



SPELD NSW

# Help Me Read!

## Lesson Packs

Basic Code Set 3 - teaching 'e'

Basic Code EC-1 - teaching 'ay' & 'ai'

# Lesson pack for teaching 'e' in BC Set 3



## Set 3 Overview

<b>Set K- 3/BC-3</b>	<b>Content</b> k b h l u e v ck	<b>Skills</b> <ul style="list-style-type: none"> <li>• Articulation of /e/ and /v/</li> <li>• Decoding and Blending CVC words</li> <li>• ck as a final spelling</li> </ul>
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## Prior Sets Overview- What have the students already learned?

<b>GPC</b>	s, a, t, p, i, m, f, c, n, d, o, r, g
<b>Tricky Words</b>	l, as, is, the, my, a, has, off
<b>Morphemes</b>	-
<b>Skills</b>	Decoding and Blending CVC words

# Model Script for Basic Code: Set 3 'e'

## 1 Revise

### Revise prior learning:

Let's warm up by reading some sounds and words that we have already learned:

## 2 Teach



### Introduce the new learning directly and explicitly:

#### Teaching a NEW GPC

#### SAY & SHOW

Today we are learning how we write the sound: /e/.

This is the main way we write this sound. (Hold up the **e** grapheme card and repeat the sound)

/e/. This is the upper case 'E'.

Look at my lips- /e/. Notice the shape of my lips as I say /e/. It is like a smile, lips and teeth apart.

Now you say the phoneme /e/. Notice how it feels when you say /e/.

Look at your partner and say /e/. Look at their lips as they say /e/.

#### Practice

Some words we know with this sound are: 'wet, met, west, chest...' (oral only and segment to scaffold where necessary)

Thumbs up when you hear a word with /e/ ...let, test, nit fit, set, seat

#### Write

Write 'e'. Watch me write lower case /e/.

Now you have a go.

Write lower case /e/.

What is this sound?

(Point to grapheme) /e/.

## Model

## 3



### Teacher models and thinks out loud:

#### SAY & MAKE

Watch me. I am going to make the word 'set'. "I set the table for dinner"

(Use grapheme cards to make the word, saying each sound as you pull them down to the sound lines).



#### READ

Now I read the word. s-e-t -> set

(Point to the sounds and model strategy: decode and blend, continuous phonation, additive blending)

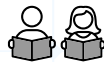
#### WRITE

Now I write the word. \_\_\_\_\_ -> set

(Say the sounds as you write the sound lines, then write the letters and read the word.)

Repeat with other words: e.g. met, ten

## 4



### Student volunteers respond with immediate feedback - other students provide choral response and make /write on their whiteboards

#### SAY & MAKE

You try- make 'met'.

Say the sounds as you move the grapheme cards. (Model segmenting)

#### READ

Now read the word.

(Point to the sounds and model blending strategy: decode and blend, continuous phonation, additive blending)

#### WRITE

Write the word. \_\_\_\_\_ -> set.

(Say the sounds as you write the sound lines, then write the letters and read the word.)

Repeat with other words: pet, pen, red, net, ten

## 5

### Summary of learning and application

So, when I see this letter 'e'... I read it as /e/.

Let's read some words.

(Provide students with a list of CVC words with 'e' vowel for targeted practice.)

set, pet, net, met, ten, pen, den, red, peg

## 6

### Independent Practice

Now you will complete a 'coding/read sound write' to practice using the new GPC in some words.

Coding Activity

set	ten
met	pen
den	red
	men

Read, Sound and Write

Read the word, say each phoneme, and write the spellings for each phoneme in the sound boxes. Then write the word again - say it out loud!

Read	Sound	Write
leg	l e g	leg
peg		
den		
end		
red		
ten		



## Coding Activity for Basic Code: Set 3 'e'

set

met

den

peg

ten

pen

red

men

## Coding Activity for Basic Code: Set 3 'e'

red

pen

men

fed

net

set

pet

met

## Read, Sound and Write Activity for Basic Code: Set 3 'e'

### Read, Sound and Write: Set 3

Read the word, say each phoneme, and write the spellings for each phoneme in the sound boxes. Then write the word in a sentence- read the sentence out loud!

Read	Sound			Write
peg	p	e	g	
set				
den				
red				
met				
ten				

# Read, Sound and Write Activity for Basic Code: Set 3 'e'

## Read, Sound and Write: Set 3

Read the word, say each phoneme, and write the spellings for each phoneme in the sound boxes. Then write the word in a sentence- read the sentence out loud!

Read	Sound			Write
net	n	e	t	
met				
pet				
rep				
get				
pen				

## Fluency Strips for Basic Code: Set 3 'e'

g r b t v d m  
l s e

get  
bet  
red  
set  
vet  
met  
let



n f d l g t b p  
e

end  
fed  
leg  
ten  
bed  
get  
peg



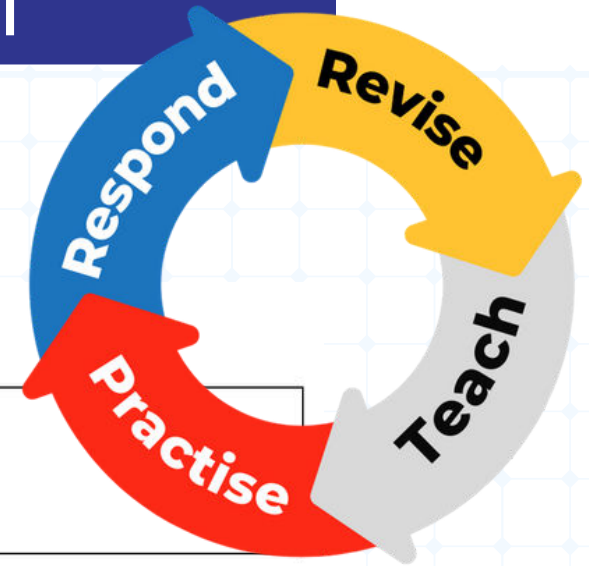
b g s m r n t d  
i e o u

got  
set  
end  
met  
mug  
red  
bin





# Lesson pack for teaching 'ay' and 'ai' in EC-1



## EC-1: Overview

<p>EC-1:</p>	<p><b>Content</b></p> <p>ai, ay, a_e</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Positional spelling</li> </ul>
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## Prior Sets Overview- What have the students already learned?

<p><b>GPC</b></p>	<p>s, a, t, p, i, m, f, c, n, d, o, r, g, k, b, h, l, v, e, u, x, y, qu, z, j, w, ss, ff, ll, zz, ch, sh, tch, th, wh, ng, le</p>
<p><b>Word structures</b></p>	<p>CVC and adjacent consonants</p>
<p><b>Tricky Words</b></p>	<p>I, as, is, the, my, a, has, off, his, to, of, for, see, he, she, we, be, me, was, do, her, are, too, let's, fell, will, no, go, so, into, said, you, some, little, say, day, play, look, with, put, love, come, all, they, please, your, o'clock, Mrs, Mr, again, by</p>
<p><b>Morphemes</b></p>	<p>Plural /s/ or /z/, /ed/ past tense, ing continuous tense /i/ /ng/</p>

# Model Script for Extended Code: EC-1 'ay' and 'ai'

## Revise 1

### Revise prior learning:

Let's warm up by reading some sounds and words that we have already learned:

## Teach 2

### Introduce the new learning directly and explicitly:

#### SAY

Today we are learning 2 ways to spell the sound: /ay/. Here are the 2 ways we will spell the /ay/ sounds today. (Hold up the **ay** **ai** grapheme cards and repeat the sounds) 'ay' and 'ai'



Look at my lips- /ay/. Notice the shape of my lips as I say /ay/. My mouth changes shape as I say the phoneme.

Now you say the phoneme /ay/. Notice how it feels when you say /ay/.

Look at your partner and say /ay/. Look at their lips as they say /ay/.

Some words we know with this sound are: 'bait, mate, play...' (oral only and segment to scaffold wher necessary) Thumbs up when you hear a word with /ay/ ... cat, gate, pan pain, wet, wait.

## Model 3

### Teacher models and thinks out loud:

#### SAY & MAKE

Watch me. I am going to make the word 'play'. "I like to play." \_\_\_\_\_ The /ay/ is here (last line), so I am going to use the spelling 'ay'. (Use grapheme cards to make the word, saying each sound as you pull them down to the sound lines).



## READ

Now I read the word. p-l-ay -> play (Point to the sounds and model strategy: decode and blend, continuous phonation, additive blending)

## WRITE

Now I write the word. \_\_\_\_\_ -> play (Say the sounds as you write the sound lines, then write the letters and read the word.)

Let me show you another one.

### Teacher models and thinks out loud:

#### SAY & MAKE

Watch me. I am going to make the word 'pain'. "I hurt myself and I am in pain." \_\_\_\_\_ The /ay/ is here (middle line), so I am going to use this spelling 'ai'. (Use grapheme cards to make the word, saying each sound as you pull them down).

## READ

Now I read the word. p-ai-n -> pain

## WRITE

Now I write the word. \_\_\_\_\_ -> pain (Say the sounds as you write the sound lines, then write the letters and read the word.)

### Summarise:

When I hear the /ay/ sound at the end of the base, I will use 'ay'. If I hear the /ay/ in the middle of the base, I will use this one, 'ai'.

## 4



Student volunteers respond with immediate feedback - other students provide choral response and make /write on their whiteboards

### SAY & MAKE

You try- make 'day'. "It is a lovely day." \_\_\_\_\_ Say the sounds as you move the grapheme cards. (Model segmenting)

## READ

Now read the word. d-ay -> day (Point to the sounds and model blending strategy: decode and blend, continuous phonation, additive blending)

## WRITE

Write the word. \_\_\_\_\_ -> day. (Say the sounds as you write.) Repeat with other words.

## 5

### Summary of learning and application

So, when I see this letter 'e'... I read it as /e/. Let's read some words. (Provide students with a list of CVC words with 'e' vowel for targeted practice.) set, pet, net, met, ten, pen, den, red, peg

## 6

### Independent Practice

Now you will complete a 'coding/read sound write' to practice using the new GPC in some words.

say      pay

play      lay

day      may

Read, Sound and Write

Read the word, say each phoneme, and write the spellings for each phoneme in the sound boxes. Then write the word again - say it out loud!

Read	Sound	Write
paid	p ai d	paid
boy		
say		
rain		



## Coding Activity for Extended Code: EC-1 'ay' and 'ai'

say

pay

play

lay

day

may

stay

sway

## Coding Activity for Extended Code: EC-1 'ay' and 'ai'

sail

plain

jail

pain

rain

nail

fail

train

# Read, Sound & Write Activity for Extended Code: EC-1 'ay' and 'ai'

## Read, Sound and Write: EC-1

Read the word, say each phoneme, and write the spellings for each phoneme in the sound boxes. Then write the word again- say it out loud!

Read	Sound					Write
rain	r	ai	n			rain
play						
stay						
snail						
say						
mail						



# Read, Sound & Write Activity for Extended Code: EC-1 'ay' and 'ai'

## Read, Sound and Write: EC-1

Read the word, say each phoneme, and write the spellings for each phoneme in the sound boxes. Then write the word again- say it out loud!

Read	Sound					Write
train	t	r	ai	n		train
ray						
rain						
fail						
pay						
brain						



## Fluency Strips for Extended Code: EC-1 'ay' and 'ai'

p d l n t s r  
ai

paid  
pail  
pain  
paint  
stain  
train



m w b s d l  
ay

may  
way  
bay  
say  
day  
lay



l s t n b r p d  
ai ay

lay  
stain  
brain  
tray  
sail  
day  
play



s n l m t r  
ai ay

snail  
may  
stay  
stain  
tray  
rain  
say

