

Lesson 41 EA as in *Bread*

Objective

In this lesson, students decode words containing the second sound of phonogram ea, discuss heteronyms, and learn the seventh job of Silent E.

You Will Need

- ☐ *Swing into Reading* pages 237-242
- ☐ Phonogram Card 51
- ☐ Jobs of Silent E chart
- ☐ Word Cards 246-258

Before You Begin

Review Phonogram EA



In Lesson 27, your student learned that phonogram ea has three sounds:

- /ē/ as in *leaf* (emphasized in this Lesson 27)
- /ě/ as in *bread* (emphasized in this lesson)
- /ā/ as in *great* (emphasized in Lesson 51)

In this lesson, your student will get very familiar with words containing the second sound of ea. Read the following examples and listen for the /ě/ sound.

head	heavy	ready	weather	instead
spread	deaf	death	bread	meant

Preview Heteronyms

Your student will also be introduced to the concept of *heteronyms*, which are words that have the same spelling but different pronunciation and different meanings. Examples include *read* and *lead*. Your student doesn't need to learn the term *heteronym* at this point.

Preview Leap Words

The Leap Words in this lesson include *guess* and *clothes*. Keep the following tips in mind when you teach them.

guess: In Level 4, your student will learn phonogram gu, which is a consonant team for hard g. Gu appears in only a dozen or so common words, including *guard*, *guide*, *guess*, and *guy*. *Guess* is treated as a Leap Word in this lesson because phonogram gu has not yet been taught.

clothes: In some regions, the th in *clothes* is pronounced /th/. If your student pronounces the th, you do not need to teach *clothes* as a Leap Word.

Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).

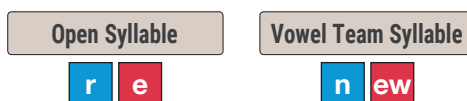


Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Build the following word with letter tiles. Have your student divide the word using the Prefixes syllable division rule, label with syllable tags, and read.

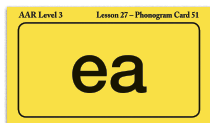
renew



New Teaching

Review Phonogram EA

Hold up the ea Phonogram Card.



“What are the three sounds of ea?” /ē/-/ě/-/ā/.

Build the word *heat*. h ea t

“What is this word?” *Heat*.

“What sound does ea make in the word *heat*?” /ē/.

“Good. You already know how to read many words in which ea says /ē/. Today you will learn words in which ea says its second sound, /ě/.”


File the Phonogram Card behind the Review or Mastered divider in the Reading Review Box.

New Teaching

(continued)

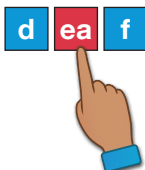
Blend Sounds with Letter Tiles


“Today you will learn words with the sound of /ē/ spelled ea. Repeat these words after me and listen for the /ē/ sound: *sweat, bread, weather*.” *Student listens and repeats the words.*

Build the word *deaf*. 

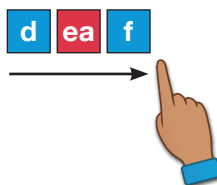
“I’ll sound out this first word, and then you’ll sound out the next word.”

Touch under the d and say /d/. 

Touch under the ea and say /ē/. 

Touch under the f and say /f/. 

Now go back to the beginning of the word. Slide your finger under the letters d-ea-f and say *deaf* slowly.



Finally, read the word *deaf* at a normal pace as we do when we speak.

Point to the ea again.

“As you know, the ea tile can say three sounds: /ē/, /ě/, and /ā/. If I didn’t already know which sound the ea made in this word, I would have tried the first sound, /ē/. But since /d-ēa-f/ with the /ē/ sound isn’t a real word, I would then try the second sound, /ě/. *Deaf* is a real word.”

Using the same blending procedure, have your student sound out the word *head*.



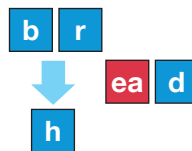
Leave the word *head* in the workspace.

New Teaching

(continued)

Play “Change the Word”

“I’m going to change the first letter of this word.”



“What does this new word say?” Encourage your student to sound out the new word, *head*.

Continue to change one or two tiles at a time to form the following words. Each time, have your student sound out the new word.

bread → dread → spread

Label Syllable Types

Build the following words with letter tiles. Have your student divide the words into syllables, label with syllable tags, and read. *Breakfast* uses the Compound Words rule; *sweater* uses the Suffixes rule.

breakfast		sweater	
Vowel Team Syllable	Closed Syllable	Vowel Team Syllable	Bossy R Syllable
b r ea k	f a s t	s w ea t	er

Discuss Heteronyms

Sentences for Read

Did you read my story in the newspaper?

The nurse read my report and gave me a shot.

I'd like to read ten books this summer.

Sam read the jokes and giggled.

Nancy read her book late into the night.

Why did Farmer Brown teach his sheep to read?

Sentences for Lead

My arms are tired and my feet feel like lead.

Jimmy will lead the crowd into the tent.

Can you pick up that block of lead?

Why did Sue lead the rabbits into the pumpkin patch?

© 2019 by All About Learning Press, Inc. All About Reading Level 3 - Using Your Reading 237

Turn to page 237 in the *Swing into Reading* activity book. You will refer to this page during this section of the lesson.

Build the word *read*.



“This word can be pronounced /rēd/ as in *Let’s read a book together*, or /rĕd/ as in *Yesterday you read a book*.”

“The only way to know which pronunciation to use is to read the sentence and figure out which word is needed.”

Have your student read the first set of sentences in the activity book and decide which pronunciation of ea to use for the word *read*.

New Teaching

(continued)

Build the word *lead*.



“This word can be pronounced /lēd/ as in *Lead your horse to the barn*, or /lěd/ as in *There’s no lead in my pencil*.”

Have your student read the second set of sentences in the activity book and decide which pronunciation to use for the word *lead*.

Complete Activity Sheet

“Now you get to answer some important questions.”



Yes or No

Remove page 239 from the activity book.

Cut out the Yes and No cards and the question cards. Place the Yes and No cards side by side on the table in front of your student. Place the sentence cards in a stack with the words facing down.

Have your student select and read a question card and decide whether to answer with a Yes or a No. Your student can then place the question card in a pile under the Yes or No card.

Continue until your student has answered all the questions.

Teach the Seventh Job of Silent E

Build the word *bye*.



“This word is *bye*, as in *Bye, see you tomorrow*.”

Point to the e. “Silent E is added to this word so it doesn’t look like *by*.”

Remove the e.



“This is *by*, as in *Stop by my house*.”

Replace the e. “Silent E helps us tell the difference between *by* and *bye*.”

New Teaching (continued)

Jobs of Silent E

Lesson 41 - Job #7

The silent jobs are very common.

Job	Explanation
1	Silent E can make the vowel before it long. e.g. ea in bread , ea in head
2	Silent E can make the vowel before it long. e.g. ea in head , ea in head
3	Silent E can make a word a soft. e.g. ea in heart , ea in heart
4	Silent E can make a word a soft when the letter is in a word. e.g. ea in heart , ea in heart
5	Silent E can make a word a soft when the letter is in a word. e.g. ea in heart , ea in heart
6	Silent E can make a word a soft when the letter is in a word. e.g. ea in heart , ea in heart
7	Silent E can make a word a soft when the letter is in a word. e.g. ea in heart , ea in heart

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Take out the Jobs of Silent E chart and read Job #7 with your student.

“So the seventh job of Silent E is to make the meaning of the word clear.”

Silent E does its seventh job in these words as well:

aw/awe **ew/ewe** **ow/owe** **or/ore**

Practice Reading Words

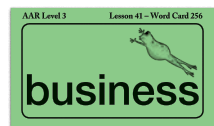
Have your student practice reading the words on Word Cards 246–255.

bread (We baked a loaf of bread.)	deaf	feather	head
health	heavy	meant	weather (Can you forecast the weather?)
breakfast	bye (Bye! See you later!)		

File the Word Cards behind the Review divider in the Reading Review Box.

Teach Three Leap Words: *business*, *guess*, and *clothes*

Show Word Card 256 to your student.



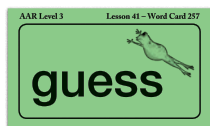
“This word is *business*, as in *My family opened a candy business*. This is a Leap Word because the b and the i don’t say the sounds we expect them to.”

New Teaching

(continued)

“What is this word?” *Business.*

Show Word Card 257 to your student.



“This word is *guess*, as in *Guess what I'm thinking!* This is a Leap Word because the u is silent.”

“What is this word?” *Guess.*

Show Word Card 258 to your student.



“This word is *clothes*, as in *I have to wash my clothes.* This is a Leap Word because the th is silent.”

“What is this word?” *Clothes.*

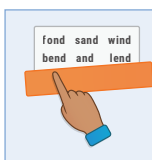
Review these Leap Words several times today and then file them behind the Review divider in the Reading Review Box.

Practice Fluency



Turn to pages 241-242 in the activity book.

Have your student read from the Practice Sheets.



Consider breaking up the Practice Sheets into more manageable chunks. For instructions, look for this icon in Appendix K.

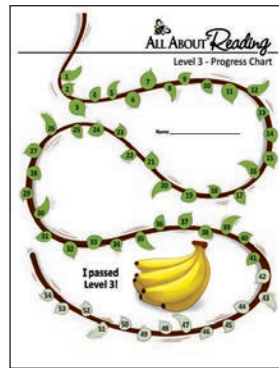
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 41 on the Progress Chart.

Lesson 41!

We are practically GENIUSES by now.

If Einstein were here, he'd probably tell us to give our memories a workout by going over our Phonogram Cards and Word Cards. And who can argue with Einstein?

Einstein would probably also tell us to reward ourselves with banana pudding when we're done.

He was smart like that.



Sentences for *Read*

Did you read my story in the newspaper?

The nurse read my report and gave me a shot.

I'd like to read ten books this summer.

Sam read the jokes and giggled.

Nancy read her book late into the night.

Why did Farmer Brown teach his sheep to read?

Sentences for *Lead*

My arms are tired and my feet feel like lead.

Jimmy will lead the crowd into the tent.

Can you pick up that block of lead?

Why did Sue lead the rabbits into the pumpkin patch?



Do you like blue sweaters?

Are bricks heavy?

Can you thread a needle?

Is bread tasty?

Are feathers soft?

Are you ready for lunch?

Is the weather nice today?

Would you like cake for
breakfast?

Do you have a hat
on your head?

Are your shoes
made of leather?

New Words

read	breath	health	meant	ready
bread	deaf	heavy	sweat	sweater
weather	head	feather	instead	breakfast
bye	business	guess	clothes	

Sentences

I took a wild guess at the riddle.

The tall boy outgrew all his clothes.

Thirty gray moths made their home in my wool sweater.

I'm very thankful to be in such good health.

My granny is deaf in her right ear.

We stocked up on jellies and bread at the market.

A finch feather floated on a wisp of air.

Sentences

The badger's breath smelled like worms.

Have you read my new book of stories?

I prefer poached eggs instead of toast for breakfast.

The rainy weather is bad for our sailing business.

Grace could hear the heavy door creak open.

Do you think the cop meant what he said?

The shrew said "Bye!" and wobbled out the door.

The tearful runner wiped the sweat from his brow.

More Words

spread	Heather	leather	threat	breathless
death	dread	steady	wealth	gingerbread
dreadful	lead	thread		