

Lesson 41 - Silent e: ī ē

Overview:

- Review all long vowel sounds
- Review Phonics Rules
- Review Silent e Rule
- Introduce silent e with long i sound
- Introduce familiar word families
- Compare short and long vowels

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 2: *Dick's Bike Ride*

Teaching Tips:


Introduce familiar word families with **i** and the silent **e**: **ide, ike, ile, ime, ine, ipe, ire.**

Explain the difference between short **i** and long **i** sound in word change: **dim – dime.**


Activity 1. List vowels **a, i, o,** and **u** on the white board with diacritical markings. Review the Silent e Rule: When two vowels are close together in a word, the FIRST one says its own name and the other one is silent as in **bake, dine, rode, tune.** Use diacritical markings with a crossed out **e**, and a straight line (macron) above the first vowel.

LESSON 41
Silent e: ī ē

Bible

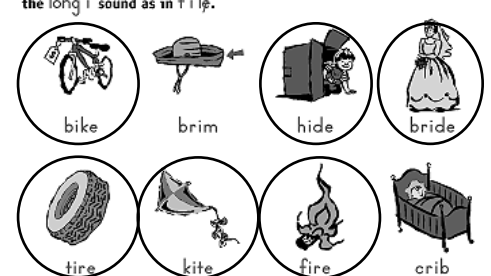


ride



Review Silent e Rule: When two vowels are close together in a word, the first one says its own name, and the other one is silent as in tāmē, fīlē, dōmē and cūbē.

1 Look at the pictures below. Put a circle around those you hear with the long ī sound as in fīlē.



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Study the pictures together and discuss the meanings for vocabulary development. Discuss family endings: **-ide, -ike, -ile, -ime, -ine, -ipe, -ire.** Have the student put a circle around those that have the long **i** sound.

Pictures: **bike, brim, hide, bride**
tire, kite, fire, crib

Activity 2. On the white board, have the students print the words with short **i**, then add the silent **e**: **pin** to **pine**, **Tim** to **time**. As soon as they understand the concept, have the student print the words with short **i**, and then add the silent **e**. They will use the diacritical marking to cross out the **e** and make a straight line over the long vowel **i**.

Pictures: **pin to pine, kit to kite, Tim to time, rip to ripe, fin to fine, fir to fire**

Activity 3. Study the pictures together and discuss the ending sound of each. Have the student print the word below the picture. Student will then cross out the silent **e** and put a straight line over the vowel **i** to show it has the long **i** sound.

Words: **ride, pipe, dime, pie**

Activity 4. Study the words and the pictures together and discuss the meanings. Have the student draw a line from the word to the picture it matches.

Pictures: **pine, kite, shine, dime, fire**

Activity 5. Read the sentences together and discuss the pictures. Have the student draw a line to match the picture.


Pictures: **Mike has time to fix his tire. Jane can hide in a shed. Jake has a dime in his hand. Ike has a red and white kite.**

Activity 6. Read the make-up words.

Make-up Words: **brife, blape, chade, thide**


LESSON 41
Silent e: i g

2 Print the words that have a short vowel sound. Then after each word add a silent **e**, cross it out, and make a straight line over the **i**.



pin kit Tim


pīnē kītē Tīmē



rip fin fir

rīpē fīnē fīrē

3 On the lines below, write the words that match the pictures. Cross out the silent **e** and put a straight line over the vowel **i** to show it has the long **i** sound.

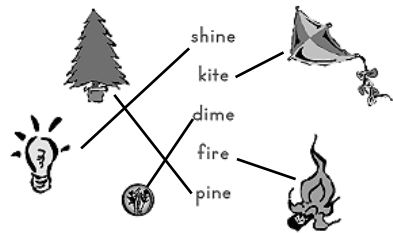


rīdē pīpē dīmē pīē

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LESSON 41
Silent e: i g


4 Draw a line from the word to the picture it matches.





shine kite pine


dime fire

5 Read the sentences. Draw a line to match the picture.

Jane can hide in a shed. 

Jake has a dime in his hand. 

Ike has a red and white kite. 

Mike has time to fix his tire. 

6 Read the make-up words.

brife blape chade thide

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Lesson 54 - Review Short Vowels & Review Silent e:

a e; i e; o e

Overview:

- Review silent e: **a e, i e, o e**
- Review short vowels
- Comprehension: Choice of sentences to match picture
- Review rhyming words

Materials and Supplies:

- Teacher's Guide & Student Workbook
- White board
- Reader 2: *Dopey's Home*

Teaching Tips:

Review the Vowel Rule and the Silent e Rule. Use the white board with a list of words with all of the short vowels. Have the student read the words. Then use the same words and have the student put a silent e on the word. Encourage him to pronounce the words, even though some may be make-up words. Use the white board to reinforce rhyming word activities.

Activity 1. Have the student read the words aloud. Then have him put a circle around the words that have a short a sound as in **pan**.

Words: **cap, map, sat, dip, brag, chin**
lid, bed, nap, kit, clap, flap

LESSON 54
 Review: Silent e; a, i, o.

1 Put a circle around the words that have a short a sound, as in pan.

cap map sat dip brag chin
 lid bed nap kit clap flap

2 Put a circle around the words that have a short o sound, as in dog.

drip God fun tot clam rob
 hop dot log bun hog pen

3 Put a circle around the words that have a short i sound, as in fit.

hid hip cap bit cot red
 jog bib rip dig lip rim

4 Draw a line from the word to the picture it matches.

Activity 2. Have the student put a circle around the words that have a short o sound as in **dog**.

Words: **drip, God, fun, tot, clam, rob**
hop, dot, log, bun, hog, pen

Activity 3. Put a circle around all the words that have short i sound, as in **fit**.

Words: **hid, hip, cap, bit, cot, red**
jog, bib, rip, dig, lip, rim

Activity 4. Study the words and pictures together. Have the student draw a line from the word to the picture it matches.

Pictures: **grape, pole, game, vase**

Activity 5. Together with your student, review the words with short vowels. Student will put a silent **e** at the end of all the words and pronounce both sets of words. The student will mark the first vowel with a straight line, and cross out the silent **e**. Read the words again and put a circle around those that have a long **a** sound.

Words: **cane, made, bite**
cape, time, fine
dime, hope, robe

Activity 6. Review the rhyming rules. Read the words in the word bank together. Have the student print the words from the word bank on the lines next to the word that rhymes with it.

spank/**bank, drank, crank**
 spin/**thin, chin, win**
 spot/**dot, rot, hot**
 spill/**mill, fill, hill**

Activity 7. Read the words together. Student will put a silent **e** at the end of all the words and pronounce both sets of words. The student will mark the first vowel with a straight line, and cross out the silent **e**. Read the words again and put a circle around those that have a long **i** sound.

Words: **tape, hide, rate**
pipe, kite, ride
bite, code, fine

Activity 8. Study the pictures together and read each set of sentences. Discuss the meaning for vocabulary development and comprehension. Have the student choose and underline the sentence that matches the picture.

Five men slip in the mud.
 Five men sip punch.
 Jane has a game on the cot.
Sam will rest on the cot.
 The dog has a big spoke.
The dog has a big bone.
I like to ride a bike.
 The milk is white.

LESSON 54
Review: Silent e; a, i, o

① Put a silent e at the end of all the short vowel words. Mark the first vowel with a straight line and cross out the silent e. Read the words and put a circle around those that have a long a sound.

cānē māde bītē
 cāpē Tīmē finē
 dīmē hōpē rōbē

② Write the rhyming words from the word bank on the lines below.

| | | | | | |
|------|-------|------|------|------|-------|
| mill | thin | fill | hot | bank | chin |
| dot | crank | rot | hill | win | drank |

spank: bank drank crank
 spin: thin chin win
 spot: dot rot hot
 spill: mill fill hill


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LESSON 54
Review: Silent e; a, i, o


① Put a silent e at the end of all the short vowel words. Mark the first vowel with a straight line and cross out the silent e. Read the words and put a circle around those that have a long i sound.

tāpē hidē ratē
 pipē kitē ridē
 bitē codē finē


② Look at the sentences below. Underline the correct sentence to match the picture.




Five men slip in the mud.
Five men sip punch.



Jane has a game on the cot.
Sam will rest on the cot.



The dog has a big spoke.
The dog has a big bone.



I like to ride a bike.
The milk is white.

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Lesson 75 - Consonant Blend: sm

Overview:

- Review beginning consonant blends studied so far
- Introduce beginning consonant blend **sm**
- Alphabetical order

Materials and Supplies:

- Teacher's Guide & Student Workbook
- Alphabet flow-chart
- White board
- Reader 2: *Smell the Roses*

Teaching Tips:

Review consonant blends used at the beginning of a word. Use the white board to present the new beginning blend **sm** with both long and short vowels.

Activity 1. Study the pictures and discuss their meaning. Have the student put a circle around each picture that starts with the sound **sm**.

Pictures: **smelt, smash, smile, small, spell, smoke, grass, smudge**

Activity 2 & 3. Practice printing **Sm** with a capital **S** and then with a lower case **s**.

Activity 4. Read the words together. Study the pictures and discuss the meaning. Introduce the word **Mr.** Have the student draw a line from the word to the picture it matches.

Pictures: **smock, Mr. Smith, smelt, smell, smash**

Activity 5. Read the words together. Use the alphabet flow-chart to have the student locate the correct placement of each word. The student will print the words in alphabetical order in the workbook.

LESSON 75
Consonant Blend **sm**

sm

The consonant blend **sm** is used at the beginning of a word. The **sm** makes the sound we hear at the beginning of **smell**.

1 Put a circle around each picture that starts with the sound **sm**.

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LESSON 75
Consonant Blend **sm**

2 Practice printing **Sm** with a capital **S**.

3 Practice printing **sm** with a lower case **s**.

4 Draw a line from the word to the picture it matches.

5 Print the words in alphabetical order.

van nail ant

1. ant 2. nail 3. van

tent wish cat

1. cat 2. tent 3. wish

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Words: **ant, cat, nail, tent, van, wish**

Activity 6. Read the sentences together. Have the student draw a line from the picture to match the sentence. Underline the words that begin with **sm**.

Pictures: **Did Jim smash the van?**
Mr. Smith got a smack on the lips.
A smelt is a fish.
Beth can smell the rose.

Activity 7. Read the words together. Review the rhyming process. Have the student spell the words that rhyme with the first word in the column.

smash/**crash, flash**
smack/**crack, snack**
smog/**fog, log**
smell/**well, spell**

Activity 8. Read the sentence together. Discuss who is talking and where the quotation marks go. Have the student print the sentences and put quotation marks around the talking words.

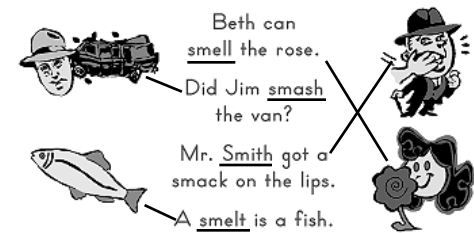
Mr. Smith said, ["I can have a snack for lunch.["]
["I want a smelt for my lunch,[" said Tim.

Activity 9. Study the pictures and discuss the beginning sound. Have the student spell the words below the pictures.

Pictures: **spell, smell, smoke**

LESSON 75
Consonant Blend **sm**

6 Read the sentences. Draw a line from the picture to match the sentence. Underline the words that begin with **sm**.



Beth can smell the rose.
Did Jim smash the van?
Mr. Smith got a smack on the lips.
A smelt is a fish.

7 Spell the words that rhyme.

| | | | |
|-------|-------|------|-------|
| crash | snack | fog | crack |
| spell | log | well | flash |

smash crash flash
smack crack snack
smog fog log
smell well spell


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LESSON 75
Consonant Blend **sm**

8 Print the following sentences and put the quotation (" ") marks that show who is talking.

Mr. Smith said, I can have a snack for lunch.
Mr. Smith said, "I can have a snack for lunch."
I want a smelt for my lunch, said Tim.
"I want a smelt for my lunch," said Tim.

9 Spell the words below the pictures.



spell smell smoke

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