

# Long i Silent e (page 55)



## Materials:

- letter flashcards Aa-Zz
- **long i** flashcard
- picture and word cards (dive, five, kite, nine, bike, fire, fin and any other picture cards and word cards with and without the **long i silent e**)
- 2 flyswatters
- page 55

## 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: 5-7 minutes

- Show them the **long i** flashcard and talk about how it makes the **long i** sound.
  - 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.
  - Teacher: "I /i/ /i/ /i/" Students: "I /i/ /i/ /i/"
- Show them the **long i** picture cards, emphasizing the **long i** sound in each word.
  - Teacher: "/i/ /i/ dive"; students repeat
  - Teacher: "/i/ /i/ five"; students repeat
  - Teacher: "/i/ /i/ kite"; students repeat

- Teacher: “/i/ /i/ nine”; students repeat
- Teacher: “/i/ /i/ bike”; students repeat
- Teacher: “/i/ /i/ fire”; students repeat

### **Modeling:** 7-10 minutes

- Show the students a picture/word card that has the **long i** sound with the **silent e** at the end.
  - Show the picture card and the word card at the same time so the students can see the word and what it is by looking at the picture.
  - Teacher: “/i/ /i/ dive.” Since the word has the /i/ sound, dive out of your chair onto the floor.
- Show the students a picture/word card that doesn’t have the **long i** sound with the **silent e** at the end.
  - Teacher: “/i/ /i/ fin.” Since the word doesn’t have the long /i/ sound, sit quietly in your chair.
- Repeat as many times as necessary with different picture cards.

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

- Place the word cards on the floor.
- Play Flyswatter Game.
  - Give two students a flyswatter.
  - The students walk around the word cards that are placed on the floor with the flyswatters behind their backs. Make sure they are not walking on the cards, but around them in a circle.
  - Teacher calls out and shows a picture card. The students search for the word card that matches what was said and then hit it with their flyswatters, saying the word as they do.
  - Give the flyswatters to two new students and start again.
  - Continue play until all the students have had a turn.

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

- Explain how to do page 55.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 55 to each student.



**Assessment:** (during Independent Practice)

- As the students are completing page 55, monitor and give guidance/support/correction/praise, as needed.
- As you are walking around, have the students read you the sentence at the bottom of page 55.
- Use page 55 as a record and be sure to take note of students who may need more practice and/or instruction.

**Closure:** 1-2 minutes

- Show the word cards and read them together with the students.
  - Teacher and students: “/d/ /i/ /v/ silent e ..... dive”
  - Teacher and students: “/f/ /i/ /v/ silent e ..... five”
  - Teacher and students: “/k/ /i/ /t/ silent e ..... kite”
  - Teacher and students: “/n/ /i/ /n/ silent e ..... nine”
  - Teacher and students: “/b/ /i/ /k/ silent e ..... bike”
  - Teacher and students: “/f/ /i/ /r/ silent e ..... fire”

