

Name: _____ Date: _____ Class / Grade: _____ Score: _____

LESSON 7.

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Short e (ĕ) Short **e** as in **met**, marked **ĕ**.

Long e (ē) Long **e** as in **me**, marked **ē**.

1. Copy these words carefully.

2. Spell them orally.

3. Write them neatly from dictation.

1 Copy these words carefully.

COLUMN 1

me

he

be

we

COLUMN 2

end

lend

send

mend

COLUMN 3

here

these

key

eve

COLUMN 4

nest

rest

test

vest

2 Spell them orally.

- ☐ me
- ☐ he
- ☐ be
- ☐ we

- ☐ end
- ☐ lend
- ☐ send
- ☐ mend

- ☐ here
- ☐ these
- ☐ key
- ☐ eve

- ☐ nest
- ☐ rest
- ☐ test
- ☐ vest

3 Write them neatly from dictation.

- | | | | |
|----------|----------|-----------|-----------|
| 1. _____ | 5. _____ | 9. _____ | 13. _____ |
| 2. _____ | 6. _____ | 10. _____ | 14. _____ |
| 3. _____ | 7. _____ | 11. _____ | 15. _____ |
| 4. _____ | 8. _____ | 12. _____ | 16. _____ |

1. Give the sound which **e** has in the words in the first column.
This is called the _____ sound of e, and is marked _____.
2. Give the sound which **e** has in the words in the second column.
This is called the _____ sound of e, and is marked _____.

LESSON 7: Short e (ě) and Long e (ē) — Master Key

Answers, Phonics Analysis, Science of Reading & Dictation Script

Answers to Phonics Analysis Questions (Bottom of Lesson)

Official Solution

Question 1: Give the sound which e has in the words in the first column.

→ Answer: This is called the **long** sound of e, and is marked **ē** (IPA: /i:/ as in *me, he, be, we*).

Question 2: Give the sound which e has in the words in the second column.

→ Answer: This is called the **short** sound of e, and is marked **ě** (IPA: /ɛ/ as in *met, end, lend, send, mend*).

Word Study Analysis by Column (16 Target Words)

Structure & Patterns

Col 1: Long e (ē)

Words: me, he, be, we

Pattern: Single-vowel open monosyllables. When a single vowel ends an accented syllable, it says its long name /i:/.

Col 2: Short e (ě)

Words: end, lend, send, mend

Pattern: -end family (closed syllable). Followed by the voiced nasal blend /nd/, keeping vowel short /ɛ/.

Col 3: Long e (ē)

Words: here, these, key, eve

Pattern: Split digraph e_e (*these, eve*), vowel team -ey (*key*), and vowel + r (*here*).

Col 4: Short e (ě)

Words: nest, rest, test, vest

Pattern: -est family (closed syllable). Syllable closed by sibilant blend /st/, yielding short /ɛ/.

TASK 3: TEACHER DICTATION SCRIPT (MASTER PRONUNCIATION & ORDER)

Administer the 16 words clearly in randomized order with contextual sentences to verify phoneme-to-grapheme mapping:

- | | | | |
|--------------------------|--------------------------|----------------------------|---------------------------|
| 1. me (Listen to me.) | 5. lend (Lend a hand.) | 9. here (Come over here.) | 13. nest (A bird's nest.) |
| 2. he (He is my friend.) | 6. send (Send a letter.) | 10. these (Look at these.) | 14. rest (Take a rest.) |
| 3. be (Be on time.) | 7. mend (Mend the coat.) | 11. key (Turn the key.) | 15. test (Spelling test.) |
| 4. we (We are glad.) | 8. end (The end of day.) | 12. eve (Christmas Eve.) | 16. vest (A warm vest.) |

SCIENCE OF READING: ACOUSTIC & ARTICULATORY CONTRAST OF /ɛ/ VS. /i:/

- **The Short e Phoneme (/ɛ/ - "breve" ě):** Mid-front lax unrounded vowel. The tongue blade is relaxed in the mid-high front position. In closed syllables (-end, -est), the coda consonant stops vowel elongation.
- **The Long e Phoneme (/i:/ - "macron" ē):** High-front tense unrounded vowel. The tongue arches high toward the hard palate with facial muscle tension. Occurs in open syllables (*me, he, be, we*) and vowel-consonant-e structures (*these, eve*).

Instructional Steps & Scoring Rubric

Scoring Guide (20 pts)

Activity	Instructional Focus	Scoring Points
1. Copy carefully	Handwriting posture, baseline alignment, correct ascenders (h, b, d, k, t) and descenders (y).	4 pts (1 pt per column).
2. Spell orally	Phoneme segmentation: say word → spell individual letters → blend word.	4 pts (Fluent oral recitation).
3. Dictation	Accurate phoneme-grapheme mapping from memory without visual copying.	8 pts (0.5 pt per word spelled correctly).
Phonics Questions	Accurate identification of long e (ē) for Col 1 and short e (ě) for Col 2.	4 pts (2 pts per question).