ll sort this word under ee.

Hold up the word card increase. Ask students to tell you how many vowels they see and how many vowel sounds there are. (4 vowels, 2 vowel sounds) Ask students which syllable has the long e sound. Say: This is an unusual word. It has the vowel digraph ea, and it also has a silent final e. I’m going to place this word under ea.

Repeat with the remaining words from BLM 4, asking students to help you identify the long e pattern and the accented syllables. When there are words with two long e patterns, such as decent, make sure students understand that they are sorting according to the pattern in the accented syllable.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the answer with the correct long e pattern.

Independent Sort

Give individual students the word cards from BLM 5 and the category cards for the long e patterns. Ask them to sort the words into the appropriate categories.

Common Features Sort

<table>
<thead>
<tr>
<th>ea</th>
<th>ee</th>
<th>eCe</th>
<th>Open e-</th>
</tr>
</thead>
<tbody>
<tr>
<td>beneath</td>
<td>indeed</td>
<td>supreme</td>
<td>decent</td>
</tr>
<tr>
<td>eastern</td>
<td>feature</td>
<td>trapeze</td>
<td>even</td>
</tr>
<tr>
<td>increase</td>
<td>meaning</td>
<td>succeed</td>
<td>evil</td>
</tr>
</tbody>
</table>

Independent Sort

<table>
<thead>
<tr>
<th>ea</th>
<th>ee</th>
<th>eCe</th>
<th>Open e-</th>
</tr>
</thead>
<tbody>
<tr>
<td>peaceful</td>
<td>feeling</td>
<td>Chinese</td>
<td>cedar</td>
</tr>
<tr>
<td>reason</td>
<td>fifteen</td>
<td>discrete</td>
<td>equal</td>
</tr>
<tr>
<td>mistreat</td>
<td>greeting</td>
<td>stampede</td>
<td>fever</td>
</tr>
<tr>
<td>retreat</td>
<td>weedy</td>
<td>legal</td>
<td>secret</td>
</tr>
</tbody>
</table>

Assessment Tip

Use the “Independent Sort” to monitor each student’s ability to sort the words correctly according to the long e patterns. Provide extra practice as needed.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support
Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of long e pattern words.

Word Hunt
Give each student a copy of the reading passage on BLM 9 and tell them they will be going on a word hunt as they read the passage to find words with more than one syllable that have long e patterns. **Say:** As you read the passage, be looking for words that have more than one syllable and also have a long e pattern. The long e patterns you’ll be hunting for are ee, eCe, ea, and open e-. When you find a word in your passage with a long e pattern, underline it.

After students have found the words, ask them to write the words they found in the chart in their word study notebooks that they created on Day Two.

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: **musical, human, compute.**

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: **complete, needle, meter.**

Dictate the following sentence and have students write it on their papers: **Would you even consider an extreme sport if you thought you would succeed?**

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.

Home/School Connection
Have students take the reading passage on BLM 9 home to read to a family member and point out the words with long e patterns.

Supporting ELs
Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.
**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 long e patterns in accented syllables using the Quick-Check for Unit 19.

**Suggestions for Independent Practice**

**Find the Match.** Have students work with a partner. Give each pair the word cards from BLM 4. Tell students to mix the cards up and place them facedown in four rows with four word cards in each row. Have students take turns selecting two cards. The goal is to find two cards that have a matching long e pattern. If the cards match, students will leave them faceup. If the cards don’t match, they are turned back over and the next student takes his or her turn.

**Word Hunt.** Tell students to go on a word hunt for multi-syllable words with a long e pattern. Tell them they can use any printed material in the classroom in their search. Have them make a list of the words they find to create a class list of long e pattern words.

**Speed Sort.** Give pairs of students word cards from BLMs 3–5. Have them place the word cards facedown and then take turns drawing a word card. Students should quickly say their word and then sort it into the correct category pile of ee, eCe, ea, or Open e-.

**Where’s the Accent?** Have students work with a partner. Give each pair the word cards from BLMs 3 and 5. Tell students to take turns drawing a word card, saying the word, and then saying where they hear the accented syllable in their word. Remind them to place their hands under their chins to help them feel the accented syllable. Tell students they may also use their dictionaries to help them determine the accented syllable.
Unit 19 Quick-Check: Long e Patterns in Accented Syllables

Answer Questions
Directions: Read each word in the first column and then draw a line to the long e pattern that matches each word. Then underline the accented syllable in each word in the first column.

1. concrete
   - Open e-

2. legal
   - ee

3. feature
   - eCe

4. indeed
   - ea

Apply
Directions: In the space below, list one long ee pattern word, one long eCe pattern word, one long ea pattern word, and one open e- pattern word.

_________________   _________________   _________________   _________________

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

<table>
<thead>
<tr>
<th>ee</th>
<th>eCe</th>
</tr>
</thead>
<tbody>
<tr>
<td>ea</td>
<td>Open e-</td>
</tr>
</tbody>
</table>

Word Bank
Chinese, decent, eastern, feeling, meaning, weedy, equal, evening

Think and Write about Long e Patterns in Accented Syllables
Directions: In the space below, explain how understanding long e pattern words helps you as a reader, speller, and writer.