

**Charlie The Sleepy Bee**  
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**Fluent Level 16**  
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## **Phonemic Awareness**

### **1. Manipulating sounds to make new words**

**What words would we make if we dropped the first sound in each of these words?**

*sentry* without the 's' - *entry*

*stopped* without the 's' - *topped*

*stung* without the 's' - *tongue*

*bear* without the 'b' - *air*

*hive* without the 'h' - *I've*

*care* without the 'k' - *air*

*cheer* without the 'ch' - *ear*

**What words would we make if we dropped the last sound in each of these words?**

*field* without the 'd' - *feel*

*hive* without the 'v' - *hi*

*fall* without the 'l' - *for*

*sniffy* without the long 'e' - *sniff*

*nose* without the 'z' - *no*

*hero* without the long 'o' - *here*

### **Extension**

**What words would we make if we swapped the vowel sound in each of these words?**

The short 'u' in *stung* for a short 'i' - *sting*

The long 'i' in *right* for a long 'o' - *wrote*

The long 'o' in *nose* for a long 'e' - *knees*

The long 'e' in *peeked* for a short 'a' - *packed*

The 'ear' in *cheer* for an 'air' - *chair*

The long 'i' in *hive* for a short 'a' - *have*

# Phonics

## NOTE

### The Long 'e' sound

This sound is written in a number of common ways, depending on where it occurs in a word:

- As a syllable by itself at the start of a word (**e**)  
*e/ven, e/qual, e/vent, e/ject*
- At the start of or inside a syllable – two vowels together (**ee, ea, ei, ie**) or a split digraph (**e\_e**)  
*eag/le, eas/y, eel, green, treat, field, ceil/ing*
- At the end of a syllable inside a word (**e**)  
*se/cret, fe/ver, me/tre, de/cent, re/cent*
- At the end of a one-syllable word (**e, ee, ea**)  
*me, she, see, tea*
- At the end of a two- or-more syllable word (**y, ey**)  
*happy, funny, monkey, honey*
- Some words use **i** to spell the long 'e' sound  
*graffiti, kiwi, mafia, pizza*

Students can begin to notice these spelling patterns and their attention can be drawn to the position of the long 'e' sound in the word.

## 1. Introducing the long 'e' sound

Remind students that the long 'e' sounds like the name of the letter **e** – eeeeeeasy, eeeeeagle, eeeeeel. Practise making the long 'e' sound being aware of the shape of your mouth as you say it.

## 2. Brainstorming words that contain the long 'e' sound

Brainstorm words that begin with a long 'e' sound.  
(*east, eat, eagle, electric, equal, even, equipment*).

Brainstorm words that end with a long 'e' sound.  
(*me, he, she, we, see, tea, happy, funny, lazy, money, honey*).

Brainstorm words that have a long 'e' sound inside the word.  
(*measles, creature, fever, queen, wheels, feet, ceiling, field, keep*).

### 3. Looking for the spelling patterns for the long 'e' sound

Say the word *eat* and count the sounds. Draw two sound boxes on the board.

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Write the word *eat* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the long 'e' sound.

ea	t
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Say the word *snoozy* and count the sounds. Draw five sound boxes on the board.

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Write the word *snoozy* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the long 'e' sound.

s	n	oo	z	y
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Say the word *peeked* and count the sounds. Draw four sound boxes on the board.

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Write the word *peeked* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the long 'e' sound.

p	ee	k	ed
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Say the word *honey* and count the sounds. Draw four sound boxes on the board.

Write the word *honey* on the board and ask students to help you fill in the sound boxes. Circle the spelling pattern for the long 'e' sound.

h	o	n	ey
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Repeat this process with words such as *field*, *seize*, *kiwi*, *fever*, *scene*.

f	ie	l	d
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s	ei	ze
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k	i	w	i
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f	e	v	er
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sc	e	ne
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Write the patterns you have found on the board.

**e ee e\_e ey y i ea ie ei**

Write some of the words students brainstorm under these spelling patterns.

Explain to students that these are the most common spelling patterns for the long 'e' sound, but they might find more!

#### 4. Finding the words that contain the long 'e' sound in the story

As students read *Charlie the Sleepy Bee*, ask them to listen for words that contain the long 'e' sound. After reading the story through, go back and re-read it a page at a time. Ask students to identify the long 'e' words on each page and write them on the board under the correct spelling pattern. Ask students to colour-code the spelling patterns for the long 'e' sound in the words on the board.

#### 5. Extension

Write the long 'e' words from the book and from students' suggestions onto cards. Students could sort the cards into spelling pattern groups. They could then look at where in the word the different spelling patterns occur.

**For example:** The two-vowels-together patterns occur at the start of, or inside a syllable and sometimes on the end of one-syllable words. The **y** and **ey** patterns only occur at the end of a word or root word.

## Vocabulary Development

### Adjectives

Reread *Charlie the Sleepy Bee* and ask students to find all the adjectives in the story. Record these words on the board in two columns – words that describe Charlie and words that describe a sound:

*sleepy, snoozy, dreamy, lazy, best*

*snuffly, sniffy, sloppy*

Ask students to think of other words they could use to describe Charlie and add them to the list.

### Activity

Students choose one adjective from the list on the board and write a story using that adjective but in a completely new context.

**For example:** lazy

The student might write about a time when they were lazy – what happened and why.

### Extension

Discuss bees and generate a new list of adjectives that describe bees (*small, stripy, busy, buzzy, fast, important* etc). Discuss each adjective and why the student thought of it.

Think of new words to describe sounds (*soft, loud, musical, horrible, gentle, lovely, scary* etc). Discuss each adjective and why the student thought of it.

Make an adjective word wall. Write interesting adjectives onto cards. Students can refer to these as they write. Choose a particular word as a class focus for writing from time to time and see how differently students use the same word in their writing. Students can read their stories aloud to their classmates. Discuss how the same adjective can be used in different situations.

## Comprehension

## **Character Study**

The events in this story changed the way Charlie acted and thought. Discuss the kind of bee Charlie was at the beginning of the story, what happened to him and how the events in the story changed him. Students could discuss this with a partner and then share their discussion with the whole group. Use Activity Sheet 1 to write about how Charlie changed throughout the story.

## **Key Events**

Choose one event in the story that was important in the story. Use Activity Sheet 2 to draw a picture of this event and then write about what happened and why it was important to the story.

## **Fluency**

### **Phonics focus words**

Make up these phonics focus words into cards – either colour-code the long ‘e’ spelling patterns or print them in colour. These cards can be used for quick word recognition or for word sorts to identify spelling patterns for the long ‘e’ sound. Other long ‘e’ word cards can be added to expand the words students are sorting by spelling pattern.

## **Activity Sheet 1**

In the feelings column, describe how Charlie felt in different parts of the story. In the actions column, describe the things Charlie did that showed you this.

<b>Charlie's Feelings</b>	<b>Charlie's Actions</b>
<b>At the start of the story (Pages 3-10)</b>	
<b>In the middle of the story (Pages 11-13)</b>	
<b>At the end of the story (Pages 14-16)</b>	

## **Activity Sheet 2**

**Choose one important event in the story. Draw a picture to show what happened and then write about the event.**

**Important event:**

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**What happened:**

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**This event was important because:**

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Phonics Focus Words

bee	sleepy
he	Charlie
be	breeze
sleep	dreamed
Queen	speech
bees	beginning
busy	poppies
fields	daisies
lazy	snoozy



lilies	dreamy
sneak	teased
she	decided
busy	asleep
see	snuffly
eat	sniffy
hero	sloppy
sentry	peeked
duty	believe
being	beehive

e

ei

ee

ea

y

ey

i

ie

e	ei
ee	ea
y	ey
i	ie