Lesson Preparation

Materials
- Letter tiles (in containers)
- Review Decks
- Syllable Division Wall Card 3 (vcv)

Worksheet 81
- Spelling List 14
- Handwriting Master 53

Optional:

Before class
- Fold Spelling List 14 in half lengthwise (with the words facing out).
- Retire the following cards that children know very well:
  - Letter Deck: b, m, w, x, y
  - Picture Deck: Cards that match retired letter cards
  - Sight Word Deck: Cards that every child can both read and spell correctly (See the results of the Sight Word Evaluation.)

Lesson Warm-Up

Alphabet Activity

Objective: To practice alphabetizing

- Seat children where they can work with the letter tiles easily.
- Distribute the letter tile containers.
- Have children take out all their letter tiles, turn them to the lowercase side, and set aside the duplicate tiles.

"Before we start, let's say the alphabet together so it's fresh in our minds."
- Recite the alphabet together.

"Put your letter tiles in alphabetical order. If you need help, please raise your hand."

"Point to the initial letter. " a
"Point to the final letter. " z
"Pull down the letters that are always vowels. " a, e, i, o, u
"Now point to the letter that can sometimes be a vowel. " y
- Walk around the room to check children's work.
- Have children return the tiles to the containers. Collect the containers.
Daily Letter and Sound Review

Objective: To practice letter recognition, affixes, letter sounds, and sight words

► Reminder: Show all of the cards from one deck before beginning the next.

- Quickly review the Active Letter, Affix, Picture, and Sight Word Decks. (Review the Retired Decks weekly so children do not forget what they have learned.)

- Using the results indicated on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. (Choose a few children every day.)

Spelling Review

Objective: To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute Worksheet 81. Make sure children turn to the correct side.
- Quickly review the following ten spelling sounds. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–#10.

1. /bel/   ble   6. /or/   or
2. /vl/   ve   7. /kw/   qu
3. /l/   i-e, i-y   8. /j/   j
4. /al/   a-e, a-y   9. /s/   s, c, ss, se, ce
5. /ol/   o-e, o-ow   10. /ch/   ch

"Let's practice spelling words. Put your finger by #11. Spell the word 'show.'"

- Repeat with #12 (yellow). Be sure to tell children to double the middle consonant.
- Spell each word aloud after children write it, so they can check and correct their work immediately.
- Have children set their worksheets aside for use later in the lesson.

► Optional Handwriting Practice: For additional handwriting practice and review of previously taught sight words, distribute Handwriting Master 53. Have children complete the sheet in class or as homework.
New Increment: The Rule v|cv with a

"Echo these words and tell me what sound they have in common."
"Wafer." wafer "Gravy." gravy
"What sound is the same?" /a/

- Write the words on the board, leaving some space between each letter:

  wafer gravy

- Point to "wafer."
  "What should I do before coding this word?" look for suffixes or final, stable syllables
  "Are there any suffixes or final, stable syllables?" no
  "What should we do next?" look for obvious coding
  "Do you see any obvious coding?" yes, combination er

- Code combination er:

  wafer

  "What should we do next?" find the vowels
  "How many vowels do you see?" two
  "Which letters are vowels?" a and e
  "What do we do when we have more than one vowel in a word?"
find the vowel pattern and then divide the vowels into syllables
  "Let's write small v's under the vowels."

- Label the vowels:

  wafer

  v  v

  "What's the next step?" look between the vowels for consonants
  "How many consonants are between the vowels?" one

- Label the consonant:

  wafer

  v c v

  "Our syllable division rule won't work on this. We need two consonants and we only have one."
  "This is a new vowel pattern. Who can tell me the vowel pattern for this word?" vcv
“The best place to divide a word that follows the ‘vcv’ pattern is after the first vowel.”
• Draw the division line:

\[
\begin{array}{c}
\text{wa} \\
\text{f} \\
\text{er}
\end{array}
\begin{array}{c}
\downarrow \\
\text{c}
\end{array}
\begin{array}{c}
\text{v}
\end{array}
\]

“Always try the accent on the first syllable first.”
• Accent the first syllable:

\[
\begin{array}{c}
\text{wa} \\
\text{f} \\
\text{er}
\end{array}
\begin{array}{c}
\downarrow \\
\text{c}
\end{array}
\begin{array}{c}
\text{v}
\end{array}
\]

“Let’s see what we have in each syllable now. The ‘a’ is open and accented. How should it be coded?”  long; macron
• Finish coding the word:

\[
\begin{array}{c}
\text{wa} \\
\text{f} \\
\text{er}
\end{array}
\begin{array}{c}
\downarrow \\
\text{c}
\end{array}
\begin{array}{c}
\text{v}
\end{array}
\]

“Who can read this word?” wafer
• If children need help, have them sound out each syllable and then read them together: /wæ/-/fær/; wafer.

“Can anyone use the word ‘wafer’ in a sentence?” various answers
“Get out your reference booklet and turn to page 53.”
• Make sure children turn to the correct page.
• Show Syllable Division Wall Card 3. Point to the v|cv pattern.

“This shows us the new vowel pattern we learned today. We don’t know all of these patterns yet, but we just learned one.”
• Briefly explain the new syllable division pattern using example 1 (baby). Do not explain examples 2 and 3 at this time.

“Dividing big words makes them easier to read. Let’s try one more word with this pattern before you divide one by yourself.”
• Repeat the procedure with “gravy”:

\[
\begin{array}{c}
\text{gr} \\
\text{a} \\
\text{v}
\end{array}
\begin{array}{c}
\downarrow \\
\text{c}
\end{array}
\begin{array}{c}
\text{v}
\end{array}
\]

Tip: The vowel y will have the /e/ sound because the second syllable is unaccented. For some children, the rule may be overwhelming. Have them say “gravy” with both sounds of vowel y to determine which sound makes a word they know.
Application and Continual Review

Boardwork:

"Let's practice coding words like those on today's worksheet."

- Write the following on the board (without the coding). Select children to code the phrases, read them, and turn them into sentences:

  churned: the butter
  
  v a c t e s: the class room
  
  "Let's practice dividing some nonsense words with the vcv pattern."

- Write the following on the board:

  ch a b e r t e d

  "This isn't a real word, but we can still divide it. Who can divide and code this word for me?"

- Select a child to divide and code the word:

  ch a b e r t e d

  "What does this word say?" chaberted

- Make sure children pronounce the accent on the first syllable.

  "Chaberted' is a made-up word, but we can still divide it because it has a vowel pattern we know."

- Select a different child and repeat with the following:

  f l a m e l n e s s

- Note: Children who need further practice dividing vcv words can code words from the Reading Word List or additional nonsense words, such as "shradigh" or "habacking." When children divide nonsense words, allow them to mark the accent on any syllable as long as that accent placement fits a pattern they have learned, but make sure they pronounce the accent where they place it.
Worksheet

- Seat children where they can write comfortably.
  "Get out your worksheet."
  "Let's practice spelling with the new rule you learned today."

  > Pronunciation Note: When you pronounce these words, say distinctly separate syllables. Children will be more successful spelling by syllables.

  - Have children spell the following:
    13. baby
    14. paper
    15. navy

  - Spell each word out loud after children write it, so they can check and correct their work immediately.

  - When children finish, have them code and read the words by #16–#20 and then draw a line from one of the words (bacon) to its picture.

  - Repeat with #21–#25. Children should match "ox" to its picture.

  - As children work, walk around the room and listen to each child read from the worksheet or High Frequency Word Box.

  - Always check each child's worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

Homework

  "Turn your paper over."

  - Review reading the paragraph and answering the questions. Remind children to code only the words they don't know.

  - Remind children to read the words in the High Frequency Word Box to someone at home.

  - Have children set their worksheets aside.

Spelling List

  "Leave your paper the way I put it on your desk."

  - Distribute Spelling List 14, folded with the blank lines faceup.

  - Say the following words in the order shown, sounding them out as needed. Remind children to use their reference booklets if they need help.

    1. my
    2. tell
    3. her
    4. soon
    5. shall
    6. stringy
    7. made
    8. feelings
    9. packed
    10. number
    11. want
    12. don't

  - Walk around the room to identify children who need extra help.

  - When children finish, have them refold their papers widthwise so the handwriting lines are faceup and the sentences do not show.

  "Let's practice spelling sentences."
Have children spell two [or more] of the following sentences and then check their work:

- My little dog likes to nap with me.
- He snores and cuddles on my lap.
- After he wakes up, he wants to run.

- Reminder: Of the following sentences, you may choose which ones you want children to spell or have them spell all three.
- Remind children to begin each sentence with a capital letter and end it with a period. Tell them where to put a comma in the third sentence.
- Say the following sentences one at a time, allowing time for children to write each one:

  My little dog likes to nap with me.
  He snores and cuddles on my lap.
  After he wakes up, he wants to run.

- When children finish, have them check their work on both sides and circle the sentences you want them to learn.

  "Practice these words and sentences at home. We'll have a spelling test in a few days."

- Have children put their worksheets and spelling lists in their Homework Folders.

  "Bring your worksheet back to me tomorrow."

**Classroom Practice**

- If time permits, play the Kid Card games listed in Lesson 80.

- Optional Fluency Practice: To obtain the maximum benefit of fluency instruction, children should practice fluent reading for at least 15 minutes every day. The Fluency Instruction booklet suggests a variety of reading activities.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  Worksheet 81
  Spelling List 14
  Handwriting Master 53 (optional)

Jill is a very lady. In the morning she has muffins with eggs and bacon. She likes to have two eggs and one slice of bacon. She gets up at five o'clock a.m. to cook so she still has time to play with the baby. She is not a lazy lady! But the sunny part is that she puts gravy on her muffins!

1. Who is a very lady? ________ Jill
2. What does Jill like to have on her muffins?
   - eggs
   - gravy
   - bacon
3. Does Jill get up early or late?
   - early
   - late

Spelling Words

1. my
2. tell
3. her
4. soon
5. shall
6. stringy
7. made
8. feelings
9. packed
10. number
11. want*
12. don't*
13. baby
14. paper
15. navy
16. lady
17. crazy
18. basin
19. crater
20. bacon
21. ox
22. pillows
23. cent
24. snowflake
25. churned

My little dog likes to nap with me. He snores and cuddles on my lap. After he wakes up, he wants to run.

1. My little dog likes to nap with me.
2. He snores and cuddles on my lap.
3. After he wakes up, he wants to run.
Lesson Preparation

Materials
- letter tiles (in containers)
- Retired Decks
- Alphabet/Accent Deck (Section 1)
- Worksheet 82
- Decodable Reader 29 (Tiny Plants, Big Plants)
- colored pencils

Lesson Warm-Up

Alphabet Activity

Objective: To practice accenting and alphabetical order

"Let's work with the Alphabet/Accent Deck. Let's stand up and karate punch as we say the accented syllables."

- Enrichment: If you feel children are ready, shuffle the deck before the activity. Warn them that the cards will be in random order.
  - Have children stand at least an arm's length away from one another.
  - Show Alphabet/Accent Card 1.
  - Have the class say "A" (softly, while standing still) and then "B" (loudly, while punching).
  - Continue with Alphabet/Accent Cards 2-25, moving as quickly as possible.

Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

- Quickly review the Retired Letter, Picture, and Sight Word Decks.

Spelling Review

Objective: To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute Worksheet 82. Make sure children turn to the correct side.
Quickly review ten spelling sounds. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–#10.

1. /ar/ ar 6. /er/ er
2. /u/ u–e, u 7. /ø/ o–e, o || ow
3. /ø/ oo 8. /s/ s, c || ss, se, ce
4. /y/ y 9. /f/ f || ff
5. /k/ k, c || ck, k, ke, c 10. /ch/ ch

"Let’s practice spelling words. Put your finger by #11. Spell the word ‘forget.’"

• Repeat with #12 (form).

• Spell each word out loud after children write it, so they can check and correct their work immediately.

• Have children set their worksheets aside for use later in the lesson.

**New Increment: The Rule v’ cv with i and e**

"(Yesterday) we learned how to divide a word with a ‘vcv’ pattern. Let’s try some more of those words."

• Write the following on the board, leaving space between each letter:

```
fiber  minus  fever
```

• Point to “fiber.”

"What should we do before coding this word?" look for suffixes or final, stable syllables

"Are there any suffixes or final, stable syllables?" no

"What should we do next?" look for obvious coding

"Do you see any obvious coding?" yes, combination er

• Code combination er:

```
fiber
```

"What should we do next?" find the vowels

"How many vowels do you see?" two

"Which letters are the vowels?" i and e

"What do we do when we have more than one vowel in a word?" find the vowel pattern and then divide the word into syllables

"Let’s put a small v under the vowels."
• Label the vowels:

\[ \text{f} \text{i} \text{b} \text{e} \text{r} \]
\[ v \ v \]

“What’s the next step?” look between the vowels for consonants

“What do we have between the vowels?” only one consonant

• Label the consonant:

\[ \text{f} \text{i} \text{b} \text{e} \text{r} \]
\[ v \ c \ v \]

“A vowel pattern begins and ends with vowels, so we should look between the vowels to determine the pattern.”

“What is the vowel pattern for this word?” \( vcv \)

• Have children turn to the “vcv” syllable division pattern on page 53 of their reference booklets. Refer them to the first example (\( v’lcv \)).

“Where is the best place to divide a ‘vcv’ word?” after the first vowel

• Draw the division line:

\[ \text{f} \text{i} \text{b} \text{e} \text{r} \]
\[ v \ c \ v \]

“Which syllable is usually accented?” first

• Accent the first syllable:

\[ \text{f} \text{i} \text{’b} \text{e} \text{r} \]
\[ v \ c \ v \]

“Let’s code each syllable now. The ‘i’ is open and accented. How should we code it?” long; macron

• Finish coding the word:

\[ \text{f} \text{i} \text{’b} \text{e} \text{r} \]
\[ v \ c \ v \]

• Select a child to read the word and use it in a sentence.

“Let’s try one more word with this pattern.”

• Repeat the procedure with “minus”:

\[ \text{m} \text{i} \text{’n} \text{u} \text{s} \]
\[ v \ c \ v \]
“Now we know the ‘vcv’ pattern using a and i. Let’s work with it using e.”

- Follow the same procedure to code “fever”:

```
  fe\'\'ver
     v \ c \ v
```

- Select a child to read the word and use it in a sentence.

**Spelling with Letter Tiles**

- Distribute the letter tile containers.
- Tell children which side to use, and have them lay their letter tiles in a row.
- Have children spell the following with their tiles:
  
  tiger even space throw

- Walk around the room to check that children spell the words correctly. Remind children to use their reference booklets, if necessary.

“Let’s practice spelling sight words again.”

- Have children spell the following with their letter tiles:
  
  mother love any

- Choose additional words from the Spelling Word List, if desired.
- Have children return the tiles to the containers. Collect the containers.

**Application and Continual Review**

**Boardwork**

“Let’s practice coding words like those on today’s worksheet.”

- Remind children to refer to the wall cards or their reference booklets, if necessary.
- Write the following on the board (without the coding). Select children to code and read the examples:

```
  stor\'\'ch   fir\'\'t\'\'ck   \\'\'b \ c | qu\'\'nt\'\'d
           v c \ c v

  br\'\'s\'\'ys   me\'\'t\'\'r\'\' shows th\'\'r\'\'t \ y \ amp\'\'ks
           v c v   v c v   v c v
```

- Have children determine whether each item is a word, a phrase, or a sentence.
Worksheet

• Seat children where they can write comfortably.
  “Get out your worksheet.”
  “Let’s practice spelling with the rules you learned today.”

➤ Pronunciation Reminder: When you pronounce these words, say distinctly separate syllables. Children will be more successful spelling by syllables.

• Have children spell the following:
  13. spider  14. fever  15. tiny

• Spell each word out loud after children write it, so they can check and correct their work immediately.

• When children finish, have them code and read the words by #16–#20 and then draw a line from one of the words (pilot) to its picture.

• Repeat with #21–#25. Children should match “rainbow” to its picture.

• Spend time every day listening to each child read from the worksheet, the High Frequency Word Box, a controlled reader, or another material.

• Always check each child’s worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

Homework

“Turn your paper over.”

“Look at the picture at the top of the page. What are some things you see?”

• Allow time for children to describe the picture.

“Look at the words in the box under the picture.”

“Read each word and decide whether someone or something is doing that in the picture.”

“Let’s try one for practice. What is the first word?” creeping

“Do you see someone or something creeping?” yes, a spider

“Write the word ‘creeping’ on the first blank line under the box.”

• Remind children to code any words they don’t know.

➤ Enrichment: Allow children to write the names of things they see in the picture that are not listed in the word box. (Extra lines are provided.)

• Remind children to read the words in the High Frequency Word Box to someone at home.

• Have children put their worksheets in their Homework Folders.
Decodable Reader: Story Vocabulary
• Before distributing the reader, discuss the meaning of the following (if necessary):
  bulb (page 3)

Decodable Reader: Print Awareness
• Write the following sentence on the board:
  It will stand, silent and strong.
  • Point to the comma.
   “What do we call this mark?” comma
   “What do we do when we come to a comma in a sentence?” pause
   • Select a child to read the sentence aloud.
   • Write the following sentences on the board:
     They’ll be hidden in the earth.
     This baby’s mother has bamboo for dinner!
   • Select children to read the sentences aloud. Point to each word as it is read.
   • Point to the apostrophes.
     “What do we call these marks?” apostrophes
     “In which word does the apostrophe show ownership?” baby’s
     “What is the baby’s?” its mother
     “What two words does the contraction ‘they’ll’ represent?” “they” and “will”
     “Which two letters does the apostrophe in ‘they’ll’ replace?” w and i
   • Distribute Decodable Reader 29 (Tiny Plants, Big Plants).
   • Have children turn to page 1.
     “What does this picture show?” various answers
     “Look below the picture. What does this word say?” acorn
     “Right. This word is ‘acorn.’ When a picture may be unfamiliar to
     readers, authors write labels near the picture to help explain the
     picture to readers.”
     “This author wants to make sure we know that the item in the
     picture is an acorn.”
     “You’ll see other labels in your reader today. If you don’t know the
     name for what you see in the picture, the label will tell you.”
Decodable Reader: Understanding the Story

- Select a child to read the title aloud.
- Have children read the story independently. Continue with the following questions when they finish:
  
  "What does an acorn grow to be?"    a tree
  
  "Do all plants need a lot of rain to grow?"    No, a cactus only needs a little rain.
  
  "Do most plants need dirt? Explain."    Yes, even water lilies are in the dirt at the bottom of the pond.
  
  "How does a Venus’s-flytrap get its food?"    traps bugs
  
  "How are plants the same and different?"    They all need sun and rain. They are different sizes. Some plants start as bulbs. Some plants live in water, but others need very little water.

- Distribute colored pencils and let children color the pictures.

Classroom Practice

- If time permits, play the Kid Card games listed in Lesson 80.

Allow children to color the pictures.

Have children read their books independently. When they finish, ask them questions about the story.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  Worksheet 82
  Decodable Reader 29 (if the child can read it easily)

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**Lesson 82**

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**High Frequency Words**

- even
- once
- work
- only
- word
- they
Lesson Preparation

Materials
- one set of letter tiles
- Review Decks
- Sight Word Cards 67–69 (today, together, tomorrow)
- Activity Sheet 83
- Worksheet 83
- tokens

Before class
- Optional: Set aside Spelling Cards 3, 7, 10, 12, 29, 35, 36, and 39–41 for the alternate activity in the Spelling Review section.

Lesson Warm-Up

Alphabet Activity

Objective: To practice alphabetizing

“You’ll like today’s alphabet activity.”

- Divide children into groups of four or five. Seat them together around tables or on the floor as you give instructions. Have one set of letter tiles ready.

“I’ll give you each a letter tile. Each group will work as a team to alphabetize their letters. We’ll see which group finishes first.”

“We can do this several times if you work quickly and quietly. Don’t start until I say ‘Go.’”

- Mix up the letter tiles, and distribute one to each child. Do not give duplicate letter tiles to children in the same group.
- Make sure children do not start until you say “Go.” Announce the winning group each time.
- Play as many rounds as possible.
- Return the letter tiles to the container.

Daily Letter and Sound Review

Objective: To practice letter recognition, affixes, letter sounds, and sight words

- Quickly review the Active Letter, Affix, Picture, and Sight Word Decks.
Have children spell unmastered sight words.

Distribute Activity Sheet 83 and tokens.

Play bingo.

Collect tokens and activity sheets.

Distribute Activity Sheet 83.

For #11 and #12, have children spell “from” and “are.”

Write the following on the board: focusing, music.

- Using the results indicated on the Sight Word Evaluation Form, select individual children to spell those sight words they have not yet mastered. (Choose a few children every day.)

Spelling Review

Objective: To practice spelling letter sounds and words

- Seat children at tables or desks.
- Distribute Activity Sheet 83 and at least 12 tokens to each child.
  “Let’s play bingo!”
  “Cover the letters that spell the initial sound in ‘quick.’” qu

- Repeat with the following:
  1. last syllable: tumble
  2. first vowel sound: April
  3. combination: torn
  4. /s/ sound: cent
  5. combination: after

- All children should call “Bingo” simultaneously.

- Collect the tokens and activity sheets. Keep them available for additional practice, or send the papers home at the end of the day.

  ➤ Alternate Activity: Distribute Worksheet 83. Select ten Spelling Deck cards that children most need to practice, or use the cards suggested under Before Class. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–#10.

- Distribute Worksheet 83. Make sure children turn to the correct side.

  “Let’s practice spelling sight words. Put your finger by #11. Spell the word ‘from.’”

- Repeat with #12 (are):

  - Spell each word out loud after children write it, so they can check and correct their work immediately.
  - Have children set their worksheets aside for use later in the lesson.

New Increment: The Rule v’ cv with o and u

“We’ve been working with words that have a ‘vcv’ syllable division pattern. Let’s try some more for practice.”

- Write the following on the board:
  focusing music
• Point to "focusing."

"What should we do before coding this word?" look for suffixes or final, stable syllables

"Are there any suffixes or final, stable syllables?" yes, -ing

"How do we code suffixes?" with boxes

• Box the suffix:

\[ \text{focusing} \]

"What should we do next?" look for obvious coding

"Do you see any obvious coding?" yes, k-back on the c

• Draw a k-back on the c:

\[ \text{focusing} \]

"What should we do next?" find the vowel pattern and then divide the vowels into syllables

"How many vowels do you see?" two

"What are they?" o and u

• Label the vowels:

\[ \text{focusing} \]

➤ Reminder: The vowels in affixes or final, stable syllables should never be labeled as part of a vowel pattern.

"What's the next step?" look between the vowels for consonants

"What do we have between the vowels?" only one consonant

• Label the consonant:

\[ \text{focusing} \]

"What is the vowel pattern for this word?" vcv

• Have children turn to the "vcv" syllable division pattern on page 53 of their reference booklets. Refer them to the first example.

"Where should we divide the word?" after the first vowel

• Draw the division line:

\[ \text{focusing} \]
"Which syllable is usually accented?" first

- Accent the first syllable:

\[ \text{focusing} \]

\[ \text{v} \text{c} \text{v} \]

"Let's code each syllable now. The o is open and accented. How should we code it?" long; macron

"How should we code the u in the second syllable?" short; breve

- Finish coding the word:

\[ \text{focusing} \]

\[ \text{v} \text{c} \text{v} \]

- Cover the suffix with your hand.

"What is the root word?" focus

- Uncover the suffix.

"What is the word when we add suffix -ing?" focusing

- Select a child to use the word in a sentence.

"Now we know the 'vcv' pattern using an a, e, i, and o. Let's work with u and we will have done all the vowels."

- Follow the same procedure to code "music":

\[ \text{music} \]

\[ \text{v} \text{c} \text{v} \]

- Select a child to read the word and use it in a sentence.

- Leave the words on the board for the remainder of the lesson.

- Introduce the sight words "today," "together," and "tomorrow." (Sight Word Cards 67–69).

- Introduce "today," "together," and "tomorrow" (Sight Word Cards 67–69).

**New Sight Word Deck Cards**

- Show Sight Word Card 67, and have children read the word.

- Repeat with Sight Word Cards 68 and 69.

- Add the three new cards to the Sight Word Deck.
Application and Continual Review

Boardwork

"Let's practice coding words like those on today's worksheet."
- Remind children to refer to the wall cards or their reference booklets, if necessary.
- Write the following on the board (without the coding). Select children to code and read the examples:

\[
\begin{align*}
\text{fæ$n$} & \quad \text{çy} & \quad \text{p']z[lez} \\
\text{v} & \quad \text{c} & \quad \text{v} & \\
\text{Caté ñing} & \quad \text{pøp} & \quad \text{mu} & \quad \text{s} & \quad \text{c.} \\
\text{Mý' yard hæs grén blö' vë} & \quad \text{s} & \quad \text{c} & \quad \text{v} & \quad \text{s}.
\end{align*}
\]
- Discuss turning the phrase into a sentence.

Worksheet

- Seat children where they can write comfortably.
  "Get out your worksheet."
  "Let's practice spelling with the rules you learned today."

➤ Pronunciation Reminder: When you pronounce these words, say distinctly separate syllables. Children will be more successful spelling by syllables.
- Have children spell the following:
  13. over 14. bonus 15. music
- Spell each word out loud after children write it, so they can check and correct their work immediately.
- When children finish, have them code and read the words by #16–#20 and then draw a line from one of the words (tulip, yarn) to its picture.
- Repeat with #21–#25. Children should match "yarn" to its picture.
- As children work, walk around the room and listen to each child read from the worksheet or High Frequency Word Box.
- Always check each child's worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

Homework

"Turn your paper over."
- Review reading the paragraph and answering the questions.
- Remind children to read the words in the High Frequency Word Box to someone at home.
- Have children put their worksheets in their Homework Folders.
Classroom Practice

Play Kid Card games.

- If time permits, play the Kid Card games listed in Lesson 80.

School/Home Reinforcement

- Send the following home with children at the end of the day:
  Worksheet 83
  Activity Sheet 83 (optional)

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**Lesson 83**

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**Saxon Phonics and Spelling 1**

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**Lesson 83**
Lesson Preparation

Materials
- Review Decks
- Letter Card 7 (a; from Letter Deck)
- Picture Card 65 (banana)
- Sight Word Card 70 (again)
- Spelling Card 26 (/i/; from Spelling Deck)
- Alphabet/Accent Deck (Section 1)

- Vowel Rule Wall Card 4 ($v \rightarrow$)
- Syllable Division Wall Card 3 (vcv)
- Worksheet 84
- Decodable Reader 30 (Away at Day Camp)
- banana in a sack
- colored pencils

Before class
- Cover the picture for wallet on the Aa Alphabet Wall Card.
- Put a banana in a sack (or sacks, depending on your class size) for children to use to guess the new keyword. If desired, prepare a sack for each child.

Lesson Warm-Up

Alphabet Activity

Objective: To practice accenting and alphabetical order

"Let's work with the Alphabet/Accent Deck. Everyone, stand up."

"We'll say the first syllable in a normal voice. Then we'll stand on our tiptoes as we loudly say the accented syllable."

- Enrichment: If you feel children are ready, shuffle the deck before the activity. Warn them that the cards will be in random order.
Using the Alphabet/Accent Deck [Section 1], have children stand on their tiptoes as they loudly say the accented syllables.

Quickly review the Active Decks.

Distribute Worksheet 84.

Quickly review ten spelling sounds.

For #11 and #12, have children spell "paid" and "say."

Write the following on the board: 
awake

- Show Alphabet/Accent Card 1.
- Have the class say "A" (with feet flat) and then "B" (loudly, on tiptoes).
- Continue with Alphabet/Accent Cards 2-25, moving as quickly as possible.

Daily Letter and Sound Review

Objective: To practice letter recognition, affixes, letter sounds, and sight words

- Quickly review the Active Letter, Affix, Picture, and Sight Word Decks.

Spelling Review

Objective: To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute Worksheet 84. Make sure children turn to the correct side.
- Quickly review the following ten spelling sounds. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1-#10.

1. /i/  i
2. /b/  b
3. /a/  a
4. /r/  r
5. /m/  m
6. /u/  u
7. /h/  h
8. /sh/ sh
9. /th/ th
10. /g/  g

"Let's practice spelling words. Put your finger by #11. Spell the word 'paid.'"

- Remind children that the /a/ sound in this word is spelled with digraph ai.
- Repeat with #12 (say).
- Spell each word out loud after children write it, so they can check and correct their work immediately.
- Have children set their worksheets aside for use later in the lesson.

New Increment: The Rule v-cv' with a

- Write the following on the board, leaving some space between each letter: awake

"What should we do before coding this word?" look for suffixes or final, stable syllables
"Are there any suffixes or final, stable syllables?" no
"What should we do next?" look for obvious coding
"Do you see any obvious coding?" yes, silent e
Code the silent e and then label the vowel pattern.

- Cross out the e:
  \[ \text{a} \ v \ a \ k \ e \]

  "What should we do next?" find the vowel pattern and then divide the word into syllables
  "Which vowels should I label?" two a's

- Label the first two vowels:
  \[ \text{a} \ v \ v \]

  "What's the next step?" look between the vowels for consonants
  "How many consonants are between the vowels?" one

- Label the consonant:
  \[ \text{a} \ v \ c \ v \]

  "What is the vowel pattern for this word?" vcv
  "Where do we divide this word?" after the first vowel

- Draw the division line:
  \[ a \overline{\text{w} \ a \ k \ e} \ v \ c \ v \]

  "Which syllable is usually accented?" first

- Accent the first syllable:
  \[ a'\text{w} \ a \ k \ e \ v \ c \ v \]

  "Let's see what we have in each syllable now. The 'a' is open and accented. How should we code it?" long; macron
  "What should we code in the second syllable?" macron over a

- Finish coding the word. (The accent will temporarily be misplaced.)
  \[ a'\text{w} \ a \ k \ e \ v \ c \ v \]

  "Who can read this word the way it's coded?" \[ a'w\a\k \]
  "The way we have coded it, this word is 'a'w\a\k.'"

- Emphasize the mispronunciation.
  "Has anyone ever heard the word 'a'w\a\k'?"
• Children may say they have heard the word, but they will probably pronounce it correctly.

“I have heard the word ‘ā[wāk],’ but I have never heard the word ‘ā’wāk.’ Still, if we read the word the way we coded and divided it, it says ‘ā’wāk.’”

“This is not a word, so the next best thing to try is to change the accent.”

• Erase the accent and macron in the first syllable, and place the accent on the second syllable:

\[
\text{awāk}\]

• Point to the a in the first syllable.

“Is the a still open and accented?” no

“Right. The a is open but not accented.”

“When an a is open and not accented, it usually makes a schwa sound. Let’s code it with our mark for schwa.”

• Code the a with a schwa:

\[
\text{āwāk}
\]

“What is the schwa sound?” /ə/

“We don’t have to change the ‘a’ in the second syllable because sneaky e makes a vowel long whether or not it is accented.”

“Which syllable will be accented now?” second

“Who can read this word?” awake

“Right. This word is ‘ā[wāk].’ Who can use ‘awake’ in a sentence?” various answers

“I have another wall card that will help us remember another sound ‘a’ can make.”

“Turn to page 40 in your reference booklet.”

• Make sure children turn to the correct page.

• Show Vowel Rule Wall Card 4 as you explain:

“This rule says that a makes the schwa sound when it is open and unaccented.”

“This rule also helps us with sounds that other vowels can make. We’ll talk more about these later. I’ll hang this up for you to refer to when you need to.”

• Post the wall card where children can see it easily. Encourage children to refer to the wall card or their reference booklets when they need help.
“We have this new vowel pattern on our syllable division wall card too. Turn to page 53 in your reference booklet.”

- Make sure children turn to the correct page.
- Point to the $v\text{cv}'$ syllable division pattern on Syllable Division Wall Card 3.
- Discuss example 3 but use only “banana” to demonstrate. The other examples will be discussed in later lessons.

  Note: The $v\text{cv}'$ pattern is listed third on the wall card because it occurs less frequently in English than the $vc'v$ rule (which is listed second, but not introduced until Lesson 107). However, the $v\text{cv}'$ pattern with vowel $a$, taught in this lesson, is commonly found in many words familiar to first-graders; introducing it here allows them to read more words immediately than they otherwise would be able to. The $v\text{cv}'$ pattern with vowels $e$, $i$, $o$ and $u$ will be introduced in Lesson 114.

- Leave the words on the board for the remainder of the lesson.
- Introduce the sight word “again,” and ask children to use it in a sentence. Then have children turn to page 31 in their reference booklets and check off the word.

**New Deck Cards for Schwa $a$**

- Show Letter Card 7 and have children name the letter.

  “Our new keyword for $a$ has the /ã/ sound. See if you can guess it.”

- Introduce the keyword “banana” by allowing each child to feel inside the sack. Then count to three and have children whisper the keyword.

  Alternate Activity: Introduce the keyword “banana” with the following riddle:

  “This is a curved, yellow fruit that you must peel to eat. It grows in bunches. It’s a favorite food of monkeys. What do you think it is?”  
  banana

- Show Picture Card 65 and uncover the picture on the wall card.

  “When you see this card, say ‘banana, /ã/.’”

  “The keyword ‘banana’ helps us remember the /ã/ sound spelled with $a$.”

- Show Sight Word Card 70, and have children read the word.

  “Get out your worksheet. Put your finger by #13.”

- Hold up Spelling Card 26 so that only you can see what is written.

  “Echo /ã/.”  /ã/

  “How have we been spelling the /ã/ sound?”
“Right! But today we learned that the letter a can make the /ə/ or schwa, sound in an open, unaccented syllable.”

“Let’s look at some examples.”

- Say each of the following as you write it on the board:
  
  ago    again    about

“From now on, whenever I give the /ə/ sound, we need to add the ‘a’ spelling. You’ll say ‘u comma a,’ which you write like this.”

- Write the following on the board:
  
  u, a

- Children should write the new response beside #13.

“From now on, remember that when you hear the /ə/ sound in an open, unaccented syllable, you should spell the sound with the letter a instead of the letter u.”

- Have children set their worksheets aside for use later in the lesson.

➤ Note: If you provided a banana in a sack for each child, have children put their sacks under their desks.

- Add the two new cards to the Review Decks, and reinsert Letter Card 7 and Spelling Card 26. Always keep Picture Card 65 behind Picture Card 10 to help children remember that the letter a can make three sounds: /æ/, /ə/, and /ʌ/.

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### Application and Continual Review

**Boardwork**

“Let’s practice coding words like those on today’s worksheet.”

- Write the following on the board (without the coding). Select children to code and read the examples:

  cool /l koʊl/  her /h ər/  feet /f iːt/  Char /tʃ ər/  lée /l iː/  å /oʊ/  wökel /w ʊk əl/  ö /oʊ/  on /oʊn/  timě /tɪmə/  v c v  c v v

  Ålc /æ l ətʃ/  cep /s ɛ p/  ed /ɛd/  thē /θ ə/  rinɡ /r iŋ/  v c v  c v

- Have children determine which examples are phrases, and turn them into sentences.

**Worksheet**

- Seat children where they can write comfortably.

“Get out your worksheet.”
For #14–#16, have children spell the following: ago, away, alike.

“Let’s practice spelling with the /ü/ sound, using the rule you learned today.”

“If you hear the /ü/ sound by itself in a syllable, the sound is usually spelled with the letter ‘a,’ as in ‘awake,’ ‘ahead,’ ‘cola,’ and ‘tuna.’”

“But when you hear the /ü/ sound in a syllable and it has a consonant with it, the sound is spelled with the letter ‘u,’ as in ‘under,’ ‘upset,’ ‘fun,’ and ‘truck.’”

➤ Pronunciation Reminder: When you pronounce these words, say distinctly separate syllables. Children will be more successful spelling by syllables.

• Have children spell the following:
  14. ago  15. away  16. alike

• If necessary, unblend each syllable and have children spell the letter that makes each sound.

• Spell each word out loud after children write it, so they can check and correct their work immediately.

• When children finish, have them code and read the words by #17–#21 and then draw a line from one of the words (alarm) to its picture.

• Repeat with #22–#26. Children should match “wood” to its picture.

• Spend time every day listening to each child read from the worksheet, the High Frequency Word Box, a controlled reader, or another material.

• Always check each child’s worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

Homework

“Turn your paper over.”

“Look at the picture at the top of the page. What are some things you see?”

• Allow time for children to describe the picture.

“Look at the words in the box under the picture.”

“Read each word and decide whether someone or something is doing that in the picture.”

• Remind children to code any words in the box they don’t know.

➤ Enrichment: Allow children to write the names of things they see in the picture that are not listed in the word box. (Extra blank lines are provided.)

• Remind children to read the words in the High Frequency Word Box to someone at home.

• Have children put their worksheets in their Homework Folders.
Decodable Reader: Story Vocabulary

- Before distributing the reader, discuss the meanings of the following (if necessary):
  - day camp (page 1)
  - arts and crafts class (page 3)
  - chat (page 3)
  - clay (page 6)
- Distribute Decodable Reader 30 (Away at Day Camp).

Decodable Reader: Understanding the Story

- Select a child to read the title aloud.
- Have children read pages 1–3.
  - “What has happened so far in this story?” Terry wakes up early, gets on the bus, and goes to day camp. She chats and sings with her friend Kim on the bus.
- Select children to read pages 4 and 5.
  - “What does Ann do?” takes Terry and Kim to the pool
  - “What happens at the pool?” Kim swims back and forth while Terry learns to swim.
- Finish reading the book with children.
  - “What other fun things do the girls do at day camp?” go to arts and crafts class to make things and go to music class to sing songs

Decodable Reader: Print Awareness

- Have children turn to page 4.
- Display page 4 and point to the first paragraph indent.
  - “Why is the first word in this sentence pushed in from the edge of the page?” paragraph indent; signals beginning of a paragraph
  - “Right! How many paragraphs are on this page?” two
  - “Correct. There are two paragraphs. How can you tell that there are two paragraphs?” two paragraph indents
- Write the following sentences on the board:
  - Day camp is fun.
  - Don’t you think so?
  - I can’t wait until tomorrow!
- Select children to read the sentences aloud.
  - “Are all of these sentences?” yes
  - “How do you know?” They each tell or ask something.
  - “What always comes at the end of a sentence?” period, question mark, or exclamation point
"Which sentence ends with an exclamation point?"  third one

- Repeat for the period and question mark.
- Distribute some colored pencils to each child. Children should read the story independently and then color the pictures.

**Classroom Practice**

- If time permits, play the Kid Card games listed in Lesson 80. Try to see that all children are prepared for tomorrow's assessment.
- If you provided a banana for each child, allow children to eat them now (or whenever it is convenient).

**School/Home Reinforcement**

- Send the following home with children at the end of the day:
  - Worksheet 84
  - Decodable Reader 30 (if the child can read it easily)
Lesson Preparation

Materials
- Letter tiles (in containers)
- Review Decks
- Letter Card 56 (ea)
- Picture Card 66 (leaf)
- Worksheet 86

Before class
- Put some leaves in a sack (or sacks, depending on your class size) for children to use to guess the new keyword.
- Cover the picture for digraph ea on Letter Cluster Poster A.
- Fold Spelling List 15 in half lengthwise (with the words facing out).

Lesson Warm-Up

Alphabet Activity

Objective: To practice alphabetizing

"Today we’ll work together as teams again to put our letter tiles into alphabetical order."

- Divide children into evenly matched teams of two or three. Distribute a letter tile container to each team.

"Before we start, let’s say the alphabet together so it’s fresh in our minds."

- Recite the alphabet together.

“When I say ‘Go,’ dump your tiles out, turn them to the lowercase side, set aside the extra e, i, o, and s letter tiles, and put them in alphabetical order. We’ll see which team finishes first.”

“Ready, set, go!”

- Allow time for every team to complete the activity, but give the team that finishes first some recognition.
- Have children return the tiles to the containers. Collect the containers.

Daily Letter and Sound Review

Objective: To practice letter recognition, affixes, letter sounds, and sight words

- Quickly review the Active Letter, Affix, Picture, and Sight Word Decks.
Have children spell unmastered sight words.

**Spelling Review**

**Objective:** To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute Worksheet 86. Make sure children turn to the correct side.
- Quickly review the following ten spelling sounds. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–#10.

```
1. /a/  a--e, a || ay  6. /a/  u--e, u
2. /s/  s, c || ss, se, ce  7. /๐/  u, a
3. /ar/ ar  8. /ch/  ch
4. /๐/  o--e, o || ow  9. /or/  or
5. /ee/  ee, e || ee, y  10. /kw/  qu
```

“Let’s practice spelling words. Put your finger by #11. Spell the word ‘open.’”

- Repeat with #12 (even).
- Spell each word out loud after children write it, so they can check and correct their work immediately.
- Have children set their worksheets aside for use later in the lesson.

Optional Handwriting Practice: For additional handwriting practice and review of previously taught sight words, distribute Handwriting Masters 53 and 54. Have children complete the sheets in class or as homework.

**New Increment: Digraph ea, Part 1**

“Echo these words and listen for the sound in the medial position.”

- Point to your mouth as you say each word:
  “Seal.” seal  “Pear.” peach  “Bean.” bean

“What sound do you hear in the medial position?”  /e/

- Review that /e/ is a voiced sound.
- Write the following on the board:
  seal  peach  bean

“There are two letters making the /e/ sound. Can you guess what they are?”  e and a

“What do we call two letters that come together to make one sound?” digraph
Review how to code digraphs.

Demonstrate how to code digraph ea on the board. Then finish coding the examples.

Select children to read the words and use them in sentences.

Introduce digraph ea (Letter Card 56).

Introduce the keyword “leaf” (Picture Card 66) with the sack activity or the riddle.

New Deck Cards for Digraph ea

Show Letter Card 56 and have children name the digraph.

“Our new keyword for digraph ea has the /e/ sound. See if you can guess it.”

Introduce the keyword “leaf” by allowing each child to feel inside the sack. Then count to three and have children whisper the keyword.

Alternate Activity: Introduce the keyword “leaf” with the following riddle:

“This is part of a tree or plant. Usually it’s green, but it can change color in autumn and fall to the ground. What do you think it is?” leaf

Show Picture Card 66 and uncover the picture on the letter cluster poster.

“The keyword ‘leaf’ helps us remember the /e/ sound spelled with digraph ea.”

“Digraph ea doesn’t follow our rules for spelling, so we won’t add that response to our spelling card for the /e/ sound.”

If time permits, allow children to examine the list of irregular spelling words in the Student Spelling Dictionary and Reference Booklet. Words spelled with the /e/ sound of digraph ea are listed on page 16. (Direct children to use the table of contents.)

Add the two new cards to the Review Decks.
Application and Continual Review

Boardwork

“Let’s practice coding words like those on today’s worksheet.”

- Remind children to refer to the wall cards or their reference booklets, if necessary.
- Write the following on the board (without the coding). Select children to code and read the examples:

  - funny
  - lunchroom
  - sample
  - test

Choose children to code:

- ná
- CV

- Discuss the definitions of any words children don’t know.
- Have children determine whether each example is a word, phrase, or sentence.

Worksheet

- Seat children where they can write comfortably.

  “Get out your worksheet.”

  “Let’s practice spelling with the /e/ sound. The /e/ sound in these words is spelled with digraph ea.”

- Have children spell the following:

  13. eat  14. each  15. reading

- Spell each word out loud after children write it, so they can check and correct their work immediately.

- When children finish, have them code and read the words by #16–#20 and then draw a line from one of the words (dream, tiger).

- Repeat with #21–#25. Children should match “tiger” to its picture.

- As children work, walk around the room and listen to each child read from the worksheet or High Frequency Word Box.

- Always check each child’s worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

Homework

“Turn your paper over.”

- Review reading the paragraph and answering the questions.
- Remind children to read the words in the High Frequency Word Box to someone at home.
- Have children set their worksheets aside.
Spelling List

"Leave your paper the way I put it on your desk."

- Distribute Spelling List 15, folded with the blank lines faceup.
- Say the following words in the order shown, sounding them out as needed. Remind children to use their reference booklets if they need help.

1. day  
2. fly  
3. trusted  
4. weekly  
5. campfire  
6. blooming  
7. under  
8. myself  
9. inside  
10. problem  
11. thought  
12. where

- Walk around the room to identify children who need extra help.
- When children finish, have them refold their papers widthwise so the handwriting lines are faceup and the sentences do not show.

"Let's practice spelling sentences."

➤ Note: Beginning today, an additional sentence is provided below for practice. You may choose which sentences you want children to spell, or have them spell all four.

- Remind children to begin each sentence with a capital letter and end it with a period.
- Say the following sentences one at a time, allowing time for children to write each one:
  
  My sister can subtract numbers well.
  She has a good grade in math.
  She can spell well too.
  Last summer she was in the spelling bee.

- When children finish, have them check their work on both sides and circle the sentences you want them to learn.

"Practice these words and sentences at home. We'll have a spelling test in a few days."

- Have children put their worksheets and spelling lists in their Homework Folders.

"Bring your worksheet back to me tomorrow."

Classroom Practice

- If time permits, play the Kid Card games listed in Lesson 85.

➤ Optional Fluency Practice: To obtain the maximum benefit of fluency instruction, children should practice fluent reading for at least 15 minutes every day. The Fluency Instruction booklet suggests a variety of reading activities.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  Worksheet 86
  Spelling List 15
  Handwriting Masters 54 and 55 (optional)

### Spelling Words

**1. Day**

**2. Fly**

**3. Trusted**

**4. Weekly**

**5. Campfire**

**6. Blooming**

**7. Under**

**8. Myself**

**9. Inside**

**10. Problem**

**11. Thought**

**12. Where**

**Notes:** The words followed by an asterisk are sight words and must be memorized.
Lesson Preparation

Materials
- Letter tiles (in containers)
- Retired Decks
- Letter Card 56 (ea; from Letter Deck)
- Picture Cards 67 and 68 (thread, steak)
- Alphabet/Accent Deck (Section 1)

Before class
- Put a spool of thread in a sack (or sacks, depending on your class size) for children to use to guess the new keyword.
- Cover the pictures for digraph ea and digraph ed on Letter Cluster Poster A.

Lesson Warm-Up

Alphabet Activity

Objective: To practice accenting and alphabetical order

- Seat children at tables or desks.

"Let's work with the Alphabet/Accent Deck. Let's sit and say the first syllable in a normal voice and then stand as we loudly say the accented syllable."

- Enrichment: If you feel children are ready, shuffle the deck before the activity. Warn them that the cards will be in random order.

- Show Alphabet/Accent Card 1.
- Have the class say "A" (sitting) and then "B" (standing and loudly).
- Continue with Alphabet/Accent Cards 2-25, moving as quickly as possible.

Daily Letter and Sound Review

Objective: To practice letter recognition, letter sounds, and sight words

- Quickly review the Retired Letter, Picture, and Sight Word Decks.

- Tip: If children seem to be missing concepts on cards that have been retired, move those cards back into the Active Deck(s).
Spelling Review

Objective: To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute Worksheet 87. Make sure children turn to the correct side.
- Quickly review the following ten spelling sounds. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–#10.

1. /i/ i–e, i || y
2. /k/ k, c || ck, k, ke, c
3. /a/ a–e, a || ay
4. /ar/ ar
5. /o/ o–e, o || ow
6. /s/ s, c || ss, se, ce
7. /e/ ee, e || ee, y
8. /ch/ ch
9. /u/ u–e, u
10. /or/ or

"Let's practice spelling words. Put your finger by #11. Spell the word 'ago.'"

"Remember, when you hear the /u/ sound in an open, unaccented syllable, you should spell the sound with the letter a instead of the letter u."

- Repeat with #12 (away).
- Spell each word out loud after children write it, so they can check and correct their work immediately.
- Have children set their worksheets aside for use later in the lesson.

New Increment: Digraph ea, Part 2

"Echo these words and listen for the sound in the medial position."

- Point to your mouth as you say each word:
  "Speak." speak  "Heat." heat  "Leak." leak

"What sound do you hear in the medial position?" /e/

- Write the words in a column on the board:

  speak
  heat
  leak

"What letters are making the /e/ sound?" digraph ea

"Right! We learned (yesterday) that digraph ea makes the /e/ sound."

"How should we code these words?" underline digraph, macron over e, cross out silent a
• Code the words as children instruct:

\[ \text{spēd} \]
\[ \text{hēdt} \]
\[ \text{leād} \]

"We learned that in this digraph, the first vowel is long and the second vowel is silent."

"Some digraphs have more than one sound."

"Echo these words and listen for the sound in the medial position."

• Point to your mouth as you say each word:

"Bread." bread "Sweat." sweat "Head." head

"What sound do you hear in the medial position?" /ē/

• Write the words in a second column on the board:

\[ \text{spēd} \text{ bread} \]
\[ \text{hēdt} \text{ sweat} \]
\[ \text{leād} \text{ head} \]

"There are two letters making the /ē/ sound. What are they?" e and a

"What do we call two letters that come together to make one sound?" digraph

"How do we code digraphs?" underline them

• Code digraph ea:

\[ \text{bread} \]
\[ \text{sweat} \]
\[ \text{head} \]

"How will we show that digraph ea makes the /ē/ sound?" breve over e, cross out a since it is silent

• Code the words:

\[ \text{brēad} \]
\[ \text{sweēt} \]
\[ \text{hēad} \]

"Do these words need any other coding?" no
Select children to read the words and use them in sentences.

Have children echo the following and identify the common sound: break, steak, great.

Write the following words in a third column on the board: break, steak, great.

Introduce the /a/ sound of digraph ea, and code the examples on the board.

• Select children to read the words and use them in sentences.

  "What two sounds do we know that digraph ea can make?" /æ/ and /e/

  "Well, guess what? Digraph ea makes a third sound!"

  "Echo these words and listen for the sound that's the same in each word."

  Break. break Steak. steak Great. great

  "What sound do you hear that's the same in each word?" /æ/

• Write the words in a third column on the board:

  speák breád break
  héát swéát steak
  léak héád great

  "What is making the /a/ sound?" digraph ea

  "How do we code digraphs?" underline them

• Underline the digraphs:

  break
  steak
  great

  "How will we show that digraph ea makes the /a/ sound?" macron

  over a, cross out e since it is silent

• Code the words as children instruct:

  bréák
  steäk
  gréät

  "Do these words need any other coding?" no

• Select children to read the words and use them in sentences.

• The words should be coded as follows:

  speák breád breák
  héát swéát steäk
  léak héád gréät
“What are the three sounds of digraph ea?” /ˈeɪ/, /ˈeɪ/, and /ə/.
“Are they voiced or unvoiced?” voiced
“Is digraph ea a vowel digraph or a consonant digraph?” vowel digraph
• Leave the words on the board for the remainder of the lesson.

Spelling with Letter Tiles
• Distribute the letter tile containers.
• Tell children which side to use, and have them lay their tiles in a row.
• Have children spell the following with their tiles:
  alike super over place
• Walk around the room to check that children spell the words correctly.
  “Let’s practice spelling sight words again.”
• Have children spell the following sight words:
  another many move
• Choose additional words from the Spelling Word List, if desired.
• Have children return the tiles to the containers. Collect the containers.

New Deck Cards for Digraph ea
• Show Letter Card 56 and have children name the digraph.
  “When you see this card, say ‘digraph ea.’”
  “Our new keyword for digraph ea has the /ˈeɪ/ sound. See if you can guess it.”

• Introduce the keyword “thread” by allowing each child to feel inside the sack. Then count to three and have children whisper the keyword.
  ▶ Alternate Activity: Introduce the keyword “thread” with the following riddle:
  “This is a very thin cord that comes on a spool and is used for sewing. You loop it through a needle’s eye to make stitches. What do you think it is?” thread
• Show Picture Card 67 and uncover the picture on the letter cluster poster.
  “When you see this card, say ‘thread, /ˈeɪ/.’”
  “The keyword ‘thread’ helps us remember the /ˈeɪ/ sound spelled with digraph ea.”
  “Our next keyword for digraph ea has the /ə/ sound. See if you can guess it.”
Introduce the keyword “steak” with the following riddle:
“This is a thick piece of meat. In the summertime, people like to
cook it on the grill. What do you think it is?” steak

Show Picture Card 68 and uncover the picture on the letter cluster poster.
“When you see this card, say ‘steak, /ā/’.”

“The keyword ‘steak’ helps us remember the /ā/ sound spelled with
digraph ea.”

“There is no rule that says which sound digraph ea will make, so
you’ll have to try each sound until the word sounds right.”

“The three sounds of digraph ea—/ē/, /el/, and /ā/—are irregular
spelling patterns, so we won’t add them to our spelling card
responses.”

If time permits, allow children to examine the list of irregular
spelling words in the Student Spelling Dictionary and Reference
Booklet. Words spelled with the /ē/ sound of digraph ea are listed
on page 18. Words spelled with the /ā/ sound of digraph ea are
listed on page 15. (Direct children to use the table of contents.)

Add the two new cards to the Picture Deck, and reinsert Letter Card 56
into the Letter Deck. Always keep Picture Cards 67 and 68 behind Picture
Card 66 to remind children that digraph ea has three sounds.

Application and Continual Review

Boardwork

“Let’s practice coding words like those on your worksheet.”

Coding Note: In the final example below, code “shiny” as a “vcv”
word. This will be less confusing for children than boxing the
suffix -y and then coding the rest of the word.

Write the following on the board (without the coding). Select children to
code and read the examples:

great book to read

bite of spoon bread with butter

Shiny starlight a woke Hank.

Worksheet

Seat children where they can write comfortably.

“Get out your worksheet.”
“Let’s practice spelling with the three sounds of digraph ea. The /e/, /ã/, and /ã/ sounds in these words are spelled with digraph ea.”

- Have children spell the following:
  13. read 14. bread 15. great

- Spell each word out loud after children write it, so they can check and correct their work immediately.

- When children finish, have them code and read the words by #16–#20 and then draw a line from one of the words (thread) to its picture.

- Repeat with #21–#25. Children should match “cartoon” to its picture.

- Although coding is important, reading is the ultimate goal. Spend time every day listening to each child read from the worksheet, the High Frequency Word Box, a controlled reader, or another material.

- Always check each child’s worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

**Homework**

“*Turn your paper over.*”

“Look at the picture at the top of the page. What do you see happening in the picture?”

- Allow time for children to describe the picture.

- Point out the sentences under the word box.

  “*These sentences tell us things that are happening in the picture. What do you notice about all of these sentences?*”  missing a word

- Explain to children that they should fill in each blank with the appropriate word from the word box.

- Remind children to read the words in the High Frequency Word Box to someone at home.

- Have children put their worksheets in their Homework Folders.

**Decodable Reader: Understanding The Story**

- Distribute Decodable Reader 31 (Jack and the Great Bean Plant).

- Select a child to read the title aloud.

- If necessary, explain the phrase “rob clean” (on page 1).

- Have children read the story independently. Continue with the following questions when they finish:

  “At the beginning of the story, what is Jack’s problem?” A mean beast took his and his mom’s things. They have little to eat.

  “What is Jack’s mother’s plan for getting food?” trade the ox for food

  “Why did Jack’s mother call the man with a beard a ‘cheat’?” He only gave Jack three yellow beans for the ox.
“Look at the picture on page 6. How does the picture help you know where the beast lives?” shows beast’s home in a castle in the clouds; sign on mail box tells that the beast lives there

“How did Jack solve their problem?” climbed up the plant, got all their things from the beast’s home, climbed back down, and chopped down the plant so the beast couldn’t get back down

Decodable Reader: Print Awareness

- Write the following on the board:

  With no fear, Jack went up the bean plant.

- Point to the comma.

  “What is this mark?” comma

  “Does this comma separate ideas in a sentence, a speaker’s words from the speaker’s name, or the items in a list?” ideas in a sentence

  “Let’s read this sentence together. Remember to pause a bit when we get to the comma.”

- Point to each word as you read the sentence together.

- Have children turn to page 6.

  “Why did the author use bold print for the last line on this page?” to show that these words are important

- Distribute colored pencils and let children color the pictures.

  Reminder: Keep the readers at school for practice. Send them home when children can read them easily.

Classroom Practice

- If time permits, take time to play the Kid Card games listed in Lesson 85.
School/Home Reinforcement

- Send the following home with children at the end of the day:
  Worksheet 87
  Decodable Reader 31 (if the child can read it easily)

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**Lesson 87**

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Lesson 87