Lesson 41 - Silent e: ë è

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.

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 whiteboard, 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 54 - Review Short Vowels & Review Silent e: 
\[ \underline{\text{\textbar} \ e; \textbar \ e; \textbar \ e} \]

Overview:
- Review silent e: \[ \underline{\text{\textbar} \ e; \textbar \ e; \textbar \ e} \]
- 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

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 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
- Whiteboard
- Reader 2: Smell the Roses

Teaching Tips:
Review consonant blends used at the beginning of a word. Use the whiteboard 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.

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 quota-
tion 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