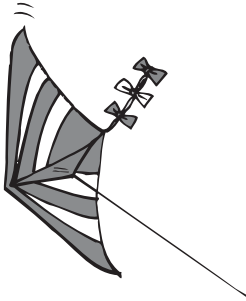

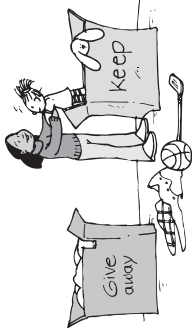

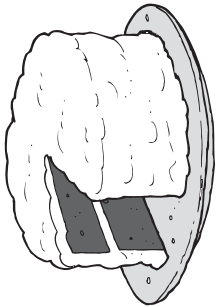

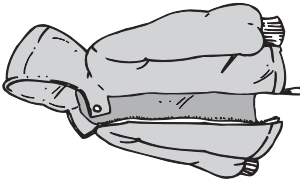
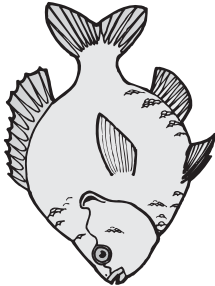


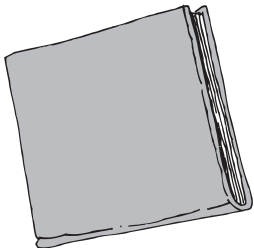
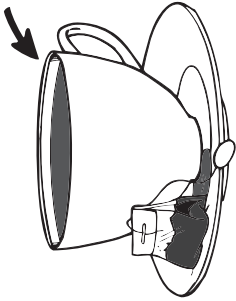


# Vowel Production Screener

As you show the student the pictures on page 15, instruct him to repeat each sound, word, phrase, and sentence. Record a '1' for each correct production or a '0' for each incorrect production in the "Score" column to the right of each item. Record the student's productions below the target vowels for further analysis, if desired. Add totals across and down and then calculate the percentages correct. The shaded boxes in the lower, right-hand corner represent the total number and percentage correct.

Isolation	Score	Single Word	Score	Word Phrase	Score	Word Sentence	Score	# Correct	% Correct
long a ("ay")		cake		bake a cake		I will bake a cake for Nate.		___/7	___%
short a ("a")		cat		cat sat		The cat sat on the rat's hat.		___/8	___%
long e ("ee")		keep		keep it neat		Keep the green sheet neat.		___/8	___%
short e ("eh")		red		red bed		Ken's red bed is in the tent.		___/8	___%
long i ("igh")		kite		fly kite		Ida flies the kite at night.		___/8	___%
short i ("i")		fish		fish fin		Sid kissed the fish's fin.		___/8	___%
long o ("oe")		coat		note on coat		Put Joan's note on your coat.		___/7	___%
short o ("aw")		ball		soft ball		Don lost the soft ball.		___/8	___%
long u ("ue")		boot		clues on boot		Sue's clues are on the boot.		___/7	___%
short u ("uh")		cup		gum in cup		The mutt put his gum in the cup.		___/7	___%
hooked u ("u")		book		look at book		I took a look at the book.		___/7	___%
diphthong ("ow")		clown		clown sat down		The clown sat down to hear the sound.		___/7	___%
diphthong ("oi")		coin		coin in soil		Toil to put the coin in the soil.		___/7	___%
<b># Correct</b>	___/13		___/13		___/26		___/45	<b>___/97</b>	<b>___%</b>
<b>% Correct</b>	___%		___%		___%		___%		___%

	<p>kite</p>		<p>red</p>		<p>keep</p>		<p>cat</p>		<p>cake</p>		<p>ball</p>		<p>coat</p>		<p>fish</p>		<p>coin</p>		<p>clown</p>		<p>book</p>		<p>cup</p>
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Long E ("ee")

## General Information

**Vowel Sound** — "ee"

**Phonemic Designation** — /i/

### Most Common Spellings

Letter	Word Example
e	she
e(C)e	Pete
ee	meet
ea	eat

### Description

- simple vowel
- placement — high-front
- production — tense unrounded

### Physiological Description

- lips are parted slightly and relaxed, with some possible tension at corners
- tongue is shifted forward and raised up toward hard palate, making contact with back, upper teeth
- tip of tongue is at lower, front teeth
- tension at base of tongue

### Age of Mastery

- < 2-0 years — 51% of children
- 2-0 to 3-0 years — 90% of children

### Other Production Notes

- very common in many world languages
- highest front vowel

### Elicitation Ideas

- Prolong the diphthong ay to get to the long e sound.
- Encourage the child to bite down, smile wide, and produce the vowel sound.
- Provide a visual cue by putting your fingers at the corners of your mouth to show how the mouth is stretched for production of "ee." Then encourage the child to do the same.

# E

## Long E ("ee") Activity Ideas

### 1. "I see . . ."

Use a flashlight or a pointer stick and have the child look for items in the room. You can also put pictures with the target vowel sound around the room for the child to find. This can also be done as a scavenger hunt. As the child finds each picture, he says, "I see a/the \_\_\_\_\_."

### 2. Alphabet Letters

Play with alphabet letters and talk about the letter names. Since 9 of the 26 letters end in the long e sound, this would be good practice as well as a functional task.

### 3. Hide-and-Seek

Have the child hide and attempt to find him. When you can't find him, have him reveal himself by saying "peek."

### 4. Feed the Beast

Create a small box with the picture of any kind of "beast" on it. The beast should have an open mouth you can cut out. Encourage the child to "feed the beast" with pictures of foods that target the long e sound, such as *meat, beets, green beans, treats, sweets, honey, brownies, and ice cream.*

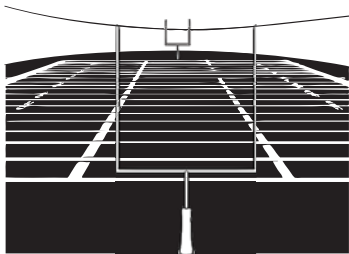
### 5. Charades

Give the child pictures of action words that have the long e sound in them (e.g., *sleep, peek, read, sweep, meet, meat, dream, sneak, breathe, feel, tease, weep*). Take turns acting out an action and guessing the name of the action.

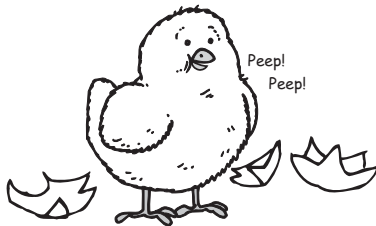
# E

Long E ("ee")

Single Word Level (CVCC)



field



peeps



beats



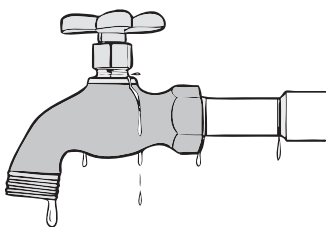
meets



peels



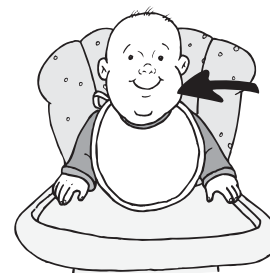
heels



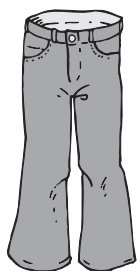
leaks



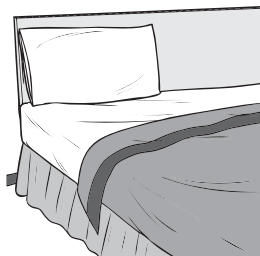
leaves



cheeks



jeans



sheets



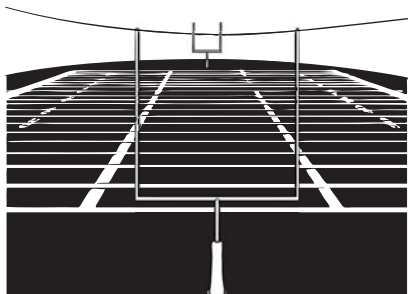
reads

Instructions for home practice: \_\_\_\_\_

# E

Long E ("ee")

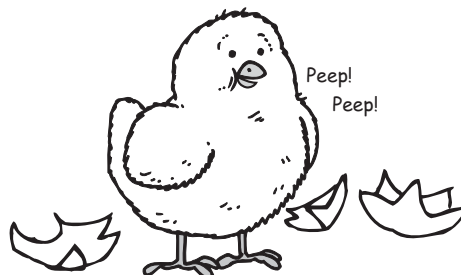
Word/Phrase/Sentence Level (CVCC)



## field

team on field

The green team is on the field.



## peeps

peeps and sleeps

The baby chick peeps and sleeps.



## beats

Bobby beats

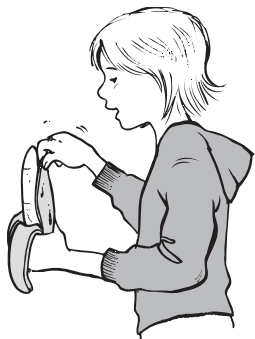
Bobby beats his noisy drums.



## meets

meets the queen

Jeffrey meets the queen.



## peels

neatly peels

Geena neatly peels her banana.



## heels

cream on heels

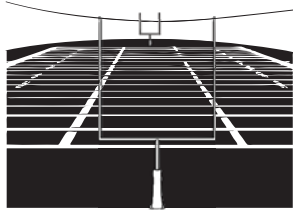
We put cream on our heels.

Instructions for home practice: \_\_\_\_\_

# E

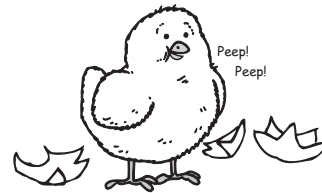
Long E ("ee")

## Generalization (CVCC)



### field

The green team is on the field.  
Can you see number three?  
His uniform is clean and neat,  
And he's kneeling on one knee.



### peeps

The baby chick pecks with his beak,  
Sticks out his head, and sneaks a peek.  
Then out of the shell, he slowly creeps  
As he peeps, peeps, peeps, peeps.



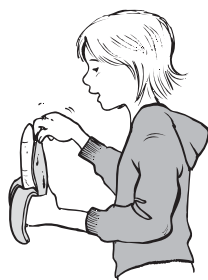
### beats

Bobby Beechum beats his drum.  
As he does, he hums along.  
Beat, beat, beat, and hum, hum, hum.  
*Three Beats* is his favorite song.



### meets

Jeffrey meets the Queen of Baleen.  
She kindly invites him to tea.  
She says if Jeffrey makes a scene  
She will seat him behind a tree.



### peels

A banana is a yummy treat  
To eat if you want something sweet.  
It's a fruit that neatly peels,  
So you can even eat on wheels.



### heels

My heels are cracked and peeling.  
I wish that they were healing.  
Tina squeezes on some cream  
To make my heels feel soft and clean.

Instructions for home practice: \_\_\_\_\_