

MATERIALS		DECODABLE BOOK
Ee sound/symbol card	Phonemic awareness worksheet	<i>Get the Pets</i>
Ee letter cards	Phonics worksheet	
Decodable word cards: teacher and student sets	Practice sheet	
High-frequency word cards	Workmat	

Phonemic Awareness

Materials: Phonemic awareness worksheet

- Say the word *egg* and emphasize the short /e/ sound: /e/ /g/. Ask students to listen for the short /e/ sound at the beginning of the word as you repeat it. Then have them say the word.
- Tell students you are going to say some words. Some of the words begin with /e/ and other words do not. Tell them they should say /e/ whenever they hear the short /e/ sound at the beginning of a word. Say the following words one at a time, allowing time for student response: *orange, exit, book, end, extra, globe, bag, edge, ride, empty, five*.
- Say the word *set*, emphasizing the /e/ sound, and ask students what sound they hear in the middle. Tell them that sometimes they can hear the short /e/ sound in the middle of words. Say the following words one at a time, and ask students to say /e/ whenever they hear the short /e/ sound in the middle of a word: *clap, gem, tune, clay, ten, head, teeth, tin*.
- Say the following sentence, emphasizing the short /e/ sounds, while students listen for words with the short /e/ sound: *The egg I ate got all over my red dress and made the biggest mess ever*.
- Repeat the sentence slowly and have students clap when they hear the short /e/ sound in the medial position. Then repeat the sentence and have them clap only when they hear /e/ in the initial position. Next, have them clap when they hear it in any position.
- Give students the phonemic awareness worksheet for extra practice.

Introduce the Sound/Symbol Relationship for Ee /e/

Materials: Sound/symbol card

- Show students the sound/symbol card for *Ee*. Read the word *egg* and point out that the letter *e* stands for the short /e/ sound in *egg*. Have students listen for the short /e/ sound as they read the word with you.
- Have a volunteer come up and point to the letter in the word *egg* that stands for the short /e/ sound.

Blend the Sounds

Materials: Decodable teacher word cards

- Place the decodable teacher word cards *pet*, *pen*, *ten*, *men*, *net*, and *set* in a pocket chart or along the chalkboard ledge. Ask students what the six words have in common. If students don't respond, point out they all have the short /e/ sound in the middle. Ask them to tell you the letter that stands for the short /e/ sound.
- Demonstrate sounding out the first word by saying each sound as you run your finger under the word: /p/ /eee/ /t/. Hold the non-stop sounds (only the /e/ in this case) for one second. Then say the word quickly: *pet*.
- Have students sound out the word with you, holding the /e/ sound for one second.
- Repeat the process with the words *pen*, *ten*, *men*, *net*, and *set*.

Cumulative Review/Practice Sounds

Materials: Decodable student word cards

- Line up the decodable student word cards in the pocket chart or along the chalkboard ledge. Tell students that they have already learned the sounds to say these words. Point to each word and read it with students. Then have individual students read the words. If they have difficulty reading a word, model how to blend the sounds to sound it out.
- Have students take turns sorting the decodable student word cards into groups according to the beginning sound. Repeat, having students sort the words according to the final sounds and the patterns of sound within words.
- If time allows, have students play Concentration. Have them spread two sets of decodable student word cards face down on a table. Have them take turns turning over two cards and reading them. If the words are the same and are read correctly, the student can keep the cards. If not, the student turns the cards back over and his/her partner takes a turn.

Spell Decodable Words

Materials: Letter cards, workmats

- Give students the letter cards *n*, *e*, *p*, *t*, *s*, and *m* and a copy of the workmat. Have them line up the letters *m*, *e*, *n* under the boxes on their workmat. Say the word *men* slowly. As you say the sounds, demonstrate how to push up each sound into a box on the workmat. Repeat and have students do theirs along with you.
- As you model, have students line up the letters *p*, *e*, and *t* under the boxes on their workmat. Say the word *pet*. Ask students what sounds they hear in the word. Then have them push up the letters one at a time as they say the sounds. Have them read the word they have made.
- Ask students what letters they need to spell the word *net*. Have students use the workmat to spell the word *net*. Repeat the process with the words *pen*, *set*, and *ten*.
- If time permits, use other letters from the letter card page and have students spell words they have learned in previous lessons.

Introduce New High-Frequency Words: *are*, *has*

Materials: High-frequency word cards

- Tell students they are going to learn two new words that they need to be able to recognize and read quickly. Hold up the high-frequency word card *are* and read the word. Have students read it with you. Have them write the word *are* in the air with their finger as you spell it out loud with them, pointing to each letter on the card as you say the letter name.
- Repeat the process with the word *has*.

Practice High-Frequency Words

Materials: High-frequency word cards

- Tell students they are going to practice quickly reading the new words and words from other lessons. Use all the high-frequency word cards. Flash the words one at a time. If students do not know a word, tell them what it is. Mix up the cards and repeat the process several times.
- Write the following sentences on the board: *Nan **is in** bed. Sam **and** Pap **can get** a pet. Nan **and** Dan **are with** Pop.* Have students read the sentences with you. Then have volunteers underline the high-frequency words.
- Place a set of the high-frequency word cards in the reading center for further practice, or provide students with individual sets of words for practice with a partner.

Read Words and Phrases**Materials:** Practice sheet

- Before students read the book, use the practice sheet to practice reading the words they will encounter in the book. Have them sound out each decodable word in rows 1 and 2, sound by sound, as they run their fingers under the word.
- Have them read each high-frequency word in rows 3 and 4 quickly.
- Then have them practice reading the phrases and sentences.
- If students are having difficulty reading the words, provide more practice in blending and spelling the words before they move on to the decodable book.

Read the Decodable Book**Materials:** Decodable book *Get the Pets*

- Show students the cover of the book. Have them read the title with you as you run your finger under each word. Ask students what they see in the picture and what they think the story might be about.
- Give students their books. Read the first page together as you model how to sound out decodable words and read high-frequency words quickly. If you think students are able to read the book on their own, have them continue reading the book independently. If you think students need more support, continue to read the book with them.
- After reading the book, ask students how Tom gets the pets back into the pen.

More Practice**Materials:** Phonics worksheet

- Have students complete the phonics worksheet.