Level 4 Introductory Lesson 1: ea as /e/
# Lesson 1: ea

## Steps Overview

<table>
<thead>
<tr>
<th>Materials</th>
<th>Procedures</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Phonogram Cards</strong></td>
<td>• Review Phonogram Cards 1–73. • Introduce Phonogram Card 74. • Introduce ea, eat.</td>
<td>ea, eat, /ē/</td>
</tr>
<tr>
<td>• Phonogram Cards 1–74</td>
<td></td>
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<td>• BLM p. 3, Key Word Concept Sheet ea</td>
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<td></td>
</tr>
</tbody>
</table>

**Step 2: Phonological Awareness**

- • Sound Identification: compare words with ea /ē/ with other words.
  - flea, bed, read, set, team, day, cheap, beach, meal, dream

**Step 3: Word Building**

- • Students use letters to build words and sound them out.
  - beach, read, team, cheap, flea, meal, dream

**Step 4: Decoding and Sentence Reading**

- • Word decoding and sentence reading
  - reap, yeast, eaves, shear

**Step 5: Prereading**

- • Letter/sound analysis (What letters say /ē/? What do the letters ea say?)
  - teach

**Step 6: Reading**

- • Circle ea words.
  - 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**

- • Write known spellings for sounds.
  - /ē/, /ā/, /ē/, /ĭng/, /oul/, /ānk/, /er/, /â/, /f/, /sh/ |

**Step 8: Prespelling**

- • Say each phoneme. (What is the first sound you hear in deal? What is the second sound…?)
  - deal

**Step 9: Spelling**

- • Dictate words, students write, then read.
  - deal, ears, cream, leak, hear, stream, sea, beach, steam, bleach

**Step 10: Sentence Dictation**

- • Make a dash for every word in the sentence, then write each word on a dash.
  - 1. We can hear with our ears. 2. The seal left the sea and sat on the beach.
Lesson 1 ea introduces one of the three sounds for ea, /ē/ as in eat, which is its most frequent sound. The /ē/ 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**

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**

**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**

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**

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**

**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)
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? (/ē/) 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 /ē/.

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 /ē/ 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.

Distribute Sounds and Words Dictation Paper to each student.

Say /ē/. 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 /ē/, 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? (/ē/) What sound does e make? (/ē/) What sound does y make at the end of a word? (/ē/) What sound does ea make? (/ē/)

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.

/â/ (a-e, ay), /ê/ (e), /îŋ/ (ing), /ou/ (ou), /ânk/ (ank), /er/ (er), /â/ (a), /î/ (i), /sh/ (sh)
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/)

Spelling
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.

Sentence Dictation
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, ēa, eā

Liz likes to ēat brēad and steāk.

Key Word Concept Sheet
<table>
<thead>
<tr>
<th>ea (eat)</th>
<th>ea (eat)</th>
<th>ea (eat)</th>
<th>ea (eat)</th>
<th>ea (eat)</th>
<th>ea (eat)</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>ear</td>
<td>each</td>
<td>mean</td>
<td>dear</td>
<td></td>
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<tr>
<td>leaf</td>
<td>weak</td>
<td>year</td>
<td>seat</td>
<td>east</td>
<td></td>
</tr>
<tr>
<td>team</td>
<td>meat</td>
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<td>peak</td>
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<td>weave</td>
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<td>each</td>
<td>seal</td>
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<td>steal</td>
<td>beam</td>
<td>leak</td>
<td>stream</td>
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<td>tease</td>
<td>deal</td>
<td>reason</td>
<td>sneaker</td>
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</table>
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

Concept Mastery Fluency Drill 27a: ea
Sounds

Words

1

2

3

4

5

6

7

8

9

10

Full Lesson Dictation Paper
Name: __________________________ Date: __/__/__

Sentences

Full Lesson Dictation Paper
| 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.