

# Section 3

## Short Vowels

**Section 3** teaches spelling of short vowel sounds in stressed syllables (e.g., apple, button).

### Important to Know

#### Lesson Crossovers

**Unstressed vowels** (e.g., about, lesson) are covered in Section 12, Lesson 62.

#### Lesson Crossovers

**Homophones** (e.g., red – read, sun – son) are included in this section and covered more extensively in Section 15, Lesson 73.

### Segmenting Sounds

The misspelling of short vowel sounds may occur because the student is unable to separate vowel sounds from adjacent consonant sounds. To successfully spell short vowel sounds, a student needs adequate segmentation skills to divide a word into its component sounds. The student also needs to understand that every sound must be represented by at least one letter and that every syllable contains one vowel sound represented by one or more vowel letters.

Short vowel segmentation errors most often occur when any short vowel sound is followed by the consonant sounds / r, l, m, n, ŋ / and when the short vowel *u* sound is preceded by the consonant sounds / b, p, t, d, g, k, ʒ, tʃ /. To facilitate learning, begin with words in which the short vowel sound is not followed by the letters ‘r, l, m, n, ng, nk’ and the short vowel *u* sound is not preceded by the letters ‘b, p, t, d, g, j, hard c, k, ch’.

A student may also struggle with segmenting sounds if she is familiar with the spelling of a particular word and thinks about letters instead of sounds during the segmentation task. In this case, it may be helpful to begin with nonsense words until the student fully understands the concept of segmenting a word into sounds and not into letters.

### Discriminating Sounds

Spelling errors of short vowel sounds are common and may occur because the student cannot distinguish between similar vowel sounds. Provide ample practice to firmly establish a student’s ability to discriminate between vowel sounds. The most common perceptual confusions among short vowel sounds are listed below.

- Short vowel *a* sound vs. short vowel *e* sound (bat vs. bet)
- Short vowel *i* sound vs. short vowel *e* sound (bit vs. bet)
- Short vowel *a* sound vs. short vowel *o* sound (cap vs. cop)
- Short vowel *o* sound vs. short vowel *u* sound (cop vs. cup)

The particular consonant sound that follows a vowel sound also affects a student’s ability to perceive differences between vowel sounds. Vowel discrimination is most difficult when the vowel sound is followed by the consonant sounds / m, n / and is generally not possible when the vowel sound is followed by the consonant sounds / r, l, ŋ /. To facilitate learning, begin with words in which the vowel sound is not followed by the letters ‘m, n’ and exclude all words in which the vowel sound is followed by the letters ‘r, l, ng, nk’ when working on discrimination of vowel sounds.

## Short Vowels

**Section 3** teaches spelling of short vowel sounds in stressed syllables (e.g., apple, button).

### Letter-Sound Relationships

Short vowel spelling errors may occur due to a reliance on a letter-name strategy. With this strategy, the student correctly hears the vowel sound but relates it to the name of a vowel that most closely resembles that sound. For example, a student correctly hears the short vowel *e* sound in a word like “pet” but spells the vowel sound with the letter ‘a’ as in “pat.” A student using a letter-name strategy will benefit from explicit instruction in correct letter-sound relationships. Two common letter-name misspellings for short vowels are listed below.

- ‘a’ for the short vowel *e* sound (‘pet’ as ‘pat’)
- ‘e’ for the short vowel *i* sound (‘bit’ as ‘bet’)

There are several allowable spellings for each short vowel sound, though some occur more frequently than others. For example, the short vowel *e* sound is most commonly spelled with the letter ‘e’ (net), but can also be spelled with the letter ‘a’ (many) or the letters ‘ea’ (head), ‘ai’ (said), ‘ie’ (friend), ‘ee’ (been), ‘ei’ (heifer), or ‘eo’ (leopard).

### Letter Patterns & Spelling Rules

The short vowel sounds in stressed syllables are usually spelled with their corresponding letters (e.g., cat, net, sit, pot, cup). Discovering and applying this knowledge about spelling patterns can be an effective spelling strategy, especially for the beginning speller.

### Vocabulary

Some words containing short vowel sounds are homophone words (e.g., red – read; sun – son). To successfully spell homophone words, a student needs explicit instruction in word meaning coupled with development of mental images of words.

Misspellings of homophone words may occur because the student does not understand the effect of a word’s spelling on its meaning or because he has not established a solid link between the meaning of a word and its printed form. As a result, the student may choose a spelling that does not fit the intended meaning (e.g., “red” for “read”—I red two books last week.).

### Mental Images of Words

The student must rely upon clear and complete mental images of words to correctly spell the short vowel sound if the sound is not spelled with its corresponding vowel letter (e.g., head not hed); if the word contains a word ending that is pronounced the same but spelled differently from another word ending (e.g., bed and head); and if the short vowel sound is followed by ‘r, l, ng, nk’ because pronunciation of the corresponding consonant sounds distorts the short vowel sound, leaving the student unable to rely on a spell-by-sound strategy.

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Short Vowel *a* Sound  
as in cat, laugh



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Short Vowel *e* Sound  
as in bed, head



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# 1. Lines & Letters

## Lesson 21

### Short Vowel *e* Sound as in bed, head



#### Materials Needed

- Word list
- Index cards
- Pencil and eraser
- Highlighter pen
- Writing paper
- SPELL-Links 14 Strategies for Spelling Success mouse pad
- Student's Word Study Journal

**Learning Objective:** Develop the ability to segment phonemes and map letters to the short vowel *e* – /  $\epsilon$  / – sound.

**Performance Objectives:** The student will segment spoken words into individual sounds and will write the letter or letters that represent the /  $\epsilon$  / vowel sound in the words with 100% accuracy. The student will explain two strategies for spelling the /  $\epsilon$  / sound.

#### Starter Word List

1 syllable	2 syllables
bed	penny
set	exit
head	any
said	many
tell	
well	
then	
when	
been	

#### Teacher Preparation

1. Gather the materials.
2. Print each word from the Starter Word List or another word list on an index card. (Remember to use the Starter Word List the first time you present this activity to a student.)
3. Arrange the cards so that words in which the /  $\epsilon$  / sound is followed by the letters 'r, l, m, n, ng, nk' will be presented last.
4. Review the directions for the activity.

#### Directions for the Activity

1. Explain that this activity involves counting the number of sounds the student hears in a word, writing down the letter or letters that spell each sound, and checking the spelling of the word when finished.
2. Read aloud a word from a word card and place it, printed side down, at the top of the student's writing paper.
3. Instruct the student to repeat the word and then sound it out aloud, drawing one horizontal line on her writing paper as she says each sound. For example, she draws three lines ( \_ \_ \_ ) for the word "head". Make sure the student correctly pronounces each sound as she sounds out the word.
4. Direct the student to flip over the card and sound out the word again, writing the corresponding letter(s) on each line as she says each sound ( h ea d ). Make sure she says the sounds as she copies the corresponding letters from the word card.

#### DID YOU KNOW?

Segmentation of short vowel sounds is most difficult when the vowel sound is followed by the consonant sounds / r, l, m, n, ŋ /. To facilitate learning, begin with words in which the vowel sound is not followed by the letters 'r, l, m, n, ng, nk'.

To correctly spell vowel sounds, the student must understand that every syllable contains one vowel sound represented by one or more vowel letters.

## 1. Lines & Letters (continued)

### Group Adaptation

For each word in the word list, the teacher prints the word on the board after the students have drawn lines to segment the word into sounds. The students copy the word's letters onto the appropriate lines of their writing papers and then compare their responses with the correct response displayed on the board. Students earn one point for each word correctly segmented and spelled. Once the students have segmented sounds in each word they then take turns coming to the board to mark the syllables in each word and the vowel letter(s) in each syllable.

### Cross-Curriculum Extension

The student and the teacher search content-area reading material for words containing the / ε / sound, keeping a list of each word found. They may choose to race against the clock or each other. When finished, the student reads aloud the words, taps out each sound in the words, and sorts the words according to the number of sounds in each word.

- Repeat steps 2–4 until each word has been segmented and spelled.
- For each word, ask the student to verify that each syllable has one vowel sound represented by at least one vowel letter. If necessary, direct her to complete the following steps: clap out the syllables in the word; draw lines between the letters to divide the word into syllables as spoken; write the number of syllables next to the word; and highlight the letter or letters that spell the vowel sound in each syllable.
- Repeat the entire activity until the student achieves performance criterion without assistance.
- Ask the student to answer the following question. Facilitate the correct responses if necessary, pointing to strategies 1 and 3 on the mouse pad as they are identified.
  - How do the Sound It Out and Catch the Beat strategies help us to correctly spell words?
    - I can say a word out loud, one sound at a time, and write the letters as I say the sounds. I must remember to pronounce the sounds correctly as I sound out the word and write at least one letter for each sound that I hear.*
    - I can sound out the syllables in a word, one syllable or beat at a time. I need to make sure that I write at least one vowel letter for each syllable in a word.*
- Direct the student to affix the #1 and #3 strategy stickers in her Word Study Journal.



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as in bed, head****Materials Needed**

- Word list
- Index cards
- Pencil and eraser
- Writing paper
- SPELL-Links 14 Strategies for Spelling Success mouse pad
- Student's Word Study Journal

**2. Hear Here**

**Learning Objective:** Develop the ability to discriminate between different vowel sounds and to map letters to the short vowel *e* – /  $\epsilon$  / – sound.

**Performance Objectives:** The student will recognize the /  $\epsilon$  / vowel sound in spoken words and will identify the letter or letters that represent the /  $\epsilon$  / sound in the words with 100% accuracy. The student will explain one strategy for spelling the /  $\epsilon$  / sound.

**Starter Word List**

Short vowel <i>e</i> – / $\epsilon$ / – sound	Short vowel <i>a</i> – / $\text{æ}$ / – sound	Short vowel <i>i</i> – / $\text{ɪ}$ / – sound
bed	pat	sit
set	bad	bit
head	sat	pin
said	am	
then		
when		
them		

**Teacher Preparation**

1. Gather the materials.
2. Print each word from the Starter Word List or another word list on an index card. (Remember to use the Starter Word List the first time you present this activity to a student. If you are using another word list, remember to exclude words in which the vowel sound is followed by the letters ‘r, l, nk, ng’.)
3. Shuffle the cards and then arrange them so that words in which the vowel sound is followed by the letters ‘m, n’ will be presented last.
4. Review the directions for the activity.

**Directions for the Activity**

1. Explain that this activity involves listening for words that contain the /  $\epsilon$  / vowel sound and then underlining the letter or letters that spell this vowel sound in each word.
2. Model the /  $\epsilon$  / sound, then direct the student to repeat the sound.
3. Tell the student to draw a vertical line down his writing paper to divide it into two columns. Then instruct him to draw a picture of a word containing the /  $\epsilon$  / sound at the top of the left column of his writing paper. (The student may refer to this picture during the activity to help him remember the target sound.)

**DID YOU KNOW?**

The short vowel *e* sound is commonly confused with the short vowel *a* sound and the short vowel *i* sound.

The consonant sound that follows a vowel sound affects the ability to perceive differences between vowel sounds. To facilitate learning, begin with words in which the vowel sound is not followed by the letters ‘m, n’ and exclude words in which the vowel sound is followed by the letters ‘r, l, nk, ng’ when working on discrimination of vowel sounds.


## 2. Hear Here (continued)

### Group Adaptation

The teacher divides the students into teams and draws a picture of a word containing the / ε / sound on the board. The teacher then reads aloud each word from the word cards and directs students to raise their hands if they hear the / ε / sound in the words. If a word contains the / ε / sound, the teacher writes the word on the board underneath the keyword picture. When the teacher has finished going through all of the word cards, representatives from each team take turns underlining the letter or letters that spell the / ε / sound in each word on the board. Teams earn one point for each word correctly underlined.

### Cross-Curriculum Extension

The teacher searches content-area reading material for sentences containing words with the / ε / sound. The teacher then reads the sentences aloud, substituting another vowel sound for the / ε / sound in the target words. The student raises his hand when he hears a word that doesn't make sense. The student then repeats the sentence, substituting the correct vowel sound so that the word and the sentence make sense.

4. Read aloud a word from one of the cards. Then give the card, printed side down, to the student.
5. Ask the student if he hears the / ε / sound in the word. If he answers *Yes*, direct him to place the word card, printed side down, in the left column of his writing paper. If he answers *No*, direct him to place the card in the right column. (Do not facilitate responses or provide feedback during this part of the activity.)
6. Repeat steps 4–5 until all of the word cards have been sorted.
7. Direct the student to listen carefully to make sure he hears the / ε / sound in each word as you read aloud the words from the left column. Then direct him to listen carefully to make sure he does not hear the / ε / sound in each word as you read aloud the words from the right column. (Provide feedback but do not show the printed words to the student during this step of the activity.)
8. Repeat steps 4–7 until the student achieves performance criterion without assistance. Then set aside the words that do not contain the short vowel *e* sound.
9. Instruct the student to copy the words from the cards in the left column onto his writing paper. Then direct him to read aloud the words and underline the letter or letters that spell the / ε / sound in each word.
10. Repeat step 9 until the student achieves performance criterion without assistance.
11. Ask the student to answer the following question. Facilitate the correct response if necessary, pointing to strategy 4 on the mouse pad as it is identified.
  - ❓ How does the Listen Up strategy help us to correctly spell words?  
 I need to listen very carefully to correctly identify the sounds I hear in a word.
12. Direct the student to affix the #4 strategy sticker in his Word Study Journal.





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# 3. Sort It Out

**Lesson 21**
**Short Vowel e Sound  
as in bed, head**

**Materials Needed**

- Word list
- Index cards
- Pencil and eraser
- SPELL-Links 14 Strategies for Spelling Success mouse pad
- Student's Word Study Journal

**Learning Objective:** Develop knowledge of letter-sound relationships for the short vowel *e* – /  $\epsilon$  / – sound.

**Performance Objectives:** The student will identify the letter or letters that represent the /  $\epsilon$  / vowel sound in words and will sort the words according to different spellings of this vowel sound with 100% accuracy. The student will identify the letter-sound relationships for the /  $\epsilon$  / sound and explain a related spelling strategy.

**Starter Word List**

'e'	'ea'	'a'	'ai'	'ee'	'ei'	'eo'	'ie'	Foil words
bed	head	any	said	been	heifer	leopard	friend	eat
set								please
then								key
when								
them								

**Teacher Preparation**

1. Gather the materials.
2. Print each word from the Starter Word List or another word list on an index card, then shuffle the cards. (Remember to use the Starter Word List the first time you present this activity to a student. If you are using another word list, exclude words in which the vowel sound is followed by the letters 'r, l, nk, ng'.)
3. Review the directions for the activity.

**DID YOU KNOW?**

The short vowel *e* sound is spelled with the letter 'e' in 91% of words.

**Less common spellings:**

- 'ea' (head)
- 'a' (any)
- 'ai' (said)
- 'ee' (been)
- 'ei' (heifer)
- 'eo' (leopard)
- 'ie' (friend)

**Directions for the Activity**

1. Explain that this activity involves discovering different ways to spell the /  $\epsilon$  / vowel sound.
2. One by one, read aloud each word from the word cards and instruct the student to indicate whether or not he hears the /  $\epsilon$  / sound in each word. (Do not show him the printed words during this step of the activity.) Once the student has correctly identified the words that do not contain the /  $\epsilon$  / sound (i.e., the foil words), set aside these foil word cards.
3. Place each of the remaining word cards face up in front of the student. One by one, read aloud each word and tell him to underline the letter or letters that spell the /  $\epsilon$  / sound.
4. Instruct the student to read aloud the words and sort the cards into piles, one pile for each different spelling of the /  $\epsilon$  / sound.


### 3. Sort It Out (continued)

#### **Group Adaptation**

The teacher divides the students into teams, each with its own set of word cards. Students raise their hands if they hear the / ε / sound in the words. Students then take turns underlining the letter or letters that spell the / ε / sound in each word. The teacher sets a time limit for the teams to complete the sorting task. Team members consult one another before a spokesperson gives the team's answer to each question. The teams earn one point for each question correctly answered.

#### **Cross-Curriculum Extension**

The student searches content-area reading material and tries to find at least one word for each different spelling of the / ε / sound, keeping a list of each word found. When finished, the student underlines the letter or letters that spell the / ε / sound in each word.

5. Repeat the activity until the student achieves performance criterion without assistance.
6. Ask the student to examine the marked and sorted word cards and to respond to the following question, facilitating the correct answer if necessary.
  - ❓ What are the different ways you can spell the / ε / sound?  
*This vowel sound can be spelled with the letters 'e, ea, a, ai, ee, ei, eo, ie'.*
7. Direct the student to write the allowable spellings for the / ε / sound in his Word Study Journal.
8. Ask the student to answer the following question. Facilitate the correct response if necessary, pointing to strategy 6 on the mouse pad as it is identified.
  - ❓ How does the No Fouls strategy help us to correctly spell words?  
 *I must use an allowable spelling when spelling the short vowel e sound in a word.*
9. Direct the student to affix the #6 strategy sticker in his Word Study Journal.



Section **3**  
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**Short Vowel e Sound  
as in bed, head**



**Materials Needed**

- Word list
- Index cards
- Pencil and eraser
- Highlighter pen
- Writing paper
- SPELL-Links 14 Strategies for Spelling Success mouse pad
- Student's Word Study Journal
- Content-area reading material

## 4. What's the Pattern?

**Learning Objective:** Develop knowledge of letter patterns and spelling rules for the short vowel *e* – /  $\epsilon$  / – sound.

**Performance Objectives:** The student will identify the letter or letters that represent the /  $\epsilon$  / vowel sound and will sort words according to different spellings of this vowel sound with 100% accuracy. The student will identify one spelling rule and explain a related strategy for spelling the /  $\epsilon$  / sound.

**Starter Word List**

Short vowel <i>e</i> sound spelled 'e'	Uncommon spellings of the short vowel <i>e</i> sound
bed	head
set	many
tell	friend
well	said
then	any
them	been

**Teacher Preparation**

1. Gather the materials.
2. Print each word from the Starter Word List or another word list on an index card, then shuffle the cards. (Remember to use the Starter Word List the first time you present this activity to a student.)
3. Review the directions for the activity.

**DID YOU KNOW?**

The short vowel *e* sound is usually spelled with the letter 'e'.

**Directions for the Activity**

1. Remind the student that there are many ways to spell the /  $\epsilon$  / vowel sound. Explain that this activity involves investigating words to discover one spelling rule and a related strategy to help spell this vowel sound correctly.
2. One by one, place the word cards face up in front of the student and read aloud each word. Instruct her to underline the letter or letters that spell the /  $\epsilon$  / sound in each word.
3. Direct the student to read aloud each word and to sort the cards into piles, one pile for each different spelling of the /  $\epsilon$  / sound.
4. Instruct the student to divide her writing paper into columns, one column for each different spelling of the /  $\epsilon$  / sound, and to write a different spelling at the top of each column.
5. Direct the student to shuffle the word cards. Then tell her to read the words aloud and copy them from the cards into the appropriate columns on her writing paper, underlining the letter or letters that spell the /  $\epsilon$  / sound in each word.


## 4. What's the Pattern? (continued)

### Group Adaptation

The teacher divides the students into teams, each with its own set of word cards. Students take turns underlining letters on the word cards. The teacher sets a time limit for the teams to complete the sorting task. The teacher then writes each of the different spellings of the / ε / sound represented in the activity word list on the board. Students take turns copying the words from the word cards underneath the appropriate spellings on the board. Students then are challenged to find or think of words containing the / ε / sound. Teams earn one point for each new word correctly added to the lists on the board and one point for each question correctly answered.

### Cross-Curriculum Extension

The student searches content-area reading material for words containing the / ε / sound. To reinforce how frequently this vowel sound is spelled with the letter 'e', the student is challenged to find an uncommon spelling for the / ε / sound within a specified amount of time. While searching, the student should also keep a tally of the number of words in which the / ε / sound is spelled with the letter 'e'.

6. Instruct the student to search content-area reading material for several more words that contain the / ε / sound, writing each word she finds in the appropriate column on her writing paper. Then tell her to underline the letter or letters that spell the / ε / sound in each word.
7. Repeat steps 2–6 until the student achieves performance criterion without assistance.
8. Challenge the student to think of one or two more words that contain the / ε / sound. When she gives a response, write the word in the appropriate column on her writing paper. Then tell the student to underline the letter or letters that spell the / ε / sound in each word.
9. Ask the student to examine the marked word lists and respond to the following question, facilitating the correct answer if necessary.
  - ❓ What is the most common spelling of the / ε / sound?  
*This vowel sound is usually spelled with the letter 'e'.*
10. Direct the student to highlight this spelling rule in her Word Study Journal.
11. Ask the student to answer the following question. Facilitate the correct response if necessary, pointing to strategy 7 on the mouse pad as it is identified.
  - ❓ How does the Play by the Rules strategy help us to correctly spell the short vowel e sound?  
 *The short vowel e sound is usually spelled with the letter 'e'. If I'm not sure how to spell the short vowel e sound in a word, I can use this spelling rule to help me correctly spell this vowel sound.*
12. Direct the student to affix the #7 strategy sticker in her Word Study Journal.



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**Short Vowel e Sound  
as in bed, head**



**Materials Needed**

- Word list
- Index cards
- Pencil and eraser
- Writing paper
- SPELL-Links 14 Strategies for Spelling Success mouse pad
- Student's Word Study Journal

## 5. Take Time to Inspect the Rime

**Learning Objective:** Develop vocabulary knowledge and clear and complete mental images of words containing the short vowel *e* – /  $\epsilon$  / – sound.

**Performance Objectives:** The student will sort words according to word ending and will correctly spell the /  $\epsilon$  / vowel sound in the words with 100% accuracy. The student will explain three strategies for spelling the /  $\epsilon$  / sound.

**Starter Word List**

-ed	-ead	-eld	-ell	-elf	-elp	-elt	-ealth
led	head	held	bell	elf	help	belt	health
red	dead	weld	fell	self	yelp	felt	wealth
				shelf			stealth

**Teacher Preparation**

1. Gather the materials.
2. Print each word from the Starter Word List or another word list on an index card, then shuffle the cards. (Remember to use the Starter Word List the first time you present this activity to a student.)
3. Review the directions for the activity.

**Directions for the Activity**

1. Remind the student that the /  $\epsilon$  / vowel sound is usually spelled with the letter 'e'. Explain that this vowel sound can be distorted and difficult to hear in some words and that in other words this vowel sound may not be spelled with the letter 'e'. Also explain that sometimes words that rhyme, like "bed" and "head", have different spellings of the /  $\epsilon$  / sound. Further explain that sometimes words that sound exactly the same, like "red" and "read", have different spellings of the /  $\epsilon$  / sound and that these different spellings have different meanings.
2. Advise the student that he must learn to use three strategies that will help to spell these words correctly. Then explain that the first part of this activity involves looking closely at the spellings of words and grouping words according to word endings.
3. As you give each word card to the student, read aloud the word and use it in a sentence that clearly communicates the meaning of the word (e.g. *head* – *The head is a part of the body.*). Tell the student to underline the vowel letter(s) and all the letters that follow the vowel letter(s) in each word (e.g., led, head, held). If the word is a homophone, direct the student to draw a picture next to the word to represent its meaning.
4. Instruct the student to examine the set of marked word cards and to sort the words into piles according to common word ending (i.e., phonogram), one pile for each different word ending.

**DID YOU KNOW?**

The student must rely upon clear and complete mental images to correctly spell the short vowel *e* sound in the phonograms listed below.<sup>1, 2</sup>

-ed	( <u>red</u> , <u>bed</u> , <u>led</u> )
-ead	( <u>head</u> , <u>read</u> , <u>dead</u> )
-eld	( <u>held</u> , <u>meld</u> , <u>weld</u> )
-ell	( <u>bell</u> , <u>fell</u> , <u>well</u> )
-elf	( <u>elf</u> , <u>self</u> , <u>shelf</u> )
-elp	( <u>help</u> , <u>yelp</u> , <u>kelp</u> )
-elt	( <u>belt</u> , <u>welt</u> , <u>felt</u> )
-ealth	( <u>health</u> , <u>wealth</u> , <u>stealth</u> )

<sup>1</sup> A list of phonograms containing the short vowel *e* sound – including those that do not require reliance upon mental images to correctly spell the vowel sound – is located in Appendix K (p. A–34).

<sup>2</sup> To successfully spell homophones (e.g., red – read), the student needs explicit instruction in word meaning coupled with the development of mental images of words.

## 5. Take Time to Inspect the Rime (continued)

### Group Adaptation

The teacher divides the students into teams, each with its own set of word cards. Students take turns underlining the word ending in each word. The teacher sets a time limit for the teams to complete the sorting task. When completed, the teacher collects the cards and shuffles them and then writes each of the different word endings on the board. The teacher reads aloud each word and uses it in a sentence and the students write each word on their writing papers. The teacher then writes each word on the board and the students check their spellings, correcting mistakes when necessary. Each team earns one point for each word correctly spelled by all members of the team.

### Cross-Curriculum Extension

The student searches content-area reading material to find one word for each word ending studied in this activity. Alternatively, the student may think of one word for each word ending. The student adds each word to the appropriate column on his writing paper. Next, the student uses each word in a spoken sentence. Then the student writes each word in the Word Gallery of his Word Study Journal.

\*without assistance

5. Direct the student to divide his writing paper into columns, one for each pile of cards. Tell him to write one different word ending at the top of each column. (The student may refer to this list of word endings during the remaining part of the activity.) Then take back the word cards and shuffle them.
6. Select a card and read aloud the word. Then use the word in a sentence that clearly communicates the meaning of the word and place the card, printed side down, in front of the student.
7. Instruct the student to spell the word on the back of the word card, trying different spellings when necessary (e.g., head – hed) to see which spelling looks “right” or less “funny”. If the word is a homophone, remind the student that the spelling of the word depends on its meaning and that he must think about the meaning of the word to spell it correctly. Once he has settled on one spelling, direct him to flip over the card to verify the correct spelling. Then tell the student to write the word in the appropriate column on his writing paper. If the word is a homophone, direct the student to draw a picture next to the word to represent its meaning.
8. Repeat steps 6–7 for each of the remaining word cards.
9. Then challenge the student to think of several familiar rhyming words (real words) and to add these words to the list, using the spellings of the listed words to correctly spell the new words. Remind the student to try different possible spellings, when necessary, to see which spelling looks “right” and matches the meaning of the word.
10. Repeat the entire activity until the student achieves performance criterion.
11. Prepare a list of nonsense words, one word for each word ending (e.g., teld, zelp, vell). Dictate a nonsense word and instruct the student to write this word next to a rhyming word (e.g., held – teld) in the appropriate column on his writing paper. Repeat with each word from your list. Discuss how some word endings sound the same but are spelled differently (e.g., -ead and -ed), so there may be more than one possible way to spell a rhyming nonsense word.
12. Ask the student to answer the following question. Facilitate the correct responses if necessary, pointing to strategies 8, 13, and 9 on the mouse pad as they are identified.
  - ❓ How do the Use Rhyme This Time, Fix the Funny Stuff, and Spell What You Mean and Mean What You Spell strategies help us to correctly spell words?
    - 8 If I don't know how to spell a word, I can think of a rhyming word. I can use the spelling of the rhyming word to help me spell the word I don't know how to spell.
    - 13 9 I can try different allowable spellings for a part of a word that doesn't look “right” and choose the spelling of the word that looks “right” and matches the meaning of what I want to say.
13. Direct the student to affix the #8, #13, and #9 strategy stickers in his Word Study Journal and to write the words studied in this activity in the Word Gallery, grouping words with the same phonogram and underlining the letter or letters that spell the / ε / sound in each word.

## 6. Picture This!

### Lesson 21

#### Short Vowel *e* Sound as in bed, head



#### Materials Needed

- Word list
- Index cards
- Pencil and eraser
- Writing paper
- SPELL-Links 14 Strategies for Spelling Success mouse pad
- Student's Word Study Journal
- Several photographs of familiar scenes (e.g., a park, a beach)

**Learning Objective:** Develop clear and complete mental images of words containing the short vowel *e* – /  $\epsilon$  / – sound.

**Performance Objectives:** The student will visualize words with the /  $\epsilon$  / vowel sound and will demonstrate clear and complete mental images with 100% accuracy. The student will explain one strategy for spelling the /  $\epsilon$  / sound.

#### Starter Word List

very	again	any
head	many	been
friend	said	

#### Teacher Preparation

1. Gather the materials.
2. Review the directions for the activity.
3. Guide student preparation. (If student handwriting is poor, prepare the word cards yourself. Also, be sure to use the Starter Word List the first time you present this activity to a student.)

#### Student Preparation

Copy each word from the word list onto an index card, then shuffle the cards.

#### Directions for the Activity

1. Remind the student that the /  $\epsilon$  / vowel sound is usually spelled with the letter 'e'. Explain that in some words this vowel sound may be distorted and difficult to hear and that in other words this vowel sound may not be spelled with the letter 'e'. Tell the student that she must use the "camera in the mind" to "take pictures" of these words in order to remember their correct spellings and to help correct misspellings when no other strategy can be used.
2. Show the student a photograph and talk about what you see in it (*I see the slide, the swings...*). Then turn the photo over and describe it, "pointing" to significant parts of the imaginary picture.
3. Direct the student to look at the photograph again, carefully examining it to form a clear and complete mental picture. Then turn the photo over and instruct her to describe it, "pointing" to significant parts of the imaginary picture.
4. Tell the student to visualize a familiar place (e.g., her kitchen). Instruct her to describe the place aloud, "pointing" to significant parts of the imaginary picture.
5. Repeat steps 2–4 until the student demonstrates an understanding of the concept of visualization.

#### DID YOU KNOW?

The student must rely upon clear and complete mental images to correctly spell the short vowel *e* sound when it is followed by the consonant sounds / *r*, *l*, *n* /.<sup>1</sup> These consonant sounds distort the vowel sound (e.g., very).

The student also must rely upon clear and complete mental images to correctly spell the short vowel *e* sound in words that contain uncommon spellings of this vowel sound (e.g., head, said, many, friend).

<sup>1</sup> Various resources classify vowel sounds that precede the consonant sounds / *r*, *l*, *n* / differently; phonetic context and regional dialect strongly influence the actual pronunciation of a vowel sound. Regardless of how the vowel sound is classified (e.g., long vs. short), instruction is the same. The correct spelling of any vowel sound that precedes the letters 'r, l, ng, nk' requires reliance on the mental image of a word.


## 6. Picture This! (continued)

### Group Adaptation

The teacher directs the students to stand and divides them into teams. Together, all the students complete steps 1–4 and then steps 6–7 for each word from the word cards. Then individuals from each team take turns spelling the words presented by the teacher. A student remains standing if she correctly spells a word and correctly uses the word in a sentence. Teams compete to be the team with the last person(s) standing.

### Cross-Curriculum Extension

The student searches content-area reading material for words in which the / ε / sound is not spelled with the letter ‘e’ and adds these words to the Word Gallery in her Word Study Journal. When finished, the student underlines the letter or letters that spell the / ε / sound in each word. The student then practices visualizing each word.

6. Show one word card to the student, read aloud the word, and use it in a sentence that clearly communicates the meaning of the word (e.g., *friend* – *He is my best friend.*).
7. Allow a few moments for the student to examine the spelling of the word, then turn over the word card. Ask her to answer the following questions to demonstrate clear visualization of the word.
  - ❓ How many letters do you see in your picture?
  - ❓ How many letters are consonants?
  - ❓ How many letters are vowels?
  - ❓ Do you see any words inside the word?
  - ❓ Can you spell the word backwards?
8. Repeat step 7 with the same word if the student was unable to respond quickly and correctly to the questions; otherwise repeat steps 6–7 for another word until all words in the word list have been covered.
9. Direct the student’s attention to the allowable spellings for the short vowel e sound in her Word Study Journal. Then write each of the words from the word list on her writing paper, using incorrect spellings for the target sound (e.g., ‘hed’ for ‘head’, ‘seid’ for ‘said’, and ‘meny’ for ‘many’).
10. Point to a word on the paper, read it aloud, and ask the student to identify which part of the word looks “funny”. Then give her the corresponding word card, printed side down, and ask her to write the correct spelling of the word using one of the allowable spellings to fix the part that looks “funny”. Direct the student to try different spellings until the word looks “right”.
11. When the student has settled on one spelling, ask her to flip over the word card to verify the correct spelling of the word. Then ask her to use the word in a spoken sentence.
12. Repeat steps 10–11 for each of the remaining words. Repeat the entire activity until the student achieves performance criterion without assistance.
13. Ask the student to answer the following question. Facilitate the correct response if necessary, pointing to strategy 13 on the mouse pad as it is identified.
  - ❓ How does the Fix the Funny Stuff strategy help us to correctly spell words?  
 *I can look carefully at the spelling of a word and make a picture of the word in my mind to remember the correct spelling. If my spelling of a word looks “funny”—and no other strategies can help—I can try different allowable spellings for a part of the word that doesn’t look “right” and choose the spelling of the word that looks “right” or less “funny”.*
14. Direct the student to affix the #13 strategy sticker in her Word Study Journal and to write the words studied in this activity in the Word Gallery, underlining the letter or letters that spell the / ε / sound in each word.



# Word Study Journal Page

## Lesson 21

Short Vowel *e* Sound  
as in bed, head



**Sound:** Short vowel *e* sound as in bed, head

There are many ways to spell the short vowel *e* sound.



<i>e</i>	<i>ea</i>	<i>a</i>	<i>ai</i>	<i>ee</i>	<i>ie</i>	<i>eo</i>	<i>ei</i>
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### Strategies and Rules Covered in This Lesson

- 1 Sound It Out!**
- 2 Check the Order!**
- 3 Catch the Beat!**
- 4 Listen Up!**
- 5 A Little Stress Will Help This Mess!**
- 6 No Fouls!**  
(see allowable spellings above)
- 7 Play by the Rules!**  
The short vowel *e* sound is usually spelled with the letter 'e'.
- 8 Use Rhyme This Time!**
- 9 Spell What You Mean and Mean What You Spell!**
- 10 Be Smart About Word Parts!**
- 11 Build on the Base!**
- 12 Invite the Relatives!**
- 13 Fix the Funny Stuff!**
- 14 Look It Up!**

### My Word Gallery

<i>again</i>	<i>head</i>	<i>dead</i>	<i>fell</i>
<i>bell</i>	<i>friend</i>	<i>many</i>	<i>very</i>
<i>any</i>	<i>been</i>		