

Decode and Spell CVC Words: Short e, Consonants *Dd/d/, Ll/l/, Hh/h/*

4

Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

Building Literacy

Segmenting can be used to build literacy. In segmenting, when children hear a word, they isolate the individual sounds in the word. Once children have learned sound-spelling relationships, they can identify each segmented sound with a letter. Segmenting fosters spelling. In this lesson:

- Children learn the sound-spellings of *d*, *l*, and *h*, three commonly used consonants in English.
- Children learn short *e*. Combined with the three consonants and previously learned consonants, this vowel allows them to decode many CVC words.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

deer	ten
lamp	hen
hand	seal
bread	ham
pool	pet
egg	log
net	bed
leg	dog
hill	bell
pad	hot



ENGLISH LANGUAGE LEARNERS

In Spanish the letter *h* is silent; the letter *j* stands for the sound /h/. Consequently, there is negative transfer between Spanish and English with the sound-spelling *h/h/*. Give students extra practice in relating *h* to /h/ and in reading words with *h/h/*.



show me

Have children look at their Targeted Lessons Student Book, p. 10. Have them name the three letters that they see at the top of the page. Remind children that the uppercase and lowercase letters *Dd*, *Ll*, and *Hh* are consonants.

Next, have children name the letter in the bottom chart. Remind them that uppercase *E* and lowercase *e* are vowels. **Today you will learn how to spell the sounds /d/, /l/, /h/, and /e/.**

Upper- and lowercase *Dd* spell the sound /d/. The first picture under *Dd* is a deer. What is the first sound in *deer*? (/d/) The letter *d* spells the sound /d/. Have children write *d* in front of the deer.

Continue the activity with *Ll/l/* and *Hh/h/*, having students identify the sound /l/ spelled *l* at the beginning of *lamp* and the sound /h/ spelled *h* at the beginning of *hand*.

Now look at the bread. What sound do you hear at the end of *bread*? (/d/) What letter spells the sound /d/? (*d*) Point out that *deer* starts with the sound /d/ spelled *d* and *bread* ends with the sound /d/ spelled *d*. Have children write *d* after the bread.

Continue the activity with *Ll/l/*, having students identify the sound /l/ spelled *l* at the end of *pool*.

Upper- and lowercase *Ee* can spell the sound /e/ as in *egg*. We're going to learn more about the sound /e/. Point out that in the word *egg*, the sound /e/ is spelled *e* and is at the beginning of the word. Have children write *e* on the line. Point out the net and segment the sounds in *net*: /n/ /e/ /t/. The sound /e/ is in the middle of the word *net*. Have children write *e* on the line in the middle of the word.

SPELLING PATTERNS

d/d/ The sound /d/ is always spelled *d*.

l/l/ The sound /l/ is spelled *l* or *ll*.

h/h/ The sound /h/ is always spelled *h*.

e/e/ The sound /e/ is usually spelled *e* at the beginning or in the middle of a word. It may be spelled *ea* in the middle of a word.



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show me



Name each picture. Write the letter that spells the first sound in each word.

Dd	Ll	Hh
 <u> </u>	 <u> </u>	 <u> </u>

Write the letter that spells the last sound in each word.

Dd	Ll
 <u> </u>	 <u> </u>

Write the letter that spells the vowel sound.

Ee	Ee
 <u> </u>	 <u> </u>

guide me

Have children turn to p. 11. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the missing letter or letters in each word.)

The first picture is a leg. Let's say the sounds in /eg/. I'll go first and then you can say the sounds after me: /l/ /e/ /g/, /eg/. Have children repeat the segmented sounds and then blend the sounds to say the word. The middle letter is missing. What is the middle sound in /eg/? (/e/) What letter spells the sound /e/? (e)

The sound /l/ is usually spelled l. But sometimes it is spelled ll when the sound /l/ comes at the end of a word. Here's an example. The second picture is a picture of a hill. The sound /l/ at the end of hill is spelled with two l's. Have children write ll in the blanks under the second picture.

The next picture is of a notepad. Let's say the sounds in pad. Say the segmented sounds in pad and then have children repeat the sounds after you: /p/ /a/ /d/, pad. Then have children blend the sounds to say the word. The last letter is missing. What is the final sound in pad? (/d/) What letter spells the sound /d/? (d)




work time

Have children name the pictures: ten, hen, seal, ham, pet, log, bed, dog, bell. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letter that spells the missing sound. For the last item, have children write the letters to spell the whole word. (bell) Remind them that final /l/ can be spelled ll.

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guide me

Name each picture. Fill in the blank or blanks with the missing d, ll, h, or e.

 l e g	 hi l l	 p a d
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work time

Name each picture. Write the letter that spells the missing sound in each word. For the last one, spell the word.

 1. t e n	 2. h e n	 3. sea l
 4. h a m	 5. p e t	 6. l o g
 7. b e d	 8. d o g	 9. b e l l

PHONICS AND SPELLING 11

guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 12. Remind children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *who*. **This word is *who*.** **When do we use the word *who*? We use it when we are asking a question about a person.** Have children repeat the word after you as they point to it. Do this several times. **The next word is *has*.** It begins with the sound /h/ spelled *h*. It has /a/ spelled *a* in the middle. But the letter *s* sounds like /z/. I'll use it in a sentence: *My cat has soft fur*. Have children repeat the word after you as they point to it. Tell children that they will read the words *who* and *has* as they read the story *Who Has a Pet?*

work time

Decodable Text Have children look at *Who Has a Pet?* Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle and read the words with the sound /e/. (*pet*, *Ed*, *hen*, *Deb*, *Len*) Have children point to and read the words with the sound /d/. (*Ed*, *Deb*, *dog*) Do the same for the sounds /l/ (*Lil*, *Len*) and /h/ (*has*, *hen*, *hot*).

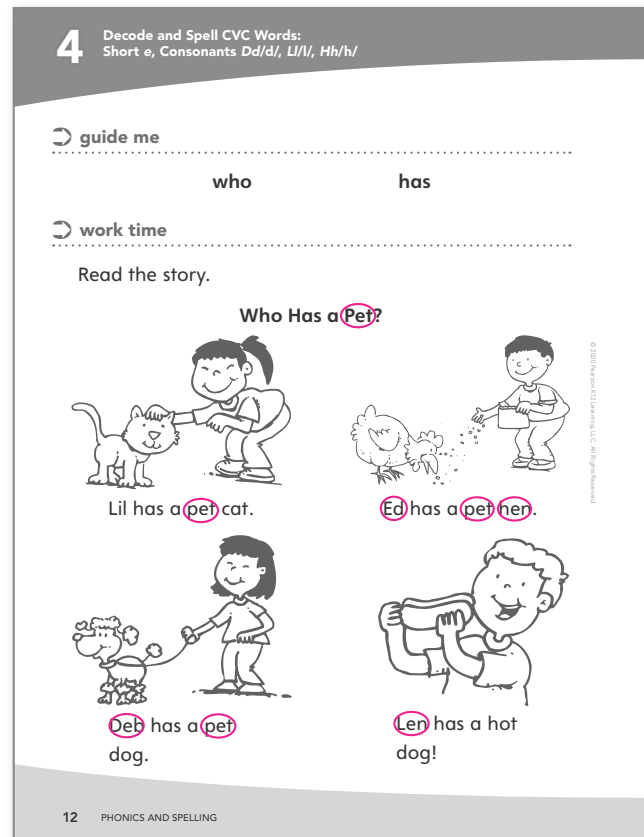
check for understanding

Write the letter *l*. **What is the sound for this letter?** (/l/) Write the letter *e*. **What is the sound for this letter?** (/e/) Write the letter *g*. **What is the sound for this letter?** (/g/) Listen as I blend the sounds together: /l/ /e/ /g/, *leg*. Blend the sounds with me: /l/ /e/ /g/, *leg*. Blend the sounds without me. Repeat with the words *hem* and *den*. Make sure children identify the correct sounds for *d*, *l*, *h*, and *e*.

Let's spell words with the sounds and letters we've learned. The first word we will spell is *led*. What sounds do you hear in *led*? (/l/ /e/ /d/) What is the letter that spells the sound /l/? (*l*) Write the letter *l* on a sheet of paper. What is the letter for the sound /e/? (*e*) Write the letter *e*. What is the letter for the sound /d/? (*d*) Write the letter *d*. Let's read the word: /l/ /e/ /d/, *led*. You spell the word *led* l-e-d. Continue with *hen*, *dig*, *lot*, and *had*.

reflect

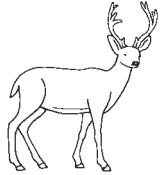
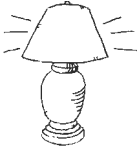

Have children think about what they have learned. **What new words can you read and spell? How does being able to read and spell these words help you?**



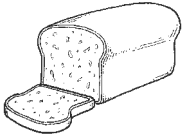
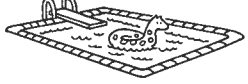
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➞ show me

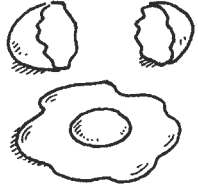

Name each picture. Write the letter that spells the first sound in each word.

Dd	Ll	Hh
— 	— 	— 

Write the letter that spells the last sound in each word.




Dd	Ll
 —	 —

Write the letter that spells the vowel sound.

Ee	Ee
— 	n _ t 

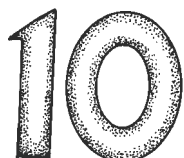


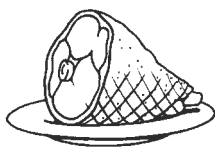





➤ guide me

Name each picture. Fill in the blank or blanks with the missing *d*, *ll*, *h*, or *e*.

 l _ g	 hi _ _	 p a _
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➤ work time

Name each picture. Write the letter that spells the missing sound in each word. For the last one, spell the word.

 1. t _ n	 2. _ e n	 3. s e a _
 4. _ a m	 5. p _ t	 6. _ o g
 7. b e _	 8. _ o g	 9. _ _ _ _

➤ guide me

who

has

➤ work time

Read the story.

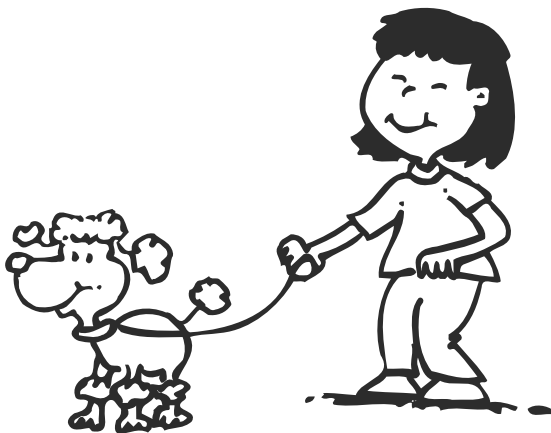
Who Has a Pet?



Lil has a pet cat.



Ed has a pet hen.

Deb has a pet
dog.Len has a hot
dog!