

LESSON 61

Skills

SYSTEMATIC PHONICS: Match lowercase and uppercase letters. Decode words that follow the silent final E rule *English words do not end in V or U*. Explain why the silent final E is needed in a given word.

HANDWRITING: Write uppercase E.

SPELLING ANALYSIS: have, give, smile, ask, thank

FLUENCY: Fluently read words with a silent final E.

Materials

NEEDED: LOE whiteboard, Tactile Card E or E, two sets of Phonogram Game Cards, Basic Phonogram Flash Card v, scissors, glue, prizes for store

OPTIONAL: Phonogram Game Tiles, window paint

Handwriting

Write Uppercase E

61.1 Uppercase E – page 111

Compare and contrast the uppercase and lowercase /ě-ē/ in a bookface font and in the handwriting font.

Let's learn how to write the uppercase /ě-ē/.

Demonstrate how to write uppercase /ě-ē/ using E or E.

Whiteboard

Tactile Card E or E



Start halfway between the top line and the midline. ^①**Roll** around to the midline, ^②**roll** around to just above the baseline.



Start at the top line. ^①**Straight** to the baseline, ^②pick up the pencil, ^③**cross** at the top line, ^④pick up the pencil, ^⑤**cross** at the midline, ^⑥pick up the pencil, ^⑦**cross** at the baseline.

Write uppercase /ĕ-ē/ three times on the Tactile Card or in the air, using your pointer finger.

Write uppercase /ĕ-ē/ three times on your whiteboard.

Which one sits on the baseline the best?

Which one looks most like the Tactile Card?

Put a smiley face next to the best /ĕ-ē/.

Optional: Writing on Paper

If the students are ready for writing with a pencil and paper, practice using the workbook page below. Otherwise, continue with large motor practice.

61.1 Uppercase E – page 111

Write uppercase /ĕ-ē/ three times on your favorite line size.

Systematic Phonics

Match Lowercase and Uppercase Letters

61.2 Match the Sound – page 112

I will read a phonogram. Circle all the ways that phonogram is written.

1. /ĕ-ē/
2. /y-ĭ-ī-ē/
3. /j/
4. /ĭ-ī-ē-y/
5. /m/
6. /r/

Phonogram Memory

Choose phonograms that need further review.

Mix the Phonogram Game Cards. Lay all the cards face down in rows in the middle of the table. The first player chooses a card and flips it upright so everyone may see. He reads the sounds. The player then chooses a second card, flips it upright, and reads the sounds. If the phonograms match, he keeps the pair and goes again. If the phonograms do not match, he flips them back to face down and play passes to the next player. Play ends when all the pieces are matched. The player with the most sets wins.

2 sets of Phonogram Game Cards in different colors

Multi-Sensory Fun

Use window paint and write the phonograms on a window or mirror.



Spelling Words with Silent Final E's

61.3 Silent E's – pages 113-116

We have learned that one way to make a vowel say its long sound is to add a silent final E. Look at the picture. Say the word.

Which pictures will need a silent final E at the end? *kite, hive, cake, bike, rake, rope*

Cut out the words. Read each word and glue it below the correct picture.

Scissors
Glue



Challenge

Look at the picture, then write the word in the blank. Listen for a long vowel.

English Words Do Not End in V

Show the Phonogram Card v.

What does this say? /v/

What is the name of this letter? V

Do we know a rule about V? *English words do not end in I, U, V, or J.*

Today I need you to be a spelling detective again. I have a problem and I need your help to figure it out. Let's write the word *have*. You sound it out as I write it on the whiteboard. /h-ă-v/

Write *hav* on the board.

Hmm. It ends in the sound /v/. But English words cannot end in V. Do you have any guesses about how I can solve this problem? *answers will vary*

I will solve it by adding a silent final E.

Add the E to make *have*.

Why do we need an E in the word *have*? *English words do not end in V.*

Does the silent E make the vowel say its long sound /ā/? *No, it doesn't say /h-ā-v/. It is there because English words do not end in V.*

Here is another word. What does this say?

Write *give* on the board.

/g-ī-v/ *give*

Why do we need a silent final E in *give*? *English words do not end in V.*

Write *cave* on the board.

Does /cāv/ make sense? *no*

What does this say? *cave*

Why do we need a silent final E in *cave*? *It makes the A say its long sound /ā/, AND English words do not end in V.*

There are two reasons for the silent E. Whenever you see a silent final E in a word, you always need to ask, "Why do I need the E?"

Basic Phonogram Flash Card v

Spelling Analysis

Spelling Analysis

Teach the words using the steps for Spelling Analysis. Direct students to write the words on their whiteboards or with Phonogram Game Tiles.

Word	Sentence	Say-to-Spell	Markings	Spelling Hints
1. have	<i>They have a red car.</i>	hăv	have	See below. Underline the silent E twice. Underline the V once. English words do not end in V; add a silent final E.
2. give	<i>Mom will give you a lunch.</i>	gĭv	give	See below. Underline the silent E twice. Underline the V once. English words do not end in V; add a silent final E.
3. smile	<i>She has a beautiful smile.</i>	smĭl	smile	Put a line over the /i/. Double underline the silent E. The vowel said its long sound because of the E.
4. ask	<i>Did you ask a question?</i>	ăsk	ask	All first sounds.
5. thank	<i>Thank you for the gift.</i>	thănk	thank	See below. Underline /th/.

have

The first word is *have*. They have a red car. *have*

Place your hand under your chin and say, "have." How many syllables in *have*? **have, one**

Let's sound it out. /h-ă-v/

What will you need at the end? **silent final E**

Why? **English words do not end in V.**

Now write *have*. Sound it out as you write it. /h-ă-v/

The student writes *have* on his whiteboard.

It is now my turn to write *have*. Sound it out as I write it. /h-ă-v/

The teacher writes *have* on the board.

What does this say? /h-ă-v/ *have*

With your hand cover up the Silent E.

Now what does it say? /h-ă-v/

So why do we need a Silent Final E? **English words do not end in V.**

Uncover the Silent E.

How will we mark a silent E? *underline it twice*

Why do we have a silent final E in *have*? *for the V*

Since we need the E for the V, we will underline the V once. This will help us to remember why we needed the E.

give

The second word is *give*. Mom will give you a lunch. *give*

Place your hand under your chin and say, "give." How many syllables in *give*? *give, one*

Let's sound it out. */g-ĭ-v/*

What will you need at the end? *silent final E*

Why? *English words do not end in V.*

Now write *give*. Sound it out as you write it. */g-ĭ-v/*

The student writes *give* on his whiteboard.

It is now my turn to write *give*. Sound it out as I write it. */g-ĭ-v/*

The teacher writes *give* on the board.

What does this say? */g-ĭ-v/ give*

With your hand cover up the Silent E.

Now what does it say? */g-ĭ-v/*

So why do we need a silent final E? *English words do not end in V.*

Uncover the Silent E.

How will we mark a silent E? *underline it twice*

Why do we have a silent final E in *give*? *for the V*

Since we need the E for the V, we will underline the V once. This will help us to remember why we needed the E.

thank

See the Teacher Tip in the margin.

**Teacher Tip**

thank Some students substitute the NG phonogram for words ending in the sounds /n-k/. They may spell **thank** th-a-ng-k. It is easy to understand their confusion. First, affirm the students' thinking and tell them that it makes sense to you. Then explain that when /n/ and /k/ blend together they make a nasal sound like the phonogram NG. However, there aren't any words in English spelled NGK or NGC. So when they hear /n/ or /ng/ followed by the sound /k/ it will be spelled with an N followed by a K. Model sounding out the words, pronouncing each of the sounds carefully. /th-ă-n-k/

Fluency

Silent E Store

Decide on a price for each type of prize. Begin with the lowest prize around 10 points and the highest prize around 50 points. A class may collectively play for 50-75 points to earn a collective prize such as an extra 5 minutes of recess or a small snack.

3-4 options for prizes (crackers, raisins, ice cream bar, ball, pencil)

Today, I will write a word on the board. If you read it correctly, you receive one point. If there is a silent final E and you tell me why it is needed, you receive one point for each reason you explain correctly. You may buy a prize when you have enough points or you may save up points for a bigger prize.

dive	time	ship	five	fish	rule
cub	give	live	trick	pin	bike
cube	base	fire	drove	wave	rock
have	when	plane	and	band	way
toy	bone	say	sleep	boy	wish
cute	flute	gate	sight	drum	came
sock	she	prune	brave	her	past
tape	store	fat	cave	plain	paste
sing	night	hive	spot	wing	wife
kite	cone	same	tune	right	home
flat	truck	sale	rat	spit	stick
tap	thing	coin	day	stone	line
play	flame	he	pine	mule	

LESSON 61

Name _____

61.1 Uppercase E



E

E

E

E

LESSON 61

Name _____

61.1 Uppercase E



E

E

E

E

SAMPLE OF MANUSCRIPT WORKBOOK

61.2 Match the Sound

Name _____

1. E e F I C e N E

2. U Y Y O y y z

3. J j j y T G t f

4. i l e n I l m t

5. m n M m N m n

6. R S P p r r R

SAMPLE OF CURSIVE WORKBOOK

61.2 Match the Sound

Name _____

1. E e F I C e N E

2. U Y Y O y y z

3. J j j y T G t j

4. i I e n I i m t

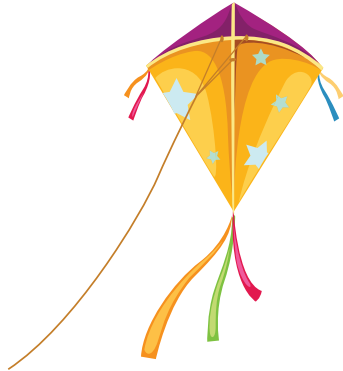
5. M n M m N m n

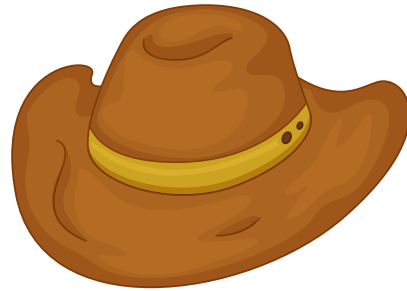
6. P B P p r r R

SAMPLE OF MANUSCRIPT WORKBOOK

61.3 Silent E's

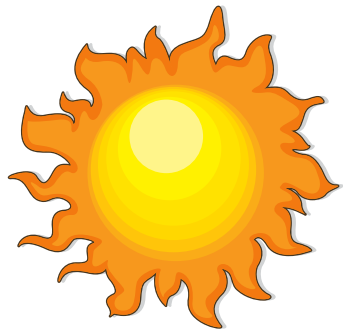
Name _____





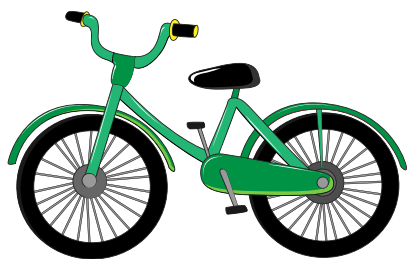


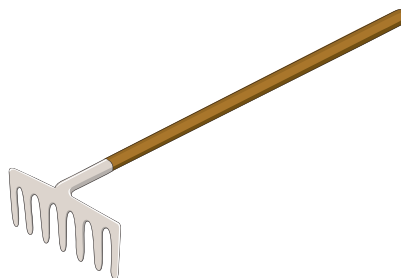




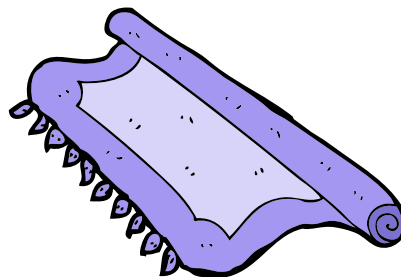


61.3 Silent E's continued

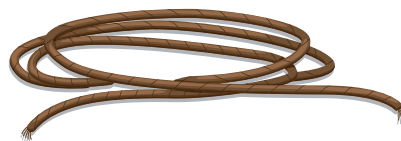












61.3 Silent E's continued

kite

bike

hat

hive

cake

sun

mop

rake

drum

rug

bed

rope

61.3 Silent E's continued

Silent E Words

Silent E Words

Silent E Words

Silent E Words

Silent E Words

Silent E Words

Silent E Words

Silent E Words

Silent E Words

Silent E Words

Silent E Words

Silent E Words