



Literacy and Intervention

SAMPLE LESSON



**Intensive, Multisensory Reading Intervention
with Proven Results**

Grades Pre-K–8+



Level 4 Introductory Lesson 1: ea as /ē/



INTRODUCTORY**Lesson 1: ea**

Steps Overview		
Materials	Procedures	Examples
Step 1: Phonogram Cards		
<ul style="list-style-type: none"> Phonogram Cards 1–74 BLM p. 3, Key Word Concept Sheet <i>ea</i> 	<ul style="list-style-type: none"> Review Phonogram Cards 1–73. Introduce Phonogram Card 74. Introduce <i>ea, eat</i>. 	
Step 2: Phonological Awareness		
	<ul style="list-style-type: none"> Sound Identification: compare words with <i>ea</i> /ē/ with other words. 	<i>flea, bed, read, set, team, day, cheap, beach, meal, dream</i>
Step 3: Word Building		
<ul style="list-style-type: none"> Small Letter sets 	<ul style="list-style-type: none"> Students use letters to build words and sound them out. 	<i>beach, read, team, cheap, flea, meal, dream</i>
Step 4: Decoding and Sentence Reading		
<ul style="list-style-type: none"> Reader 4, p. 1 Concept Mastery Fluency Drill 27a 	<ul style="list-style-type: none"> Word decoding and sentence reading Develop vocabulary. <i>ea</i> automaticity 	<i>reap, yeast, eaves, shear</i>
Step 5: Prereading		
	<ul style="list-style-type: none"> Letter/sound analysis (What letters say /ē/? What do the letters <i>ea</i> say?) Sound Substitution: <i>teach</i> to <i>beach</i> 	<i>teach</i>
Step 6: Reading		
<ul style="list-style-type: none"> BLM p. 38, Word Find Sheet <i>ea</i> 	<ul style="list-style-type: none"> Circle <i>ea</i> words. Write sentences on the board to read. 	1. The seal left the sea and sat on the beach. 2. We can reach the peak by midday. 3. A peach is such a treat. 4. We can hear with our ears. 5. Each year the team has a winning streak.
Step 7: Sound Dictation		
<ul style="list-style-type: none"> BLM p. 50, Sounds and Words Dictation Paper 	<ul style="list-style-type: none"> Write known spellings for sounds. 	/ē/, /ā/, /ē/, /īng/, /ou/, /ānk/, /er/, /ā/, /ī/, /sh/
Step 8: Pr spelling		
	<ul style="list-style-type: none"> Say each phoneme. (What is the first sound you hear in <i>deal</i>? What is the second sound...) 	<i>deal</i>
Step 9: Spelling		
<ul style="list-style-type: none"> BLM p. 50, Sounds and Words Dictation Paper 	<ul style="list-style-type: none"> Dictate words, students write, then read. 	<i>deal, ears, cream, leak, hear, stream, sea, beach, steam, bleach</i>
Step 10: Sentence Dictation		
<ul style="list-style-type: none"> BLM p. 51, Sentence Dictation Paper 	<ul style="list-style-type: none"> Make a dash for every word in the sentence, then write each word on a dash. 	1. <u>We can hear with our ears.</u> 2. <u>The seal left the sea and sat on the beach.</u>

INTRODUCTORY Lesson 1

Lesson 1 ea introduces one of the three sounds for *ea*, /ē/ as in *eat*, which is its most frequent sound. The /ĕ/ sound of *ea*, as in *bread*, is taught in Lesson 2. The /ā/ sound of *ea*, as in *steak*, is taught in Lesson 3. The Key Word Concept Sheet contains all three sounds.

Some *ea* words have an *e* at the end, such as *leave*, *weave*, *eave*, and *heave*. These words have a silent *e* because words in English never end with the letter *v*.

Before beginning work on Lessons 1–3 and 1–3a–c, you can administer **Form A of Decoding Assessment: ea** to help determine a student's ability level with the three sounds of *ea*.

Step 1**Phonogram Cards****5**

I will hold up some consonants, some vowels, and some letter teams. When I hold up a consonant or a vowel, give the letter's name and sound. When I hold up a letter team, say the names of the letters and give their sound.

Shuffle and drill Phonogram Cards 1–73. Then hold up Phonogram Card 74.

Look at this card. These letters are *ea*. What are these letters? (*ea*) The letters are on a green card because they are a vowel team. These two letters make three different sounds. Today we will learn the sound they make most often.

Hold up Key Word Concept Sheet *ea*. Point to the picture showing *eat*.

The first key word you will learn for *ea* is *eat*. Say *eat*. Listen as I say the word *eat* slowly. The vowel team *ea* says /ē/. This is the sound these two letters make most often.

Hold up Phonogram Card 74 and Key Word Concept Sheet *ea*, and have students repeat the following several times: *ea*, /ē/, *eat*, /ē/.

Step 2**Phonological Awareness****5****SOUND IDENTIFICATION**

Close your eyes. I will say a word. Repeat the word and listen for the /ē/ sound. If the word has the /ē/ sound, hold up your hand.

Say *flea*. Have students repeat the word and hold up their hand.

Did you hear /ē/ in the word *flea*? (*yes*) Then you should hold up your hand.

Say *bed*. Students should repeat the word but should not hold up their hand.

Did you hear /ē/ in *bed*? (*no*) Then you should not hold up your hand.

Repeat the activity with *read*, *set*, *team*, *day*, *cheap*, *beach*, *meal*, and *dream*.

Step 3 **Word Building**

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Small Letters

**Distribute Small Letter sets, including Small Letter ea.**

We are going to build some words with the /ē/ sound of *ea*. Say *beach*. What is the first sound in *beach*? (/b/) Bring down Small Letter *b*. What vowel sound do you hear in *beach*? (/ē/) Bring down Small Letter *ea*. What is the last sound you hear in *beach*? (/ch/) Bring down Small Letter *ch*. Now go back to the beginning of the word. Point to each letter or team and say its sound. Then glide your finger under the whole word and say it fast.

Repeat the procedure with *read, team, cheap, flea, meal, and dream*.

Step 4 **Decoding and Sentence Reading**

10

Reader



Open your **Reader** to page 1. Put your finger under the first word. (*eat*) Find the vowel team *ea* in the word and underline it. What sound do the letters *ea* make? (/ē/) Now glide your finger under each sound and read the word. Who can use the word *eat* in a sentence?

Repeat the procedure with as many words as can be read in ten minutes, reading from left to right. With students who need more practice reading words with the vowel team *ea, /ē/,* use **Concept Mastery Fluency Drill 27a**.

VOCABULARY DEVELOPMENT

The following words may present meaning challenges for some students: *reap, yeast, eaves, shear*. Discuss unknown vocabulary with students using the strategies under Vocabulary Development in the Introduction to this Teacher's Guide.

Step 5 **Prereading**

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PHONEME-GRAPHEME ANALYSIS

Write *teach* on the board.

Look at this word. This word is *teach*. What is this word? (*teach*)

In the word *teach*...

- what letter says /t/? (t)
- what letters say /ē/? (ea)
- what letters say /ch/? (ch)
- what does the letter *t* say? (/t/)
- what do the letters *ea* say? (/ē/)
- what do the letters *ch* say? (/ch/)

Say *teach*. Say *teach* again, but instead of /t/, say /b/. (*beach*)

INTRODUCTORY Lesson 1**Step 6****Reading****15**

Distribute the first **ea Word Find Sheet** to each student.

Look at your Word Find Sheet. In the center, you see a square with the vowel team *ea* inside. What is the most common sound for *ea*? (/ĕ/) Find words on this page with the vowel team *ea*, and color the *ea* green. Then read each word and circle it. Remember to give *ea* the sound /ĕ/.

After five minutes, have students take turns reading their circled words aloud. As each word is read, write it on the board, and have students check it off on their paper.

Then write the following sentences on the board:

The seal left the sea and sat on the beach.

We can reach the peak by midday.

A peach is such a treat.

We can hear with our ears.

Each year the team has a winning streak.

Have a student come to the board to circle all the *ea* /ĕ/ words in the first sentence. Ask other students to read the circled words and then the whole sentence. Finally, read the sentence together with students. Repeat this procedure with each sentence.

Step 7**Sound Dictation****2**

Distribute **Sounds and Words Dictation Paper** to each student.

Say /ĕ/. What letters did you just learn that make this sound? (*ea*) What are three other ways you know to write this sound? (*e-e, e, y*) When I dictate /ĕ/, you should write all the ways you know to spell the sound.

Pick up your pencil and write *e-e, e, y, and ea* on your paper, naming the letters as you write. Look at the letters you just wrote. What are the names of the letters? (*e-e, e, y, ea*) What sound does *e-e* make? (/ĕ/) What sound does *e* make? (/ĕ/) What sound does *y* make at the end of a word? (/ĕ/) What sound does *ea* make? (/ĕ/)

Repeat with the following sounds. If a sound or sounds can be represented multiple ways, students should write all known ways to represent that sound.

/ā/ (*a-e, ay*), /ĕ/ (*e*), /ĭng/ (*ing*), /ou/ (*ou*), /ānk/ (*ank*), /er/ (*er*), /ă/ (*a*), /ĭ/ (*i*), /sh/ (*sh*)

Step 8 **Prespelling**

3

PHONOLOGICAL AWARENESS

Say *deal*. Now say a word that rhymes with *deal*. (*meal, steal, heal*) What sound do you hear at the beginning of *deal*? (/d/) What vowel sound do you hear in *deal*? (/ē/) What is the last sound you hear in *deal*? (/l/)

Step 9 **Spelling**

5



Have students use **Sounds and Words Dictation Paper** distributed in Step 7.

Say *deal*. Who can spell the word *deal*, writing the letters on the board as you name them?

Make sure the student spells the word *deal* with *ea*.

What vowel team do you see in this word? (*ea*) Let's spell *deal* together. Now pick up your pencil and write the word *deal*, naming the letters as you write. Underline the vowel team *ea*. What sound does *ea* make? (/ē/) Go to the beginning of the word and sound out each letter or team. Then glide your finger under the word and say it fast.

Repeat with the following words: *ears, cream, leak, hear, stream, sea, beach, steam, bleach*. When finished, have students take turns reading the words aloud.

Step 10 **Sentence Dictation**

5



Distribute **Sentence Dictation Paper** to each student.

Listen carefully as I say a sentence, and watch as I make a dash on the board for each word in the sentence.

We can hear with our ears.

Make a dash on the board as you say each word.

Say the sentence as I point to each dash. Let's say the sentence again, and you make a dash on your paper for each word we say. Now say the sentence again, pointing to each dash as you say each word.

Write the sentence on your paper, one word on each dash. Remember that the letters *ea* make the /ē/ sound. Put your pencil down when you finish, and go back and read the sentence to yourself. If you find a mistake, do not erase it. Instead, put brackets around the mistake and write the correct word above it.

You may need to demonstrate bracketing a mistake and making a correction, as shown under Sentence Dictation in the Introduction to this Teacher's Guide. Help students check and correct the sentence.

INTRODUCTORY Lesson 1

Which two words in this sentence have the sound /ē/ spelled *ea*? (*hear, ears*)
Did you remember to spell the sound /ē/ as *ea* when you heard it in these words? Who wants to read the sentence aloud?

Repeat the procedure with the following sentence: *The seal left the sea and sat on the beach.* When finished, have students read both sentences aloud.

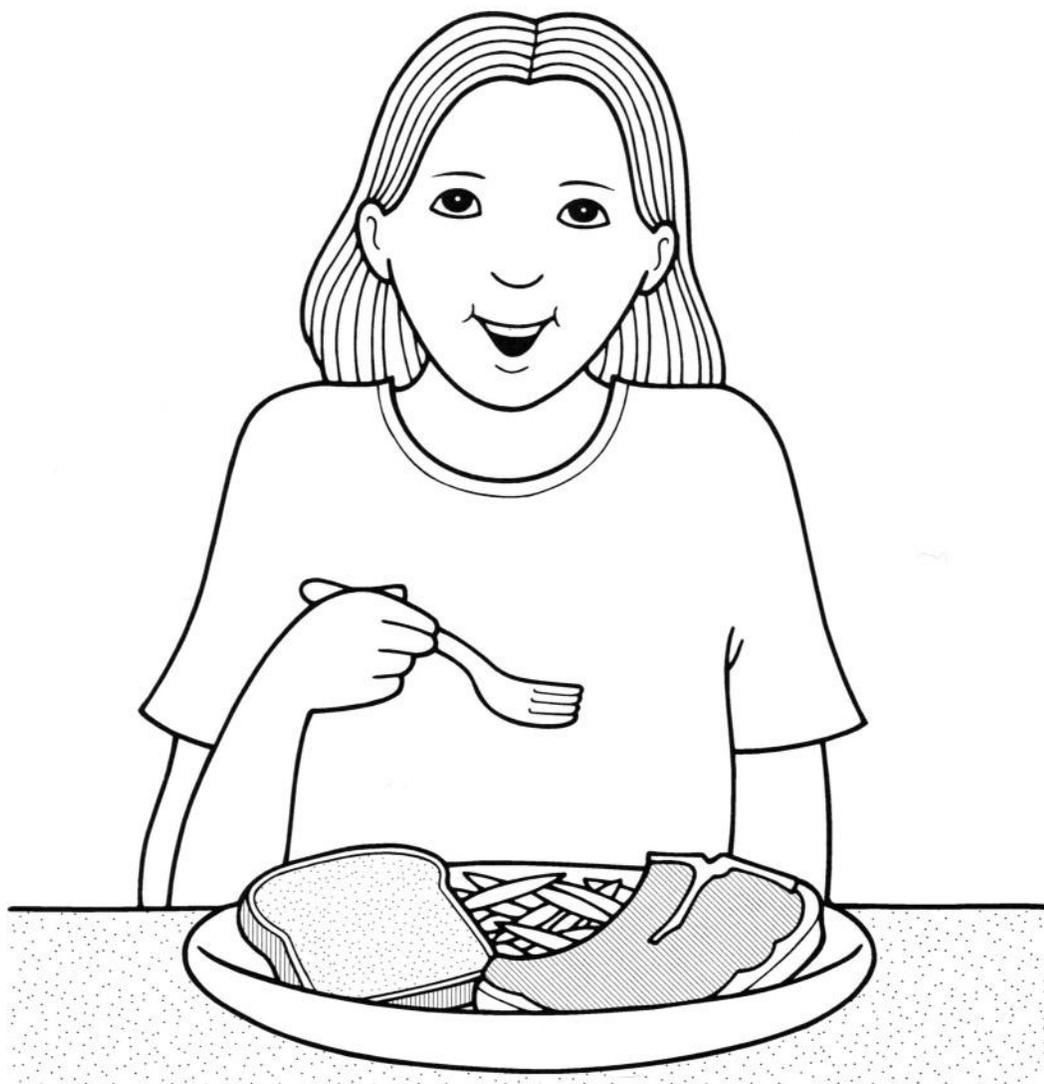
Independent Work

- Have students turn to page 1 in **Workbook 4**. Help them read the words in the box and identify the pictures. Have students read the first sentence and choose one word from the box that will complete the sentence, looking at the picture to see what the word should be. Encourage them to complete the page independently.

Assessment

- You may want to invite students to read **Quick Check Lesson 1** to you or a peer, or to take it home and read it to a family member.

ēa, ěa, eā



**Liz likes to ēat
brēad and steāk.**

P	B	T	D	K	C	G
F	V	S	Z	J	M	N
W	H	L	R	X	Y	Q
p	b	t	d	k	c	g
f	v	s	z	j	m	n
w	h	l	r	x	y	q
sh	ch	th	wh	qu		
ck	tch	gh	gh			

Photocopy These Small Letters on White Card Stock

Small Letters

a	i	o	u	e	A	I
O	U	E	é	y	ay	ou
ea	oa	ai	ee	oo	igh	
ie						

Photocopy These Small Letters on Green Card Stock

Small Letters


ea (eat)

eat	ear	each	mean	dear
leaf	weak	year	seat	east
team	meat	real	hear	bead
read	leak	beak	peak	heal
meal	lean	heap	tear	leap
seam	bean	reap	reach	peach
beach	teach	wheat	clear	clean
cheap	speak	streak	sneak	steam
squeak	dream	cream	treat	beast
beat	heat	neat	feast	yeast
least	sea	tea	leave	weave
heave	eaves	flea	each	seal
steal	beam	leak	stream	please
ease	fear	near	shear	bleach
leash	tease	deal	reason	sneaker



eat meat seat please each fear year near clear meat
clear near year fear each please seat meat eat year
meat please fear near eat seat each year clear seat
seat each year clear meat please fear near each eat
please fear near eat seat each year clear meat please
each year clear meat please fear near eat seat each
fear near eat seat each year clear meat please fear
year clear meat please fear near eat seat each year
please meat near fear seat eat year clear each seat
each seat year please clear meat near fear eat each
fear near please seat eat each clear year please meat
each clear year please meat fear eat seat near each

team

bed

teach

hat

tease

Stream

TRAFFIC

running

STONE

found

She

ease

shelf

Will



sneaker

fly

mild

leash

DREAM

eaves

beam

squeaky

helpful

reason

Peach

yeast

shear

Sounds

Words

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Name: _____

Date: ____/____/____

Sentences



beak

neat

seal

beads

tear

leaf

beach

peach

eat

cream

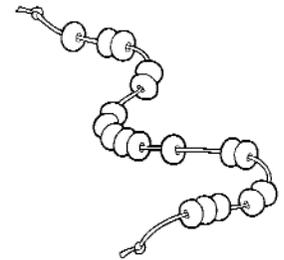
clean

leak

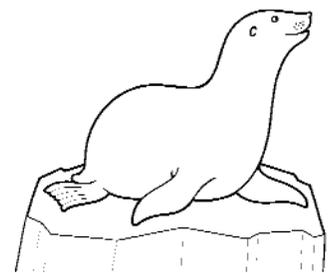
1. Neal was happy to eat an ice
_____ cone.



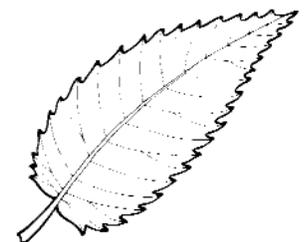
2. Jean made a necklace with plastic
_____.



3. This _____ is taking a rest
from swimming in the sea.



4. A _____ fell off the elm
and landed in front of me.



Quick Check Lesson 1

eat teach squeak heal

tea leaves had a reason

Clean your desk, please.

The beast had steam stream from its ears!

Quick Check Lesson 2

bread sweater threat deaf

healthy breakfast already dead

Spread the bread with butter and jam.

A heavy sweater got me through the winter.

Quick Check Lesson 3

steak tear great bear

a great steak wear and tear

The bear ate the pear.

You could break a leg if you jump from here.

Quick Check Lesson 1–3a

eat bread steak weather

make the team big breakfast

Please wear a sweater.

I like pears and bread for breakfast.