

Day 3 Lesson Focus: Finishing Touches (Print Features)

Morning Meeting & Foundational Skills
5–15 min.

Interactive Read-Aloud
15–40 min.

Reading Lab
20–40 min.

Writing
20–40 min.

Morning Meeting

Yesterday, we learned about... Today, we will look at the print features authors use that we may want to include in our own books. We will also read and spell words with the long “e” sound.

1. Warm Up: Phonological Awareness

Phoneme Manipulation Practice: Say “green.” Stretch it out. Now say it again, but change /n/ to /d/. What’s the new word?... Right, “greed.” Now take off /g/. What’s the new word?... Right, “reed.” Continue to manipulate phonemes to make new words (e.g., “reed” → “seed” → “seek” → “week” → “peek” → “cheek,” etc.) as long as student engagement is high. Remember, this should take no longer than one minute.

2. Morning Message

As you write your Morning Message, model using Key Words and Power Words to spell new words.

Example: *Dear Researchers,*

Today, we will look at other sections or parts of books that you may want to add to your own book. We will also read and spell words like “feet,” “teeth,” and “sweet.”

Love,

(Your Name)

Interactive Writing

Share the thinking and the pen with students to compose the Morning Message.

Think-Aloud: Think aloud about what you want to write. Say the message or part of the message aloud before you write. Ask students to say it with you.

Write: Students help figure out and write parts of the message with you (use Key Words to spell new words, practice student Power Goals, and use grade-level mechanics [capital letters, end punctuation, etc.])

Phonics Focus: Stop before you write the word “feet.” *I want to write the word “feet.” Say it. Stretch it out. What do you hear first?... Yes, /f/. How do we spell that?... Yes, with the letter “f.” Let’s write “f.” What do you hear next?... Yes, /ē/. What Power Word could we use to help us spell the sound /ē/?... Yes, the word “see” also has the sound /ē/. What letters spell the sound /ē/ in “see”?... Yes, with the letters “ee.” Let’s write -ee to spell /ē/ in “feet.” What do you hear next?... Yes, /t/. How do we spell that?... Yes, with the letter “t.” Let’s write “t.” Now let’s blend the parts together and read the word.*

Repeat this process to write the words “teeth” and “sweet.”

Language Conventions: *Conjunctions are words that connect two other words or phrases together, like “and,” “or,” and “but.” What words in our message are conjunctions?... Yes, “or,” etc. Underline the word(s) as students respond.*

Foundational Skills Focus

Phonological Awareness

Phoneme Manipulation

Phonics

Read, Spell, and Analyze
One-Syllable Words:
Long Vowel Teams: “ee”

Word Study

Read and Spell
One-Syllable Words

3. Phonics/Word Study

Read the Message: Have students try to read the message in unison with you.

Analyze the Message: Ask students to find and circle, underline, box, etc., parts of the message related to the Phonics Focus and student Power Goals (e.g., using Key Words and Power Words to spell new words, correctly spelling Power Words, letter-sound correspondences, etc.).

Study: Spelling Word “feet”

- **Say and Segment the Spelling Word:** *Today, we’re going to read and spell words with a new spelling for the sound /ē/. Say the word “feet.” Stretch it out. What sounds do you hear?*
- **Display the Spelling Word:** *Let’s take a closer look at “feet.”*
- **Map Sounds to Letters in the Spelling Word**
 - *What letter spells the sound /f/? (“f”)*
 - *What letter spells the sound /t/? (“t”)*
 - *What letters must be spelling the sound /ē/? (“e” and “e”)*
 - *Yes, sometimes the sound /ē/ can be spelled with “e” and “e,” like in the word “feet.”*

Spell New Words with “ee”: *Now I’m going to say a word and you’ll help me spell it.*

- *“Teeth.” Say the word. Stretch it out. What sounds do you hear? What letters represent those sounds?*
- *Students write the word using skywriting, palm writing, or dry-erase boards. Repeat with other “ee” words as long as student engagement is high (e.g., sweet, green, bleed, feel, etc.) Let’s add these words to our Word Study chart.*

Look for Patterns: *What part is the same in all the words on our list?... Yes, “ee.” Let’s underline it. What sound do these letters spell? This sound is called long “e.” Where do you usually see “ee” spelling the sound /ē/?... Yes, “ee” can spell the sound /ē/ in the middle or at the end of a word.*

Read New Words: Read and study the words on the list together. Coach as needed. For example:

Here’s how you can read “sweet”:

- *What sound does the “s” spell? (/s/)*
- *What sound does the “w” spell? (/w/)*
- *What sound does the “ee” spell? (/ē/)*
- *What sound does the “t” spell? (/t/)*
- *Blend the sounds together. Read the word.*

Form Connections to Other Long “E” Words: Add today’s sound-spelling correspondence to your Word Study chart.

What other words do you know that have the /ē/ sound like in “feet”? Whisper it to your partner... Yes, in “heat” and “keep” you can hear the sound /ē/ like in “feet,” even though the sound is spelled differently in “heat.”

Apply: Students complete the day’s activities in their Word Study Notebooks.