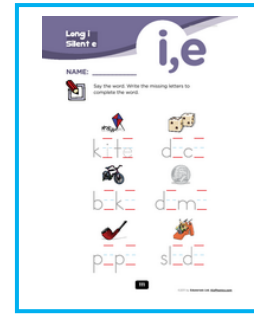


## Long i Silent e (page 53)



### Materials:

- letter flashcards Aa-Zz
- **long i** flashcard
- picture cards (kite, dice, bike, dime, pipe, slide)
- word cards (kite, dice, bike, dime, pipe, slide)
- individual picture and word cards for each pair of students (kite, dice, bike, dime, pipe, slide)
- page 53

### Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: “Letter?”      Students: “A.”
  - Teacher: “Sound?”      Students: “/a/.”
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
  - Around the World
  - Flyswatter
  - Beanbag Toss
  - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

### Preview: 5 minutes

- Show the **long i** flashcard and talk about how the letter **i** can make another sound, called the **long i** sound.
  - Teacher: “/i/ /i/ /i/ /i/”      Students: “/i/ /i/ /i/ /i/”
  - Remind the students that one way to make the **long i** sound is to add a **silent e** to the end of a **short i** word.
- Show them the **long i** picture and word cards, emphasizing the **long i** sound in each word.
  - Point out that in each word the **silent e** is changing the **short i** sound into a **long i** sound.
  - Teacher: “/i/ /i/ kite”; students repeat
  - Teacher: “/i/ /i/ dice”; students repeat

- Teacher: “/i/ /i/ bike”; students repeat
- Teacher: “/i/ /i/ dime”; students repeat
- Teacher: “/i/ /i/ pipe”; students repeat
- Teacher: “/i/ /i/ slide”; students repeat

### **Modeling:** 5-7 minutes

- Place the 6 word cards in different locations around the classroom.
  - Make sure the kids can see them and that you have practiced reading them as you post them.
- Show a picture card that matches one of the word cards.
- Say the name of the picture together and then have the students move to the correct word card that is posted in the room.
- Say the word card together and check that it does match the picture card shown.
- Have all the students move back to the starting point.
- Continue playing with the rest of the picture cards.

### **Guided Practice:** 5-7 minutes

- Play Memory.
  - Put students into groups of 2 with an individual set of picture cards and word cards.
  - They spread the picture cards and word cards out, between them, face down.
    - You can have the students put the pictures in one group and the word cards in another group. Then tell them to draw one picture card and one word card.
    - They can also just mix them all up.
  - One student draws a card from the cards on the floor. They look at the card and say the word or name of the picture.
  - The same student draws another card and says the word or name of the picture.
  - If the student draws a picture card and the correct word card, they keep the two cards. If they are different, they put the cards back and it is the next person’s turn.
  - They continue play until all of the cards are gone. If there is time left they can spread the cards out and play again.

### **Independent Practice:** 5-7 minutes

- Explain how to do page 53.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 53 to each student.

**Assessment:** (during Independent Practice)

- As the students are completing page 53, monitor and give guidance/support/correction/praise, as needed.
- Use page 53 as a record and be sure to take note of students who may need more practice and/or instruction.

**Closure:** 1-2 minutes

- Use the picture cards and word cards to read the **long i silent e** words.
  - Teacher and students: “/k/ /i/ /t/ silent e ..... kite”
  - Teacher and students: “/d/ /i/ /s/ silent e ..... dice”
  - Teacher and students: “/b/ /i/ /k/ silent e ..... bike”
  - Teacher and students: “/d/ /i/ /m/ silent e ..... dime”
  - Teacher and students: “/p/ /i/ /p/ silent e ..... pipe”
  - Teacher and students: “/sl/ /i/ /d/ silent e ..... slide”

