

BASIC

# 95 Phonics Lesson Library™ 2.0

SKILL 5.2



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# Silent-e: Long Vowel i

**SKILL OBJECTIVE:** Students can identify, read, and write words with a long i silent-e syllable pattern.



If you plan to use the Teacher Presentation File (TPF) to support the facilitation of this lesson, access the digital file before beginning each daily lesson.



The yellow icon pictured to the left appears with parts of the lesson that include a Student Activity Module (SAM). The SAM provides an interactive digital version of the STUDENT MATERIALS for some activities.



If you are not using the TPF or SAM, use the TEACHER MATERIALS and STUDENT MATERIALS lists to help you prepare for the lesson activities. To get tips and efficient options for preparing lesson materials, reference the “**Prep for a Lesson Support Guide**” found on the One95 Literacy Platform™.

## REVIEW

**2 MINUTES**

### Phonemic Awareness: Segmentation

**GOAL:** Students can segment all the sounds in a word.

**MATERIALS:** None

Use the gradual release model. Model 1 prompt as an “I Do.” Then, complete at least 1 prompt with the students as a “We Do.” Once the students perform accurately, allow them to respond as a “You Do,” without your support.

- Say \_\_\_\_\_.
- Finger-stretch each sound you hear in \_\_\_\_\_.

#### Word List

pine	side	pin	sit
bike	ripe	bit	rip
time	hike	tip	tick
ride	size	rid	zip
like	Clive	lick	clip
fine	wide	fin	wig
slide	mile	slid	mill

## IDENTIFY PHONEME

**2 MINUTES**

**GOAL:** Students can identify the long i vowel sound in spoken words.

**MATERIALS:** None

**In this lesson, you will learn to identify and read words with the vowel sound /ī/. Before we begin, I need to know if you can hear the vowel sound /ī/ in words.**

- I will say some words. If you hear the vowel sound /ī/ in the word, show me a thumbs up. If you do not hear the vowel sound /ī/, show me the “no” gesture. (Hold your palm facing down and move your hand from side to side.)

**I DO** MODEL

Watch how I identify if a word has the vowel sound /i/.

- The first word is pine. Listen—/p/ /i/ /n/. I hear the vowel sound /i/ in the word pine, so I show a thumbs up.
- The next word is pin. Listen—/p/ /i/ /n/. This word does not have the vowel sound /i/, so I show the “no” gesture.

**WE DO** PRACTICE

Now, it is your turn. (Use the word list provided, select words at random to present to the students, and follow the steps below.)

- The word is \_\_\_\_\_. **Word?** (Students repeat the word.)
- **Thumbs up or “no” gesture?** (answer varies)

**OPTION:** Have students close their eyes and listen for the focus sound. This prevents them from being distracted by how other students respond. Also, this helps you determine if a student can accurately hear the focus sound.

If 1 or more students in the group respond incorrectly, use the following steps to provide corrective feedback.

**Word List**

pine	side	pin	sit
bike	ripe	bit	rip
time	hike	tip	tick
ride	size	rid	zip
like	Clive	lick	clip
fine	wide	fin	wig
slide	mile	slid	mill

**Steps for Corrective Feedback**

Watch me. My turn.

- The word is \_\_\_\_\_.
- The sounds are / \_ / / \_ / / \_ / . (Finger-stretch while saying each sound.)
- The vowel sound is / \_ / .

If the word has the focus sound, show a thumbs up and say:

- **Because this word has the vowel sound /i/, I show a thumbs up.**

If the word does not have the focus sound, show the “no” gesture and say:

- **Because this word does not have the vowel sound /i/, I show the “no” gesture.**

## ARTICULATE PHONEME

3 MINUTES

**GOAL:** Students can identify and articulate the long i vowel sound in spoken words.

**I DO** MODEL

Watch my mouth as I say the vowel sound /ī/.

- When I make the vowel sound /ī/, my lips are flat and spread wide. My mouth is open, my chin drops, and my jaw closes as I produce the sound.
- My tongue is just behind my bottom teeth.
- With my hand on my throat, I say the vowel sound /ī/. I can feel a vibration in my throat, so /ī/ is a voiced sound. Because your voice box is on when you say the sound, we call it voiced.
- I can hold the vowel sound /ī/. Listen—/īīī/. Because the sound continues, we call it a continuous sound.

**STUDENT MATERIALS:** Mirror (1 per student)

**WE DO** PRACTICE

Look in your mirror while making the vowel sound /ī/.

- Is your mouth open or closed? **open**
- Are your lips together or apart? **apart**
- Where is your tongue? **behind my bottom teeth**
- Put your hand on your throat. Do you feel a vibration when you say /ī/? **yes**

**YOU DO** APPLY

Now, I will say more words. Just like before, you will listen for the vowel sound /ī/ in each word. This time, instead of showing a thumbs up, if you hear the vowel sound /ī/ in the word, say /ī/. If you do not hear the vowel sound /ī/, show me the “no” gesture. (Hold your palm facing down and move your hand from side to side.)

Use the word list and the “Steps for Corrective Feedback” found in the Day 1 “Identify Phoneme” section. Select words at random to present to the students.

## IDENTIFY PATTERN: SOUND-SPELLING MAPPING WITH CHIPS

5 MINUTES

**GOAL:** Students can use sound-spelling chips to represent sounds in a word. Also, students can identify words with the long i silent-e pattern.

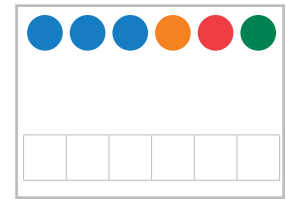
**TEACHER MATERIALS:** Magnetic Chips—3 Blue Sound Chips, 1 Orange Sound Chip, 1 Red Sound Chip, 1 Green Sound Chip, 1 Green i Silent-e Spelling Chip; Magnetic Whiteboard and Magnetic Sound-Spelling Mat

## I DO MODEL

Today, we are focusing on the long i silent-e pattern. When a word has 1 vowel letter followed by 1 consonant and a final silent-e, the vowel sound is long. There is only 1 vowel sound in the word; however, it takes 2 vowel letters to spell it—a single i plus the silent-e. The silent-e is not pronounced. (Arrange your magnetic chips on the mat as pictured. Do not place the i silent-e spelling chip on the mat.)

I will use these chips to represent sounds in a word.

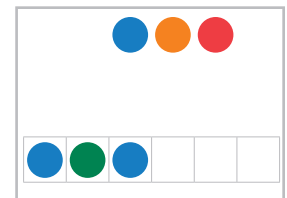
- The blue chip represents a consonant sound. (Point to a blue chip.)
- The orange chip represents a consonant digraph sound. (Point to the orange chip.)
- The red chip represents a short vowel sound. The 5 short vowel sounds are /ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/. (Point to the red chip.)
- The green chip represents a long vowel sound. The 5 long vowel sounds are /ā/, /ē/, /ī/, /ō/, and /ū/. (Point to the green chip.)



Watch me pull down the sound chips into the boxes to represent the sounds in a word.

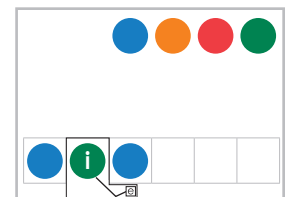
The first word is pine.

- I finger-stretch each sound in the word pine—/p/ /ī/ /n/.
- There are 3 sounds in the word pine.
- I pull down a blue chip for the consonant sound /p/.
- A green chip for the long vowel sound /ī/.
- A blue chip for the consonant sound /n/.
- Blue-green-blue. (Tap under each chip as you say its color.) This represents the long vowel pattern.

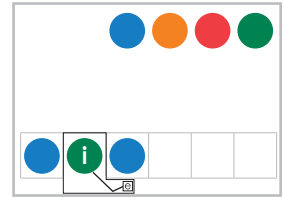


Now, I will check to see if this word has a long i spelled with a silent-e. Remember, I am listening for the vowel sound /ī/.

- The sounds are /p/ /ī/ /n/. (Tap under the chips as you say the sounds again.)
- First, I find the vowel sound in the word pine. (Tap under the green chip.)



- I hear the vowel sound /i/, so this word follows the long i silent-e pattern. I trade the green sound chip for the green i silent-e spelling chip. When there is a letter on the chip, it is called a spelling chip.
- The word pine follows the long vowel silent-e pattern because there is 1 vowel letter (tap under the green chip), followed by 1 consonant (scoop your finger to the right of the last consonant), and a final silent-e. (Tap the silent-e.)
- The vowel sound is /i/. (Tap under the i and e with 2 fingers in a V-shape.)
- The word is pine. (Slide your finger from left to right under the chips.)

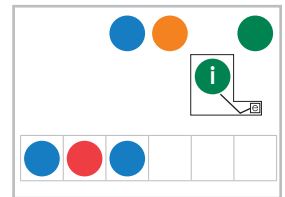
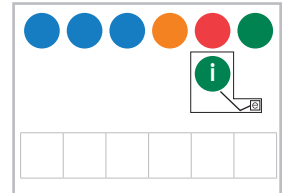


Let me show you a word that does not follow the long i silent-e pattern.

I move the chips back to the top of the mat.

The word is pin.

- I finger-stretch each sound in the word pin—/p/ /i/ /n/.
- There are 3 sounds in the word pin.
- I pull down a blue chip for the consonant sound /p/.
- A red chip for the short vowel sound /i/.
- A blue chip for the consonant sound /n/.
- Blue-red-blue. (Tap under each chip as you say its color.) This does not represent the long vowel pattern.



## WE DO PRACTICE

Let's build a word together. I will move the chips, and you will answer with me.

I move the chips back to the top of the mat.

Remember, the blue chip represents a consonant sound. (Point to a blue chip.)

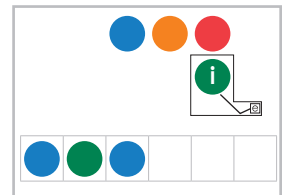
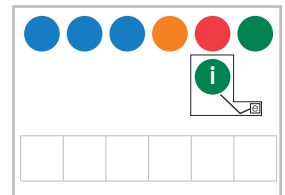
The orange chip represents a consonant digraph sound. (Point to the orange chip.)

The red chip represents a short vowel sound. (Point to the red chip.)

The green chip represents a long vowel sound. (Point to the green chip.)

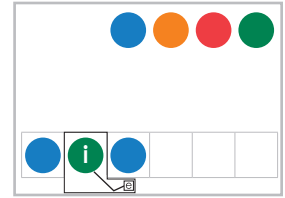
The word is bike. Word? **bike** My bike is shiny and red.

- Let's finger-stretch each sound in the word bike. /b/ /i/ /k/
- How many sounds are in the word bike? 3
  - ◆ What is the first sound? /b/ What color chip should I use? **blue** Say the sound as I pull down a blue chip into the first box. /b/
  - ◆ Next sound? /i/ What color chip? **green** Say the sound as I pull down the green chip. /i/
  - ◆ Last sound? /k/ What color chip? **blue** Say the sound as I pull down a blue chip. /k/
- Say the color pattern of the chips with me. **blue-green-blue** (Tap under each chip as you say its color.) Does this represent the long vowel pattern? **yes**



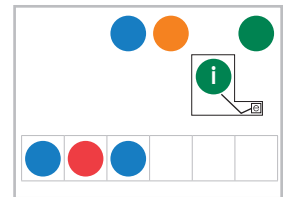
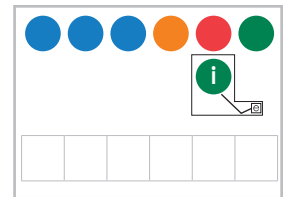
Now, let's check to see if this word has a long i spelled with a silent-e. Remember, we are listening for the vowel sound /ī/.

- The sounds are /b/ /ī/ /k/. Say the sounds with me. /b/ /ī/ /k/ (Tap under each chip as you say its sound.)
- Does bike have the vowel sound /ī/? **yes** Because the vowel letter i and the silent-e spell the long vowel sound /ī/, I trade the green sound chip for the green i silent-e spelling chip.
- Say the long vowel silent-e pattern with me. **There is 1 vowel letter** (tap under the green chip), **followed by 1 consonant** (scoop your finger to the right of the last consonant), **and a final silent-e**. (Tap the silent-e.)
- Vowel sound? /ī/ (Tap under the i and e with 2 fingers in a V-shape.)
- Word? **bike** (Slide your finger from left to right under the chips.)



Let's build another word together. I move the chips back to the top of the mat. The word is bit. Word? **bit** She bit the apple.

- Let's finger-stretch each sound in the word bit. /b/ /ī/ /t/
- How many sounds are in bit? **3**
  - ◆ What is the first sound? /b/ What color chip should I use? **blue** Say the sound as I pull down a blue chip into the first box. /b/
  - ◆ Next sound? /ī/ What color chip? **red** Say the sound as I pull down the red chip. /ī/
  - ◆ Last sound? /t/ What color chip? **blue** Say the sound as I pull down a blue chip. /t/
- Say the color pattern of the chips with me. **blue-red-blue** (Tap under each chip as you say its color.) **Does this represent the long vowel pattern? no**



Dictate words at random from the word list provided. Use the "Routine for Sound-Spelling Mapping with Chips" to continue building pattern and non-pattern words, as time permits.

**Word List**

pine	side	pin	sit
bike	ripe	bit	rip
time	hike	tip	tick
ride	size	rid	zip
like	Clive	lick	clip
fine	wide	fin	wig
slide	mile	slid	mill

## Routine for Sound-Spelling Mapping with Chips

The word is \_\_\_\_\_. Word?

- Finger-stretch the sounds.
- How many sounds?
- Build the word with chips.
- What is the color pattern?
- Does this represent the long vowel pattern? (If yes, continue with the steps below.)

Let's check the sound-spelling pattern.

- Tap under each chip and say its sound.
- Do you hear the vowel sound /i/? (If yes, trade the green sound chip for the green spelling chip.)
- Say the pattern.
- Vowel sound?
- Word?

## IDENTIFY PATTERN: SORT WORDS

12 MINUTES

**GOAL:** Students can identify and sort words with and without the long i silent-e pattern. Also, students can articulate the long i vowel sound within pattern words.

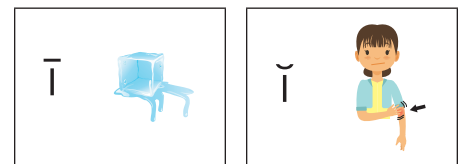
**TEACHER MATERIALS:** 5.2 Large Word Cards, “/i/ Ice” and “/i/ Itch” Large Header Cards, Pocket Chart (optional)

### I DO MODEL

Watch me identify and sort words with and without the long i silent-e pattern.

Show the word card—pine.

- **First, I find the vowel letter or letters.** (Touch the vowel letters.)
- **There are 2 vowel letters—i and silent-e.**
- **The vowel letter i is followed by 1 consonant and a final silent-e.** (Scoop your finger from the first vowel letter to the silent-e.)
- **This word follows the long i silent-e pattern.**
- **The vowel sound is /i/.** (Touch the i and e with 2 fingers in a V-shape.)
- **I place the word under the “/i/ Ice” card.** (Do not read the word.)



Let me show you another word.

Show the word card—pin.

I will look for the long i silent-e pattern.

- First, I find the vowel letter or letters. (Touch the vowel letter.)
- There is 1 vowel letter—i.
- Because this word does not have a silent-e at the end, it does not follow the long i silent-e pattern.
- There is 1 vowel letter i followed by 1 or more consonants. (Scoop your finger from the vowel letter to the right of the last consonant.)
- This word follows the short vowel pattern.
- The vowel sound is /i/. (Touch the vowel letter.)
- I place the word under the “/i/ Itch” card. (Do not read the word.)



### WE DO PRACTICE

Let's sort more words together. I will respond with you.

Sort the word cards—bike, bit, time, tip.

- Pretend to touch the vowel letter or letters.
- How many vowel letters? **2** (or **1**)  
If there are 2 vowel letters, ask:
  - ◆ Is there 1 vowel letter i followed by 1 consonant and a final silent-e? **yes**
  - ◆ Does this word follow the long i silent-e pattern? **yes**
  - ◆ Vowel sound? /i/
  - ◆ Where should we place this word? **under the “/i/ Ice” card**
- If there is 1 vowel letter, ask:
  - ◆ Does this word follow the long i silent-e pattern? **no**
  - ◆ Is there 1 vowel letter i followed by 1 or more consonants? **yes**
  - ◆ Vowel sound? /i/
  - ◆ Where should we place this word? **under the “/i/ Itch” card**



Stop responding with the students once the students can respond accurately on their own.



Launch the SAM or distribute the materials listed below.

**STUDENT MATERIALS:** 5.2 Small Word Cards (1 set per student), “/i/ Ice” and “/i/ Itch” Small Header Cards (1 set per student)

### YOU DO APPLY

Now, it is your turn to sort words that follow the long i silent-e pattern and words that do not. If you have trouble with a word, raise your hand, and I can help you. Continue to sort words until the time is up.

While students are sorting the words independently, monitor each student for accuracy. If a student is not sorting the word cards correctly, return to the “We Do” stage and sort 3 or 4 words together using the large word cards. Use the following steps to provide corrective feedback.

## Steps for Corrective Feedback

Watch me. My turn.

- **The word has 1 (or 2) vowel letter(s).** (Touch the vowel letters.)

If there are 2 vowel letters, say:

- **There is 1 vowel letter i followed by 1 consonant and a final silent-e.** (Scoop your finger from the first vowel letter to the silent-e.)
- **This word follows the long i silent-e pattern.**
- **The vowel sound is /i/.** (Touch the i and e with 2 fingers in a V-shape.)
- **I place the word under the “/i/ Ice” card.** (Do not read the word.)

If there is 1 vowel letter, say:

- **This word does not follow the long i silent-e pattern.**
- **There is 1 vowel letter i followed by 1 or more consonants.** (Scoop your finger from the vowel letter to the right of the last consonant.)
- **This word follows the short vowel pattern.**
- **The vowel sound is /i/.** (Touch the vowel letter.)
- **I place the word under the “/i/ Itch” card.** (Do not read the word.)

Now, it is your turn. Follow the steps to sort the next word.

## TRANSFER TO TEXT

6 MINUTES

**GOAL:** Students can identify words with the long i silent-e pattern in text.

**TEACHER MATERIALS:** 5.2 Teacher Passage, 5.2 Student Passage, Highlighter

## I DO MODEL

**PASSAGE TITLE:** “Clive and Kim’s Bike Ride”

There are 2 versions of the reading passage. The teacher passage is for your reference only. Use the student passage to model identifying and highlighting the pattern words for students.

**Watch me identify and highlight words with the long i silent-e pattern.**

In section 1, I look at the first word in the title.

- **First, I find the vowel letter or letters.** (Using 2 fingers in a V-shape, touch the vowel letters in the word Clive.)
- **There are 2 vowel letters—i and silent-e.**
- **The vowel letter i is followed by 1 consonant and a final silent-e. This word follows the long i silent-e pattern.**
- **I will highlight this word.** (Do not read the word.)

I look at the next word in the title.

- **I find the vowel letter or letters.** (Touch the vowel letter in the word and.)
- **There is 1 vowel letter—a.**
- **Because there is only 1 vowel letter, I will not highlight this word.**

If applicable, continue using the steps above and check the remaining words in the title.



**Launch the SAM or distribute the materials listed below.**

**STUDENT MATERIALS:** 5.2 Student Passage (1 per student), Highlighter (1 per student)

### WE DO PRACTICE

Let's identify and highlight pattern words in the passage together.

Find section 2. We will look at each word and see if it follows the long i silent-e pattern.

- **Touch the vowel letter or letters in the first word.** (Students should touch every vowel letter in the word.)
- **Is there 1 vowel letter i followed by 1 consonant and a final silent-e?**

If the answer is yes, ask:

- ◆ **Does this follow the long i silent-e pattern?**
- ◆ **Highlight the word.**

If the answer is no, say:

- ◆ **Because this does not follow the long i silent-e pattern, we will not highlight the word.**

Use the steps above to guide students in identifying and highlighting pattern words in the rest of this section.

### YOU DO APPLY

Now, it is your turn to identify and highlight pattern words in the next section. Continue highlighting pattern words in the passage until the time is up.

To provide corrective feedback and support, return to the “We Do” stage.

If you are using printed passages, collect the students' passages with the highlighted pattern words. On Day 2, students will practice reading all the highlighted pattern words.

Silent-e: Long Vowel i

## REVIEW

2 MINUTES

## Previous Phonics Skill

**GOAL:** Students can accurately read 1-syllable words that follow previously taught patterns.

**TEACHER MATERIALS:** 5.2 Review Grid 1

- Show students the grid. Point to a word and ask: **Word?**
- Have students respond by reading the word.

If needed, provide corrective feedback by scaffolding with the following questions:

- **Syllable type and gesture?**
- **Vowel sound?**
- **Word?**

cape	Kim	case	hunt
rock	cave	when	fate
lake	yes	Kate	shade
rest	made	same	lake
grapes	wake	then	wade

## IDENTIFY &amp; ARTICULATE PHONEME

2 MINUTES

**GOAL:** Students can identify and articulate the long i vowel sound in spoken words.

**MATERIALS:** None

**I will say some words. If you hear the vowel sound /ī/ in the word, say /ī/. If you do not hear the vowel sound /ī/, show me the “no” gesture.** (Hold your palm facing down and move your hand from side to side.)

- **The first word is ride.** (Students say /ī/.)
- **The next word is rid.** (Students show the “no” gesture.)

## Word List

pine	side	pin	sit
bike	ripe	bit	rip
time	hike	tip	tick
ride	size	rid	zip
like	Clive	lick	clip
fine	wide	fin	wig
slide	mile	slid	mill

Using the word list provided, select words at random to present to the students. Say each word and ask students to say /ī/ or show the “no” gesture. If 1 or more students in the group respond incorrectly, use the steps at the top of the next page to provide corrective feedback.

**OPTION:** Have students close their eyes and listen for the focus sound. This prevents them from being distracted by how other students respond. Also, it helps you determine if a student can accurately hear the focus sound.

## Steps for Corrective Feedback

Watch me. My turn.

- The word is \_\_\_\_\_.
- The sounds are /\_//\_//\_/. (Finger-stretch while saying each sound.)
- The vowel sound is /\_/.

If the word has the focus sound, say:

- Because this word has the vowel sound /ī/, I say /ī/.

If the word does not have the focus sound, show the “no” gesture and say:

- Because this word does not have the vowel sound /ī/, I show the “no” gesture.

## IDENTIFY PATTERN: SORT WORDS

5 MINUTES

**GOAL:** Students can identify and sort words with and without the long i silent-e pattern.

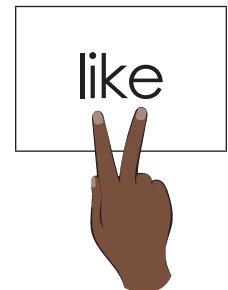
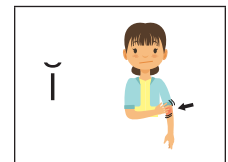
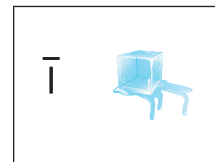
**TEACHER MATERIALS:** 5.2 Large Word Cards, “/ī/ Ice” and “/ī/ Itch” Large Header Cards, Pocket Chart (optional)

### I DO MODEL

Today, you will identify words with and without the long i silent-e pattern. Watch me.

Show the word card—like.

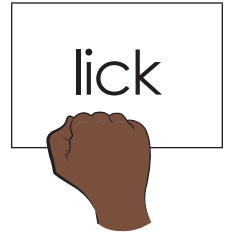
- First, I find the vowel letter or letters. (Touch the vowel letters.)
- There are 2 vowel letters— i and silent-e.
- This word follows the long vowel silent-e syllable pattern because there is 1 vowel letter (touch the vowel letter), followed by 1 consonant (scoop your finger to the right of the last consonant), and a final silent-e. (Touch the silent-e.) The gesture for a silent-e syllable is a V-shape with a space between your 2 fingers. (Show the silent-e syllable gesture under the word card.)
- Because this is a silent-e syllable, the vowel is pronounced with its long sound—/ī/.
- I place the word under the “/ī/ Ice” card. (Do not read the word.)



Watch what I do when the word does not follow the long i silent-e pattern.

Show the word card—lick.

- **First, I find the vowel letter or letters.** (Touch the vowel letter.)
- **There is 1 vowel letter—i.**
- **Because this word does not have a silent-e at the end, it does not follow the long i silent-e pattern.**
- **There is 1 vowel letter i followed by 1 or more consonants.** (Scoop your finger from the vowel letter to the right of the last consonant.)
- **This word follows the closed syllable pattern.** (Show the closed syllable gesture under the word card.)
- **The vowel sound is /i/.** (Touch the vowel letter.)
- **I place the word under the “/i/ Itch” card.** (Do not read the word.)



### WE DO PRACTICE

Let's sort 2 more words together. I will respond and gesture with you.

Before we begin, let's review the long vowel silent-e syllable pattern. Repeat after me: A long vowel silent-e syllable is 1 vowel letter (students repeat), followed by 1 consonant and a final silent-e (students repeat), and the vowel sound is long (students repeat).

Let's say it 1 more time together. (Repeat the pattern chorally.)

Show me the gesture for a silent-e syllable. (Show the silent-e gesture.)

Sort the word cards—fine, fin.

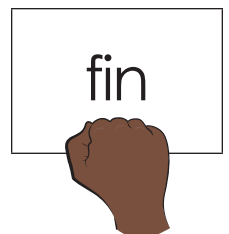
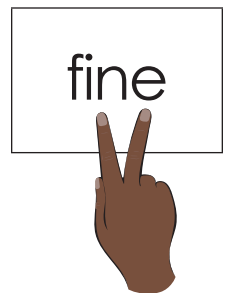
- **Pretend to touch the vowel letter or letters.**
- **How many vowel letters? 2 (or 1)**  
If there are 2 vowel letters, ask:
  - ◆ **Is there 1 vowel letter i followed by 1 consonant and a final silent-e? **yes****
  - ◆ **Syllable type and gesture? **silent-e****
  - ◆ **Vowel sound? /i/**
  - ◆ **Where should we place this word? **under the “/i/ Ice” card****

If there is 1 vowel letter, ask:

- ◆ **Does this word follow the long i silent-e pattern? **no****
- ◆ **Is there 1 vowel letter i followed by 1 or more consonants? **yes****
- ◆ **Syllable type and gesture? **closed****
- ◆ **Vowel sound? /i/**
- ◆ **Where should we place this word? **under the “/i/ Itch” card****

Follow the steps above to sort the word card for fin.

Leave all sorted large word cards in place for the “Read Accurately” section of the lesson.





Launch the SAM or distribute the materials listed below.

**STUDENT MATERIALS:** 5.2 Small Word Cards (1 set per student), “/ī/ Ice” and “/ī/ Itch” Small Header Cards (1 set per student)

### YOU DO APPLY

Now, it is your turn to sort words that follow the long i silent-e pattern and words that do not. If you have trouble with a word, raise your hand, and I can help you. Continue to sort words until the time is up.

Use the steps to provide corrective feedback, as needed.

While students are sorting the words independently, monitor each student for accuracy. If a student is not sorting the words correctly, return to the “We Do” stage and use the large word cards to sort 3 or 4 words.

### Steps for Corrective Feedback

Watch me. My turn.

- The word has 1 (or 2) vowel letter(s). (Touch the vowel letters.)

If there are 2 vowel letters, say:

- There is 1 vowel letter i followed by 1 consonant and a final silent-e. (Scoop your finger from the first vowel letter to the silent-e.)
- The syllable type and gesture is silent-e. (Show the silent-e syllable gesture under the word.)
- The vowel sound is /ī/. (Touch the vowel letter.)
- I place the word under the “/ī/ Ice” card. (Do not read the word.)

If there is 1 vowel letter, say:

- This word does not follow the long i silent-e pattern.
- There is 1 vowel letter i followed by 1 or more consonants. (Scoop your finger from the vowel letter to the right of the last consonant.)
- The syllable type and gesture is closed. (Show the closed syllable gesture under the word.)
- The vowel sound is /ī/. (Touch the vowel letter.)
- I place the word under the “/ī/ Itch” card. (Do not read the word.)

Now, it is your turn. Follow the steps to sort the next word.

READ ACCURATELY

5 MINUTES

**GOAL:** Students can accurately read words with and without the long i silent-e pattern.

**TEACHER MATERIALS:** 5.2 Large Word Cards (sorted), “/ī/ Ice” and “/ī/ Itch” Large Header Cards, Pocket Chart (optional)

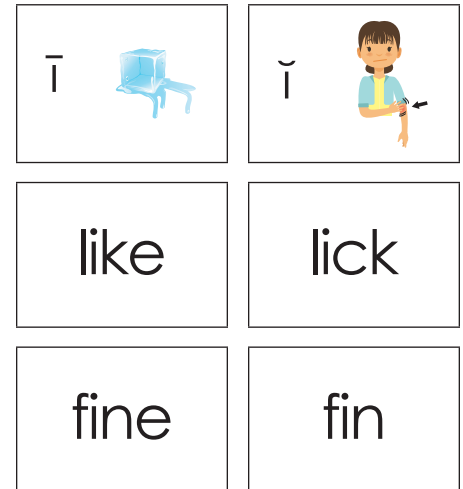
**WE DO** PRACTICE

Look at my sorted cards. Let's read each word together. Remember, the words under the "/i/ Ice" card are silent-e syllable words pronounced with the long i sound. The words under the "/i/ Itch" card are closed syllable words pronounced with the short i sound.

Point to the first word card under the "/i/ Ice" card—like.

- Pretend to touch the vowel letter or letters.
- Syllable type and gesture? **silent-e**
- Touch the vowel letter or letters and ask: **Vowel sound? /i/**
- **Word? like** (Slide your finger under the word.)

Point to the next word card—fine—under the "/i/ Ice" card. Follow the steps above. Then, read the 2 words under the "/i/ Itch" card.



**Launch the SAM or distribute the materials listed below.**

**STUDENT MATERIALS:** 5.2 Small Word Cards (sorted, 1 set per student), "/i/ Ice" and "/i/ Itch" Small Header Cards (1 set per student)

**YOU DO** APPLY

Now, it is your turn. Starting with pattern words, follow the steps we just used to practice reading the words in each column accurately. If you have trouble with a word, raise your hand, and I can help you. Continue reading words until the time is up.

While students are working independently, be sure to monitor each student's word-reading accuracy. Lean in close and listen to 1 student at a time. If any students consistently read the words incorrectly, work with them 1-on-1 or in a small group for a few minutes daily, over the next 1 or 2 days, to identify the pattern in more words. Provide corrective feedback and support using the "Routine for Word Reading."

**Word List**

pine	side	pin	sit
bike	ripe	bit	rip
time	hike	tip	tick
ride	size	rid	zip
like	Clive	lick	clip
fine	wide	fin	wig
slide	mile	slid	mill

**Routine for Word Reading**

- Touch the vowel letter or letters.
- How many vowel letters?
- Syllable type and gesture?
- Vowel sound?
- Word?

## READ FLUENTLY

5 MINUTES

**GOAL:** Students can fluently read words with the long i silent-e pattern.



**Launch the SAM or distribute the materials listed below.**

**TEACHER MATERIALS:** 5.2 Fluency Sheet—Words; Timer or Stopwatch

**STUDENT MATERIALS:** 5.2 Fluency Sheet—Words (1 per student)

## I DO MODEL

- Put your finger next to the first row of words.
- Listen as I read the top row of words. I will read the words fluently. This means I will read them accurately, at a quick but comfortable pace.
- Follow along by touching each word as I read it.

If students read with you, stop and say: **It is my turn. You are listening and following along.**

## WE DO PRACTICE

Let's read the next row together.

- Put your finger next to the second row of words.
- When I say go, touch the words as we read them fluently. Remember, when we read fluently, we read accurately, at a quick but comfortable pace.
- Ready? Go.

## YOU DO APPLY

Now, it is your turn.

- When I say go, start at the top and use your finger to touch each word as you whisper read it.
- You will continue to fluently read all the words until the time is up.
- If you read all the words before the time is up, go back to the top, and read the words again.

**Your goal is to read fluently. This means you will read accurately, at a quick but comfortable pace.**

Set a timer for 1 minute.

- **Ready? Go.**
- After 1 minute, say: **Stop.**

While students are working independently, be sure to monitor each student's word-reading accuracy. Lean in close to 1 student at a time. Listen and provide corrective feedback, if needed. Guide the students by verbalizing the following steps. Be sure to spend time with each student in the group.

## Steps for Corrective Feedback

Let's read the word together.

- Touch the vowel letters.
- Say the vowel sound with me—/ \_ / . (Say the vowel sound with the student.)
- Word? (Read the word with the student.)

Listen as the student reads the next 2 words, and monitor for accuracy. If the student consistently reads incorrectly, continue using the "Steps for Corrective Feedback."

## WRITE WORDS

5 MINUTES

**GOAL:** Students can spell words with and without the long i silent-e pattern.

**TEACHER MATERIALS:** 6-Row Sound-Spelling Mapping Sheet (inserted into a plastic sleeve), Dry Erase Marker, Clipboard (optional)

## I DO MODEL

Today, you will learn how to spell words with the long i silent-e pattern.

Before we begin, let's review the long vowel silent-e syllable pattern. Repeat after me: A silent-e syllable is 1 vowel letter (students repeat), followed by 1 consonant and a final silent-e (students repeat), and the vowel sound is long (students repeat).

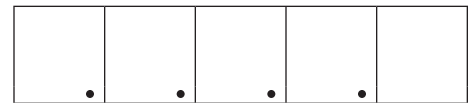
Let's say it 1 more time together. (Repeat the pattern chorally.)

Show me the gesture for a silent-e syllable. (Show the silent-e gesture.)

Now, watch how I use this sound-spelling mapping sheet. Each box holds only 1 sound.

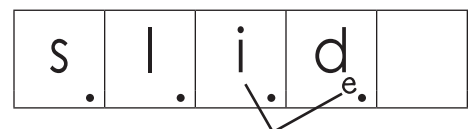
The word is slide.

- I finger-stretch each sound in the word slide—/s/ /l/ /i/ /d/.
- The word slide has 4 sounds.
- Because there are 4 sounds, I need 4 boxes—1 box for each sound.
- I mark a dot in the bottom right corner of each box as I say the sound—/s/ /l/ /i/ /d/.



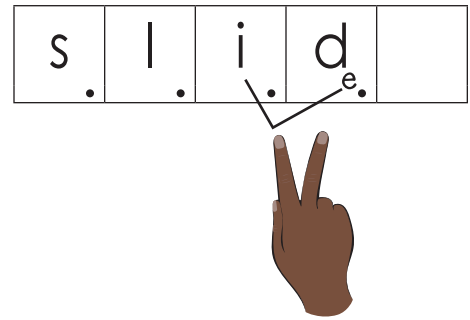
Now, using only the boxes with dots, I write the letter or letters that spell each sound in the word slide.

- The first sound is /s/ spelled with the letter s. I write the letter s in the first box.
- The next sound is /l/ spelled with the letter l. I write the letter l in the second box.
- The next sound is /i/ spelled with the vowel letters i and silent-e. I write the vowel letter i in the third box and a small silent-e in the bottom right corner of the fourth box.
  - ◆ Because the e is silent, it cannot be in a box by itself. It shares a box with the consonant that comes after the vowel sound.
  - ◆ Now, I draw a V-shape connecting the vowel letters i and e to show they work together to spell the long i sound.
- The last sound is /d/ spelled with the letter d. I write the letter d in the fourth box.



Next, I check for the long vowel silent-e syllable pattern.

- I find the vowel letter or letters. (Using 2 fingers in a V-shape, touch the vowel letters.)
- There is 1 vowel letter i (touch the vowel letter), followed by 1 consonant (scoop your finger to the right of the last consonant), and a final silent-e. (Touch the silent-e.)
- This word follows the long vowel silent-e syllable pattern. I say silent-e while showing the silent-e syllable gesture under the word.
- The vowel sound is /ī/. (Touch the vowel letters.)
- The word is slide. (Slide your finger under the boxes and read the word.)

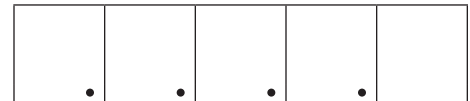


### WE DO PRACTICE

Let's practice spelling a word together. I will respond and gesture with you.

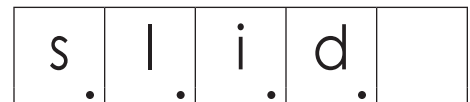
The word is slid. Word? **slid** The penguin slid on his belly.

- Let's finger-stretch each sound in the word slid. /s/ /l/ /ī/ /d/
- How many sounds? **4**
- Because each box holds 1 sound, how many boxes will I dot? **4**
- Say the sounds with me as I dot the boxes. /s/ /l/ /ī/ /d/



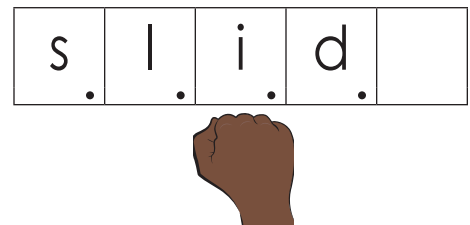
Now, using only the boxes with dots, I write the letter or letters that spell each sound in the word slid.

- Which letter spells the sound /s/? **s** In which box should I write the letter s? **first box**
- Which letter spells the sound /l/? **l** Which box? **second box**
- Which letter spells the vowel sound /ī/? **i** Which box? **third box**
  - ◆ Do we need to add a final silent-e? **no** Because this vowel letter is pronounced with its short sound, we do not need a final silent-e.
- Which letter spells the sound /d/? **d** Which box? **fourth box**



Next, we check for the long vowel silent-e syllable pattern.

- Pretend to touch the vowel letter or letters.
- How many vowel letters? **1**
- Does this word follow the long vowel silent-e syllable pattern? **no**
- Is there 1 vowel letter followed by 1 or more consonants? **yes**
- Syllable type and gesture? **closed**
- Touch the vowel letter and ask: **Vowel sound? /ī/**
- **Word? slid** (Slide your finger under the boxes and read the word.)



**STUDENT MATERIALS:** 6-Row Sound-Spelling Mapping Sheet (1 per student), Pencil or Dry Erase Marker (1 per student)

### YOU DO APPLY

Now, it is your turn. I will give you a word to spell. Then, I will guide you with the steps we just used.

Dictate words at random from the word list provided. Use the “Routine for Sound-Spelling Mapping” to guide students.

To provide corrective feedback and support, return to the “We Do” stage and spell 2 or 3 words together.

#### Routine for Sound-Spelling Mapping

The word is \_\_\_\_\_. Word?

- Finger-stretch the sounds.
- Dot the boxes. Remember, each sound gets 1 box.
- Write the letter or letters that spell each sound in the correct box.
- Does this word have a long vowel with a final silent-e?  
If yes, say: Draw a V-shape to connect the vowel letters.
- Look for the syllable pattern.
- Syllable type and gesture?
- Vowel sound?
- Word?

#### Word List

pine	side	pin	sit
bike	ripe	bit	rip
time	hike	tip	tick
ride	size	rid	zip
like	Clive	lick	clip
fine	wide	fin	wig
slide	mile	slid	mill

### TRANSFER TO TEXT

6 MINUTES

**GOAL:** Students can read words with the long i silent-e syllable pattern in text.

**TEACHER MATERIALS:** 5.2 Teacher Passage, 5.2 Student Passage (with highlighted pattern words)

### I DO MODEL

**PASSAGE TITLE:** “Clive and Kim’s Bike Ride”

There are 2 versions of the reading passage. The teacher passage is for your reference only. Use the highlighted student passage from Day 1 to model reading the identified pattern words.

**Watch me read the highlighted pattern words. Because the highlighted words follow the long i silent-e syllable pattern, the vowel letter i in each word will be pronounced with a long sound and the final vowel letter e remains silent.**

**In section 1, I look at the first highlighted word in the title.**

- **First, I find the vowel letters.** (Using 2 fingers in a V-shape, touch the vowel letters in the word Clive.)
- **The vowel sound is /i/.**
- **The word is Clive.** (Slide your finger under the word.)

For the next highlighted word, I am going to touch the vowel letters, say the sound in my head, and then read the word. Watch me.

- I touch the vowel letters in the next highlighted word. (Using 2 fingers in a V-shape, touch the vowel letters in the word Bike.)
- I mouth the vowel sound—/ī/. (Do not say the sound aloud.)
- Bike. (Slide your finger under the word and read it.)

If there are more highlighted words in the title, continue using the steps above to read them.



Launch the SAM or distribute the materials listed below.

**STUDENT MATERIALS:** 5.2 Student Passage (with highlighted pattern words from Day 1, 1 per student)

### WE DO PRACTICE

Let's read the pattern words in the passage together.

Find section 2. We will look at each highlighted word in this paragraph and read it. Remember, because the highlighted words follow the long i silent-e syllable pattern, the vowel letter i in each word will be pronounced with a long sound and the final vowel letter e will be silent.

- Find the first highlighted word and put 2 fingers in a V-shape under the vowel letters.
- Say the vowel sound with me. /ī/
- Slide your finger under the word and read it with me. Clive

Let's read the next highlighted word.

- Put 2 fingers in a V-shape under the vowel letters in the next highlighted word.
- Say the vowel sound in your head.
- Word? like (Slide your finger under the word.)

Continue using the steps to guide students with reading any remaining pattern words in this section. Remind students to touch the vowel letters and slide a finger under the word when reading it.

### YOU DO APPLY

Now, it is your turn to whisper read the pattern words in the next section. Continue reading pattern words in the passage until the time is up. (Remind students to touch the vowel letters and slide a finger under the word when reading it.)

While students are working independently, be sure to monitor each student's word-reading accuracy. Lean in close to 1 student at a time. Listen and provide corrective feedback by verbalizing the steps, if needed.

### Steps for Corrective Feedback

Let's read the word together.

- Touch the vowel letters.
- Say the vowel sound with me—/ī/. (Say the vowel sound with the student.)
- Word? (Read the word with the student.)

Listen as the student reads the next 2 words to monitor for accuracy. If the student consistently reads incorrectly, continue using the "Steps for Corrective Feedback."

## Silent-e: Long Vowel i

### Extend Lesson

If students in the group are not consistently identifying words with the long i silent-e pattern, before moving to Day 3, spend no more than 1 or 2 days building pattern and non-pattern words using the sound-spelling chips. Use the instructional dialogue and word list provided. Move to the “You Do” stage as soon as you know your students are ready.

### IDENTIFY PATTERN: SOUND-SPELLING MAPPING WITH CHIPS

**30 MINUTES**

**GOAL:** Students can use sound-spelling chips to represent the sounds in a word. Also, students can identify words with a long i silent-e syllable pattern.

**TEACHER MATERIALS:** Magnetic Chips—3 Blue Sound Chips, 1 Orange Sound Chip, 1 Red Sound Chip, 1 Green Sound Chip, 1 Green i Silent-e Spelling Chip; Magnetic Whiteboard and Magnetic Sound-Spelling Mat

#### Word List

dive	lime	dish	list
kite	shine	kit	ship
dine	life	dig	lip
drive	mine	drip	mist
nine	quite	nip	quit

### I DO MODEL

Today, we are focusing on the long i silent-e syllable pattern. A silent-e syllable is 1 vowel letter followed by 1 consonant and a final silent-e, and the vowel sound is long. There is only 1 vowel sound in the word; however, it takes 2 vowel letters to spell it—a single i plus the silent-e. The silent-e is not pronounced. (Arrange your magnetic chips on the mat as pictured. Do not place the i silent-e spelling chip on the mat.)

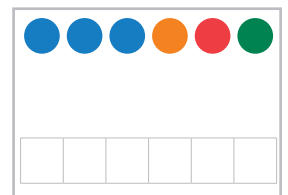
Let’s review the long vowel silent-e syllable pattern. Repeat after me: A silent-e syllable is 1 vowel letter (students repeat), followed by 1 consonant and a final silent-e (students repeat), and the vowel sound is long (students repeat).

Let’s say it 1 more time together. (Repeat the pattern chorally.)

Show me the gesture for a silent-e syllable. (Show the silent-e gesture.)

I will use these chips to represent sounds in a word.

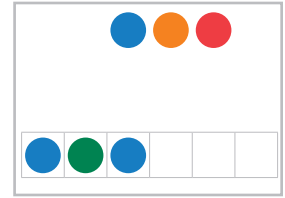
- The blue chip represents a consonant sound. (Point to a blue chip.)
- The orange chip represents a consonant digraph sound. (Point to the orange chip.)
- The red chip represents a short vowel sound. (Point to the red chip.)
- The green chip represents a long vowel sound. (Point to the green chip.)



Watch me pull down the sound chips into the boxes to represent the sounds in a word.

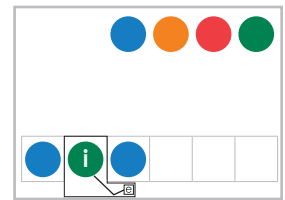
The first word is dive.

- I finger-stretch each sound in the word dive—/d/ /ī/ /v/.
- There are 3 sounds in the word dive.
- I pull down a blue chip for the consonant sound /d/.
- A green chip for the long vowel sound /ī/.
- A blue chip for the consonant sound /v/.
- **Blue-green-blue.** (Tap under each chip as you say its color.) **This represents the long vowel pattern.**



Now, I will check to see if this word has a long i spelled with a silent-e. Remember, I am listening for the vowel sound /ī/.

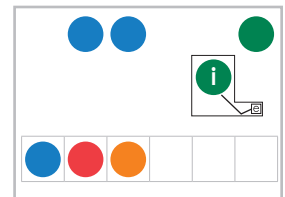
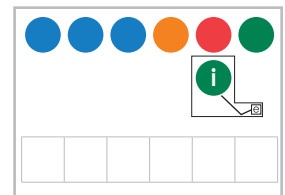
- The sounds are /d/ /ī/ /v/. (Tap under the chips as you say the sounds again.)
- I hear the vowel sound /ī/, so this word follows the long i silent-e pattern. I trade the green sound chip for the green i silent-e spelling chip.
- The word dive follows the long vowel silent-e pattern because there is 1 vowel letter (tap under the green chip), followed by 1 consonant and a final silent-e. (Tap the silent-e.)
- The vowel sound is /ī/. (Tap under the i and e with 2 fingers in a V-shape.)
- The word is dive. (Slide your finger from left to right under the chips.)



Let me show you a word that does not follow the long i silent-e pattern. I move the chips back to the top of the mat.

The word is dish.

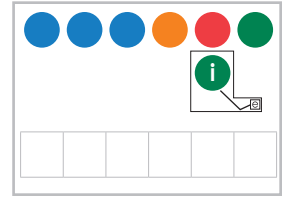
- I finger-stretch each sound in the word dish—/d/ /ī/ /sh/.
- There are 3 sounds in the word dish.
- I pull down a blue chip for the consonant sound /d/.
- A red chip for the short vowel sound /ī/.
- An orange chip for the consonant digraph sound /sh/.
- **Blue-red-orange.** (Tap under each chip as you say its color.) **This does not represent the long vowel pattern.**



## WE DO PRACTICE

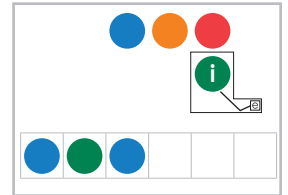
Let's build a word together. I will move the chips, and you will answer with me. I move the chips back to the top of the mat.

Remember, the blue chip represents a consonant sound. (Point to a blue chip.)  
 The orange chip represents a consonant digraph sound. (Point to the orange chip.)  
 The red chip represents a short vowel sound. (Point to the red chip.)  
 The green chip represents a long vowel sound. (Point to the green chip.)



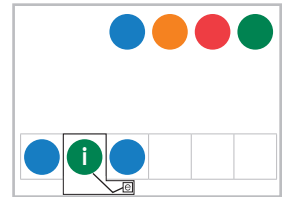
The word is kite. Word? **kite** The boy likes to fly a kite on windy days.

- Let's finger-stretch each sound in the word kite. /k/ /ī/ /t/
- How many sounds are in the word kite? **3**
  - ◆ First sound? /k/ Chip? **blue** Say the sound as I pull down a blue chip into the first box. /k/
  - ◆ Next sound? /ī/ Chip? **green** Say the sound as I pull down the green chip. /ī/
  - ◆ Last sound? /t/ Chip? **blue** Say the sound as I pull down a blue chip. /t/
- Say the color pattern of the chips with me. **blue-green-blue** (Tap under each chip as you say its color.) Does this represent the long vowel pattern? **yes**



Now, let's check to see if this word has a long i spelled with a silent-e. Remember, we are listening for the vowel sound /ī/.

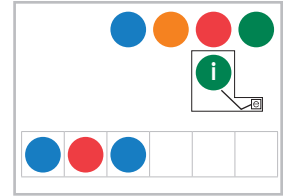
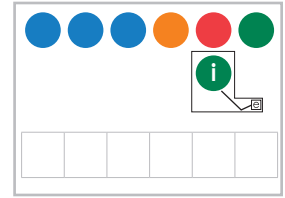
- The sounds are /k/ /ī/ /t/. Say the sounds with me. /k/ /ī/ /t/ (Tap under each chip as you say its sound.)
- Does kite have the vowel sound /ī/? **yes** Because the vowel letter i and the silent-e spell the long vowel sound /ī/, I trade the green sound chip for the green i silent-e spelling chip.
- Say the pattern with me. **There is 1 vowel letter** (tap under the green chip), **followed by 1 consonant and a final silent-e**. (Tap the silent-e.)
- Syllable type and gesture? **silent-e**
- Vowel sound? /ī/ (Tap under the i and e with 2 fingers in a V-shape.)
- Word? **kite** (Slide your finger from left to right under the chips.)



Let's build another word together. I move the chips back to the top of the mat.

The word is kit. Word? **kit** The first aid kit has bandages.

- Let's finger-stretch each sound in the word kit. /k/ /i/ /t/
- How many sounds are in kit? **3**
  - ◆ First sound? /k/ Chip? **blue** Say the sound as I pull down a blue chip into the first box. /k/
  - ◆ Next sound? /i/ Chip? **red** Say the sound as I pull down the red chip. /i/
  - ◆ Last sound? /t/ Chip? **blue** Say the sound as I pull down a blue chip. /t/
- Say the color pattern of the chips with me. **blue-red-blue** Does this represent the long vowel pattern? **no**



Launch the SAM or distribute the materials listed below.

**STUDENT MATERIALS:** Chips—3 Blue Sound Chips, 1 Orange Sound Chip, 1 Red Sound Chip, 1 Green Sound Chip, 1 Green i Silent-e Spelling Chip; Sound-Spelling Mapping Mat

**YOU DO** APPLY

Now, it is your turn to build words with and without the long i silent-e pattern. I will tell you a word, and you will build the word using the chips. Let's review the colors of the chips.

- What does a blue chip represent? **a consonant sound**
- What does an orange chip represent? **a consonant digraph sound**
- What does a red chip represent? **a short vowel sound**
- What does a green chip represent? **a long vowel sound**

Dictate words at random from the word list provided. When students are building words, guide them by using the "Routine for Sound-Spelling Mapping with Chips."

**Word List**

dive	lime	dish	list
kite	shine	kit	ship
dine	life	dig	lip
drive	mine	drip	mist
nine	quite	nip	quit

To provide corrective feedback and support, return to the “We Do” stage and practice 2 or 3 words together.

### Routine for Sound-Spelling Mapping with Chips

The word is \_\_\_\_\_. Word?

- Finger-stretch the sounds.
- How many sounds?
- Build the word with chips.
- What is the color pattern?
- Does this represent the long vowel pattern? (If yes, continue with the steps below.)

Let’s check the sound-spelling pattern.

- Tap under each chip and say its sound.
- Do you hear the vowel sound /i/? (If yes, trade the green sound chip for the green spelling chip.)
- Say the pattern.
- Syllable type and gesture?
- Vowel sound?
- Word?

**OPTION:** Addition of Graphemes

**STUDENT MATERIALS:** 2-Row Sound-Spelling Mat (download from the One95 Literacy Platform™, print 1 per student, and insert into a plastic sleeve) and Dry Erase Marker

After students have consistently identified the focus pattern with chips, have them try spelling some words. For each word you dictate, have students use chips to build the word in the top row of sound-spelling boxes. Then, ask them to write the letter(s) for each chip’s phoneme in the box below the chip.

Silent-e: Long Vowel i

## REVIEW

2 MINUTES

## Phonemic Awareness: Substitution

**GOAL:** Students can accurately substitute the medial sound in a word.

**MATERIALS:** None

Use the gradual release model. Model 1 prompt as an “I Do.” Then, complete at least 1 prompt with the students as a “We Do.” Once the students perform accurately, allow them to respond as a “You Do,” without your support.

- Say \_\_\_\_\_.
- Change /\_ / to /\_ /.
- New word?

scrap	change /ă/ to /ā/	scrape
grade	change /ā/ to /ă/	grad
take	change /ā/ to /ă/	tack
glad	change /ă/ to /ā/	glade
Tim	change /ī/ to /ī/	time
wipe	change /ī/ to /ī/	whip
slide	change /ī/ to /ī/	slid
rid	change /ī/ to /ī/	ride
fin	change /ī/ to /ī/	fine
pine	change /ī/ to /ī/	pin
mill	change /ī/ to /ī/	mile
pipe	change /ī/ to /ī/	pip
like	change /ī/ to /ī/	lick
hide	change /ī/ to /ī/	hid
dim	change /ī/ to /ī/	dime
slime	change /ī/ to /ī/	slim

## READ ACCURATELY

5 MINUTES

**GOAL:** Students can accurately read words with the long i silent-e pattern.

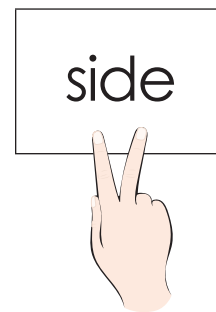
**TEACHER MATERIALS:** 5.2 Large Word Cards

## I DO MODEL

Watch me read a word that follows the long i silent-e pattern.

Show the word card—side.

- **First, I find the vowel letter or letters.** (Touch the vowel letters.)
- **There are 2 vowel letters— i and silent-e.**
- **This word has 1 vowel letter** (touch the first vowel letter), **followed by 1 consonant** (scoop your finger to the right of the consonant), **and a final silent-e.** (Touch the silent-e.)
- **The syllable type and gesture is silent-e.** (Show the silent-e syllable gesture under the word card.)
- **The vowel sound is /ī/.** (Using 2 fingers in a V-shape, touch the vowel letters.)
- **The word is side.** (Slide your finger under the word.)



**WE DO** PRACTICE

Let's read 2 words together.

Show the word card—ripe.

- Pretend to touch the vowel letter or letters.
- How many vowel letters? **2** (or **1**)
- Is there 1 vowel letter **i** followed by 1 consonant and a final silent-**e**? **yes** (or **no**)
- Syllable type and gesture? **silent-e** (or **closed**)
- Vowel sound? /i/ (or /ī/)
- Word? **ripe** (or **rip**) (Slide your finger under the word.)

Show the non-pattern word—rip. Follow the steps above.



Launch the SAM or distribute the materials listed below.

**STUDENT MATERIALS:** 5.2 Small Word Cards (1 set per student)

**YOU DO** APPLY

Now, it is your turn. Follow the steps we just used and practice reading each word accurately. If you have trouble with a word, raise your hand, and I can help you. Continue reading words until the time is up.

While students are working independently, be sure to monitor each student's word-reading accuracy. Lean in close and listen to 1 student at a time. If any students consistently read the words incorrectly, work with them 1-on-1 or in a small group for a few minutes daily, over the next 1 or 2 days, to identify the pattern in more words. Provide corrective feedback and support, as needed. Use the "Routine for Word Reading" to guide students.

**Word List**

pine	side	pin	sit
bike	ripe	bit	rip
time	hike	tip	tick
ride	size	rid	zip
like	Clive	lick	clip
fine	wide	fin	wig
slide	mile	slid	mill

**Routine for Word Reading**

- Touch the vowel letter or letters.
- How many vowel letters?
- Syllable type and gesture?
- Vowel sound?
- Word?

## READ FLUENTLY

5 MINUTES

**GOAL:** Students can fluently read phrases that contain words with the long i silent-e pattern.



**Launch the SAM or distribute the materials listed below.**

**TEACHER MATERIALS:** 5.2 Fluency Sheet—Phrases; Timer or Stopwatch

**STUDENT MATERIALS:** 5.2 Fluency Sheet—Phrases (1 per student)

**I DO** MODEL

- Put your finger next to the first row of phrases.
- Listen as I read the top row of phrases. I will read the phrases fluently. This means I will read them accurately, at a quick but comfortable pace.
- Follow along by touching each phrase as I read it.

If students read with you, stop and say: **It is my turn. You are listening and following along.**

**WE DO** PRACTICE

Let's read the next row together.

- Put your finger next to the second row of phrases.
- When I say go, touch the phrases as we read them fluently. Remember, when we read fluently, we read accurately, at a quick but comfortable pace.
- Ready? Go.

**YOU DO** APPLY

Now, it is your turn.

- When I say go, start at the top and use your finger to touch each phrase as you whisper read it.
- You will continue to fluently read all the phrases until the time is up.
- If you read all the phrases before the time is up, go back to the top, and read the phrases again.

Your goal is to read fluently. This means you will read accurately, at a quick but comfortable pace.

Set a timer for 1 minute.

- **Ready? Go.**
- After 1 minute, say: **Stop.**

While students are working independently, be sure to monitor each student's phrase-reading accuracy. Lean in close to 1 student at a time. Listen and provide corrective feedback or use the "Scaffold Recommendation," found at the top of the next page, if needed.

### Scaffold Recommendation

If a student is not reading the phrases correctly, use the cloze reading strategy to support the student. Reread the first phrase the student read incorrectly. This time, you will read the non-pattern words in the phrase, and the student will fill each pause by reading the long i silent-e pattern word(s). Once you and the student have finished cloze reading the phrase, reread the entire phrase chorally to build accuracy.

**EXAMPLE:** The phrase is “by the mine.” You will read the words by and the. Then, you will pause to allow the student to fill in the word mine.

Continue using the cloze reading strategy for 2 or 3 more phrases. Then, listen to the student read 2 more phrases independently to monitor for accuracy.

### WRITE WORDS

**5 MINUTES**

**GOAL:** Students can spell words with or without the long i silent-e pattern.

**TEACHER MATERIALS:** 6-Row Sound-Spelling Mapping Sheet (inserted into a plastic sleeve), Dry Erase Marker, Clipboard (optional)

### I DO → MODEL

Today, you will practice spelling words with the long i silent-e pattern.

Before we begin, let’s review the long vowel silent-e syllable pattern. Repeat after me: A silent-e syllable is 1 vowel letter (students repeat), followed by 1 consonant and a final silent-e (students repeat), and the vowel sound is long (students repeat).

Let’s say it 1 more time together. (Repeat the pattern chorally.)

Show me the gesture for a silent-e syllable. (Show the silent-e gesture.)

Now, watch how I use this sound-spelling mapping sheet. Each box holds only 1 sound.

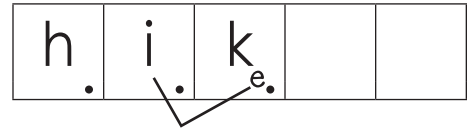
The word is hike.

- I finger-stretch each sound in the word hike—/h/ /ī/ /k/.
- The word hike has 3 sounds.
- Because there are 3 sounds, I need 3 boxes—1 box for each sound.
- I mark a dot in the bottom right corner of each box as I say the sound—/h/ /ī/ /k/.

•	•	•		

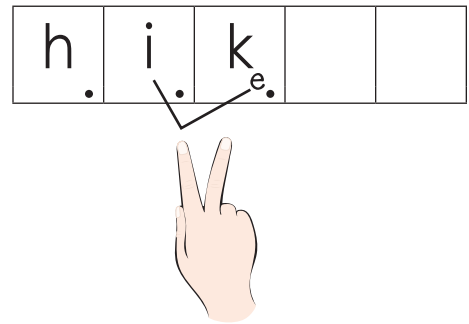
Now, using only the boxes with dots, I write the letter or letters that spell each sound in the word hike.

- The first sound is /h/ spelled with the letter h. I write the letter h in the first box.
- The next sound is /i/ spelled with the vowel letters i and silent-e. I write the vowel letter i in the second box and a small silent-e in the bottom right corner of the third box.
  - ◆ Because the e is silent, it cannot be in a box by itself. It shares a box with the consonant that comes after the vowel sound.
  - ◆ Now, I draw a V-shape connecting the vowel letters i and e to show they work together to spell the long vowel sound.
- The last sound is /k/ spelled with the letter k. I write the letter k in the third box.



Next, I check for the long vowel silent-e syllable pattern.

- I find the vowel letter or letters. (Using 2 fingers in a V-shape, touch the vowel letters.)
- There is 1 vowel letter i (touch the vowel letter), followed by 1 consonant (scoop your finger to the right of the last consonant), and a final silent-e. (Touch the silent-e.)
- This word follows the long vowel silent-e syllable pattern. I say silent-e while showing the silent-e syllable gesture under the word.
- The vowel sound is /i/. (Touch the vowel letters.)
- The word is hike. (Slide your finger under the boxes and read the word.)

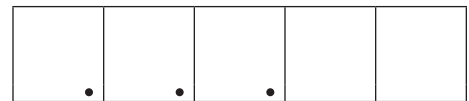


## WE DO PRACTICE

Let's practice spelling a word together. I will respond and gesture with you.

The word is tick. Word? **tick** The clock began to tick, so we knew it was working.

- Let's finger-stretch each sound in the word tick. /t/ /i/ /k/
- How many sounds? **3**
- Because each box holds 1 sound, how many boxes will I dot? **3**
- Say the sounds with me as I dot the boxes. /t/ /i/ /k/



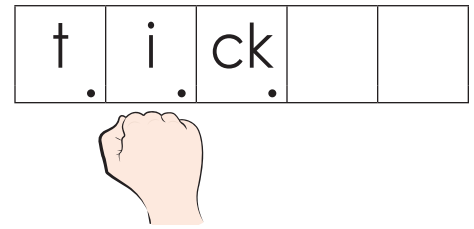
Now, using only the boxes with dots, I write the letter or letters that spell each sound in the word tick.

- Which letter spells the sound /t/? **t** In which box should I write the letter **t**? **first box**
- Which letter spells the vowel sound /i/? **i** Which box? **second box**
  - ◆ Do we need to add a final silent-e? **no** Because this vowel letter is pronounced with its short sound, we do not need a final silent-e.
- Which letters spell the sound /k/ when it occurs after a short vowel sound at the end of a word? **c-k**  
Which box? **third box**



Next, we check for the long vowel silent-e syllable pattern.

- Pretend to touch the vowel letter or letters.
- How many vowel letters? **1**
- Does this word follow the long vowel silent-e syllable pattern? **no**
- Is there 1 vowel letter followed by 1 or more consonants? **yes**
- Syllable type and gesture? **closed**
- Touch the vowel letter and ask: **Vowel sound? /i/**
- **Word? tick** (Slide your finger under the boxes and read the word.)



**STUDENT MATERIALS:** 6-Row Sound-Spelling Mapping Sheet (1 per student), Pencil or Dry Erase Marker (1 per student)

### YOU DO APPLY

Now, it is your turn. I will give you a word to spell. Then, I will guide you with the steps we just used.

Dictate words at random from the word list provided. Use the “Routine for Sound-Spelling Mapping” to guide students.

To provide corrective feedback and support, return to the “We Do” stage and spell 2 or 3 words together.

#### Word List

pine	side	pin	sit
bike	ripe	bit	rip
time	hike	tip	tick
ride	size	rid	zip
like	Clive	lick	clip
fine	wide	fin	wig
slide	mile	slid	mill

### Routine for Sound-Spelling Mapping

The word is \_\_\_\_\_. Word?

- Finger-stretch the sounds.
- Dot the boxes. Remember, each sound gets 1 box.
- Write the letter or letters that spell each sound in the correct box.
- Does this word have a long vowel with a final silent-e?  
If yes, say: **Draw a V-shape to connect the vowel letters.**
- Look for the syllable pattern.
- Syllable type and gesture?
- Vowel sound?
- Word?

## WRITE SENTENCES

5 MINUTES

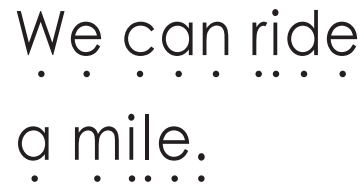
**GOAL:** Students can accurately write and proofread a sentence containing words with the long i silent-e pattern.

**TEACHER MATERIALS:** Small Whiteboard, Dry Erase Marker

**STUDENT MATERIALS:** Paper and Pencil or Whiteboard and Dry Erase Marker

I will say a sentence. Then, you will repeat the sentence with me before you write it.

- The sentence is “We can ride a mile.”
- Say it with me. **We can ride a mile.**
- Let’s say the sentence again as we put a finger up for each word. **We can ride a mile.**
- How many words are in the sentence? **5**
- Say the sentence 1 more time with me. **We can ride a mile.**



We can ride  
a mile.

To support the students’ working memory, you may choose to have students draw an underline for each word they hear in the sentence. Tell them they will write each of the sentence’s words on top of one of the lines.

**Now, write the sentence on your paper (or whiteboard). If you forget the sentence, I will repeat it for you.**

While the students are working, write the sentence on a small whiteboard for proofreading. Do not let the students see the sentence as you write it.

**Now, check your work. Does your sentence match mine?**

- Put a dot under each letter and punctuation mark that is correct.
- If you misspelled a word or forgot an uppercase letter or a punctuation mark, correct it now. When you finish checking your work, whisper read the sentence.

**Now that you have checked and corrected your work, let’s read the sentence together.**

- Put your finger under the first word.
- Ready? Read. **We can ride a mile.**

If time permits, use the previous steps and dictate another sentence from the list provided.

Slim likes to ride bikes.

The side of the bike is fine.

## TRANSFER TO TEXT

8 MINUTES

**GOAL:** Students can read words with the long i silent-e pattern in text.



**Launch the SAM or distribute the materials listed below.**

**TEACHER MATERIALS:** 5.2 Teacher Passage, 5.2 Student Passage

**STUDENT MATERIALS:** 5.2 Student Passage (1 per student)

**I DO** MODEL

**PASSAGE TITLE:** “Clive and Kim’s Bike Ride”

There are 2 versions of the reading passage. The teacher passage is for your reference only. Use the student passage to model reading fluently.

**Find section 1. Look at the title of the passage.**

- Put your finger under the first word in the title.
- Follow along by sliding your finger under the title as I read it aloud.

If students read with you, stop and say: **It is my turn. You are listening and following along.**

**Find section 2. Now, I will read the first paragraph of the passage titled “Clive and Kim’s Bike Ride.”**

- Put your finger under the first word.
- Listen as I read fluently. This means I will read accurately, at a quick but comfortable pace.
- Follow along by sliding your finger under the words as I read them.

If students read with you, stop and say: **It is my turn. You are listening and following along.**

**WE DO** PRACTICE

**Find section 3. Let’s read the next paragraph together.**

- Put your finger under the first word in this section.
- Read with me fluently. Remember, this means we will read it accurately, at a quick but comfortable pace.
- Follow along by sliding your finger under the words as you read.

Although you should be reading fluently, slow down slightly because the students’ comfortable pace may be slower than yours.

**YOU DO** APPLY

**Now, it is your turn to whisper read more of the passage. Continue reading the passage until the time is up.**

While students are working independently, be sure to monitor each student’s reading accuracy. Lean in close to 1 student at a time. Listen and provide corrective feedback, or use the “Scaffold Recommendation,” if needed.

**Scaffold Recommendation**

If a student is struggling to read accurately, use the cloze reading strategy to support the student. You will read short portions of a sentence, pausing at pattern words. The student will fill each pause by reading the pattern word(s). Once you and the student have finished cloze reading 1 or 2 sentences, reread the sentences chorally to build accuracy.

Continue using the cloze reading strategy for 2 or 3 more sentences. Then, listen to the student read 1 or 2 independently to monitor for accuracy.

Silent-e: Long Vowel i

## REVIEW

2 MINUTES

## Previous Phonics Skill

**GOAL:** Students can accurately read words that follow previously taught patterns.

**TEACHER MATERIALS:** 5.2 Review Grid 2

- Show students the grid. Point to a word and ask: **Word?**
- Have students respond by reading the word.

If needed, provide corrective feedback by scaffolding with the following questions:

- **Syllable type and gesture?**
- **Vowel sound?**
- **Word?**

crash	blade	brakes	van
whale	skids	flame	case
yell	skate	help	glade
blaze	hits	chase	will
just	lake	scrape	fix

## READ ACCURATELY

5 MINUTES

**GOAL:** Students can accurately read words with the long i silent-e pattern.

**TEACHER MATERIALS:** 5.2 Large Word Cards

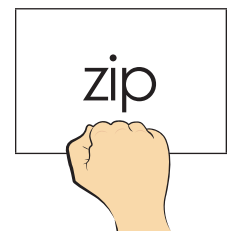
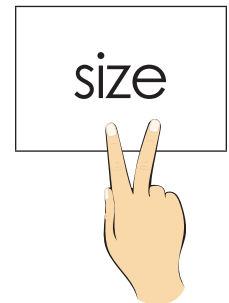
## WE DO PRACTICE

Let's read 2 words together.

Show the word card—size.

- Pretend to touch the vowel letter or letters.
- How many vowel letters? **2** (or **1**)
- Is the vowel letter followed by **1** consonant and a final silent-e? **yes** (or **no**)
- Syllable type and gesture? **silent-e** (or **closed**)
- Vowel sound? **/i/** (or **/ī/**)
- **Word?** **size** (or **zip**) (Slide your finger under the word.)

Show the non-pattern word—zip. Follow the steps above.





Launch the SAM or distribute the materials listed below.

**STUDENT MATERIALS:** 5.2 Small Word Cards (1 set per student)

### YOU DO APPLY

Now, it is your turn. Follow the steps we just used and practice reading each word accurately. If you have trouble with a word, raise your hand, and I can help you. Continue reading words until the time is up.

While students are working independently, be sure to monitor each student's word-reading accuracy. Lean in close and listen to 1 student at a time. For students who are consistently reading the words accurately, ask them to begin abbreviating the steps by doing the following:

- Touch the vowel letters.
- Say the vowel sound.
- Read the word.

If any students consistently read the words incorrectly, work with them 1-on-1 or in a small group for a few minutes daily, over the next 1 or 2 days, to identify the pattern in more words. Provide corrective feedback and support, as needed. Use the "Routine for Word Reading" to guide students.

#### Word List

pine	side	pin	sit
bike	ripe	bit	rip
time	hike	tip	tick
ride	size	rid	zip
like	Clive	lick	clip
fine	wide	fin	wig
slide	mile	slid	mill

#### Routine for Word Reading

- Touch the vowel letter or letters.
- How many vowel letters?
- Syllable type and gesture?
- Vowel sound?
- Word?

## BUILD WORD CHAINS

6 MINUTES

**GOAL:** Students can accurately build a word chain by changing 1 sound at a time to spell a new word.

**TEACHER MATERIALS:** Whiteboard or 6-Row Sound-Spelling Mapping Sheet (inserted into a plastic sleeve), Dry Erase Marker, Clipboard (optional)

## I DO MODEL

We will build a “chain” of words by changing 1 sound at a time to spell a new word. In this activity, the long vowel sound will be spelled using the silent-e pattern.

Watch me. My turn.

The first word is pin.

- I finger-stretch each sound in the word pin—/p/ /i/ /n/.
- Now, I finger-stretch the sounds and write the word pin.

/p/, letter <u>p</u>	/i/, vowel letter <u>i</u>	/n/, letter <u>n</u>
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Now, I change /i/ in pin to /ī/.

- The word pin becomes pine.
- I add a silent-e to the end of the word to spell the long i vowel sound.
- Under the word pin, I finger-stretch the sounds and write the word pine.

/p/, letter <u>p</u>	/ī/, vowel letters <u>i</u> and silent- <u>e</u>	/n/, letter <u>n</u>
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Next, I change /p/ in pine to /d/.

- The word pine becomes dine.
- The letter p changes to d.
- Under the word pine, I finger-stretch the sounds and write the word dine.

/d/, letter <u>d</u>	/ī/, vowel letters <u>i</u> and silent- <u>e</u>	/n/, letter <u>n</u>
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Finally, I change /ī/ in dine to /i/.

- The word dine becomes din.
- I delete the silent-e from the end of the word dine to spell the short i vowel sound.
- Under the word dine, I finger-stretch the sounds and write the word din.

/d/, letter <u>d</u>	/i/, vowel letter <u>i</u>	/n/, letter <u>n</u>
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Now, I will read all 4 words—pin, pine, dine, din.

pin
pine
dine
din

**WE DO** PRACTICE

Let's build a word chain together. I will respond with you.

The first word is hide. Word? **hide**

- Finger-stretch each sound in the word hide. /h/ /ī/ /d/
- Now, let's finger-stretch each sound in the word hide, and you will tell me the letter or letters that spell it.

/h/, letter? <b>h</b>	/ī/, vowel letters? <b>i and silent-e</b>	/d/, letter? <b>d</b>
-----------------------	---	-----------------------

hide

hid

rid

ride

Now, change /ī/ in hide to /i/.

- What is the new word? **hid**
- Now, let's finger-stretch each sound in the word hid, and you will tell me the letter that spells it.

/h/, letter? <b>h</b>	/i/, vowel letter? <b>i</b>	/d/, letter? <b>d</b>
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Next, change /h/ in hid to /r/.

- What is the new word? **rid**
- Now, let's finger-stretch each sound in the word rid, and you will tell me the letter that spells it.

/r/, letter? <b>r</b>	/i/, vowel letter? <b>i</b>	/d/, letter? <b>d</b>
-----------------------	-----------------------------	-----------------------

Finally, change /i/ in rid to /ī/.

- What is the new word? **ride**
- Now, let's finger-stretch each sound in the word ride, and you will tell me the letter or letters that spell it.

/r/, letter? <b>r</b>	/ī/, vowel letters? <b>i and silent-e</b>	/d/, letter? <b>d</b>
-----------------------	---	-----------------------

Now, I will point to each word, and we will read it together. Ready? **hide, hid, rid, ride**

**STUDENT MATERIALS:** Whiteboard and Dry Erase Marker or 6-Row Sound-Spelling Mapping Sheet and Pencil (1 per student)

### YOU DO APPLY

If students need a scaffold for word chaining, it is recommended you use the 6-Row Sound-Spelling Mapping Sheet.

**Now, it is your turn. Get your paper and pencil (or whiteboard and dry erase marker) ready.**

Dictate each word from 1 of the word chain lists provided. Use the “Routine for Word Chains” to guide the students.

Monitor students as they write each word in the chain. After showing students the word’s spelling, give them time to correct any errors before dictating the next word.

If time permits, dictate another word chain from the lists provided.

#### Word Chains

fine	Tim	rid
fin	time	ride
tin	dime	side
tine	dim	Sid

### Routine for Word Chains

The first word is \_\_\_\_\_. Word?

- Finger-stretch \_\_\_\_\_.
- Say the letter for each sound and then write it.

Change /\_ / to /\_ / (or Add /\_ / to \_\_\_\_\_ or Delete /\_ / from \_\_\_\_\_).

- What is the new word?
- Say the letter for each sound and then write it.

**Check your work.** (Show your paper or whiteboard with the correctly spelled word to the students.)

### READ FLUENTLY

5 MINUTES

**GOAL:** Students can fluently read sentences that contain words with the long i silent-e pattern.



**Launch the SAM or distribute the materials listed below.**

**TEACHER MATERIALS:** 5.2 Fluency Sheet—Sentences; Timer or Stopwatch

**STUDENT MATERIALS:** 5.2 Fluency Sheet—Sentences (1 per student)

### I DO MODEL

- Put your finger next to the first sentence.
- Listen as I read the sentences in the top row. I will read the sentences fluently. This means I will read them accurately, at a quick but comfortable pace.
- Follow along by sliding your finger under each word in the sentence as I read it.

If students read with you, stop and say: **It is my turn. You are listening and following along.**

**WE DO** PRACTICE

Let's read the sentence in the next row together.

- Put your finger next to the sentence in the second row.
- When I say go, slide your finger under the words as we read each sentence fluently. Remember, when we read fluently, we read accurately, at a quick but comfortable pace.
- Ready? Go.

**YOU DO** APPLY

Now, it is your turn.

- When I say go, start at the top and use your finger to touch each sentence as you whisper read it.
- You will continue to fluently read all the sentences until the time is up.
- If you read all the sentences before the time is up, go back to the top and read the sentences again.

Your goal is to read fluently. This means you will read accurately, at a quick but comfortable pace.

Set a timer for 1 minute.

- **Ready? Go.**
- After 1 minute, say: **Stop.**

While students are working independently, be sure to monitor each student's sentence-reading accuracy. Lean in close to 1 student at a time. Listen and provide corrective feedback or use the "Scaffold Recommendation," if needed.

**Scaffold Recommendation**

If a student is not reading the sentences correctly, use the cloze reading strategy to support the student. Reread the first sentence the student read incorrectly. This time, you will read the non-pattern words in the sentence, and the student will fill each pause by reading the pattern word(s). Once you and the student have finished cloze reading the sentence, reread the entire sentence chorally to build accuracy.

**EXAMPLE:** The sentence is "We dine on ripe grapes." You will read the word We. Then, you will pause to allow the student to read the word dine. You will read the word on. Then, the student will read the word ripe. Finally, you will complete the sentence by reading the word grapes.

Continue using the cloze reading strategy for 2 or 3 more sentences. Then, listen to the student read 2 more sentences independently to monitor for accuracy.

## TRANSFER TO TEXT

12 MINUTES

**GOAL:** Students can read words with the long i silent-e pattern in text.



**Launch the SAM or distribute the materials listed below.**

**TEACHER MATERIALS:** 5.2 Student Passage

**STUDENT MATERIALS:** 5.2 Student Passage (1 per student)

**I DO** MODEL

**PASSAGE TITLE:** “Clive and Kim’s Bike Ride”

**Find section 1. Look at the title of the passage.**

- Put your finger under the first word in the title.
- Follow along by sliding your finger under the title as I read it aloud.

If students read with you, stop and say: **It is my turn. You are listening and following along.**

**Find section 2. Listen as I reread from the passage titled “Clive and Kim’s Bike Ride.”**

- Put your finger under the first word.
- Listen as I read fluently. This means I will read accurately, at a quick but comfortable pace.
- Follow along by sliding your finger under the words as I read them.

**WE DO** PRACTICE

**Find section 3. Let’s read this paragraph together.**

- Put your finger under the first word.
- Read with me fluently. Remember, this means we will read accurately, at a quick but comfortable pace.
- Follow along by sliding your finger under the words as you read.

Although you should be reading fluently, slow down slightly because the students’ comfortable pace may be slower than yours.

**YOU DO** APPLY

**Now, it is your turn to whisper read more of the passage. Continue reading the passage until the time is up.**

While students are working independently, be sure to monitor each student's reading accuracy. Lean in close to 1 student at a time. Listen and provide corrective feedback, if needed.

**Scaffold Recommendation**

If a student is struggling to read accurately, use the cloze reading strategy to support the student. You will read short portions of a sentence, pausing at pattern words. The student will fill each pause by reading the pattern word. Once you and the student have finished cloze reading 1 or 2 sentences, reread the sentences chorally to build accuracy.

Continue using the cloze reading strategy for 2 or 3 more sentences. Then, listen to the student read 1 or 2 sentences independently to monitor for accuracy.

# Silent-e: Long Vowel i

**REVIEW**

**2 MINUTES**

## Phonics: Syllable Types

**GOAL:** Students can accurately identify a word's syllable type, show the correct gesture, say the correct vowel sound, and read the word.

**MATERIALS:** Whiteboard and Dry Erase Marker

dime	hind	dim	hip
send	time	lime	job
bite	five	dig	dine
drive	hike	prime	nip

Write 1 word at a time on a small whiteboard. Use the word list and prompts provided.

- Syllable type and gesture?
- Vowel sound?
- Word?

**BUILD WORD CHAINS**

**6 MINUTES**

**GOAL:** Students can accurately build a word chain by changing 1 sound at a time to spell a new word.

**TEACHER MATERIALS:** Whiteboard or 6-Row Sound-Spelling Mapping Sheet (inserted into a plastic sleeve), Dry Erase Marker, Clipboard (optional)

**WE DO PRACTICE**

Let's build a word chain together. I will respond with you.

The first word is bite. Word? **bite**

- Finger-stretch each sound in the word bite. /b/ /ī/ /t/
- Now, I will finger-stretch each sound in the word bite, and you will tell me the letter or letters that spell it.

/b/, letter? <b>b</b>	/ī/, vowel letters? <b>i and silent-e</b>	/t/, letter? <b>t</b>
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Now, change /ī/ in bite to /i/.

- What is the new word? **bit**
- Now, I will finger-stretch each sound in the word bit, and you will tell me the letter that spells it.

/b/, letter? <b>b</b>	/i/, vowel letter? <b>i</b>	/t/, letter? <b>t</b>
-----------------------	-----------------------------	-----------------------

bite
bit
sit
site

Next, change /b/ in bit to /s/.

- What is the new word? **sit**
- Now, I will finger-stretch each sound in the word sit, and you will tell me the letter that spells it.

/s/, letter? <b>s</b>	/i/, vowel letter? <b>i</b>	/t/, letter? <b>t</b>
-----------------------	-----------------------------	-----------------------

Finally, change /i/ in sit to /ī/.

- What is the new word? **site**
- Now, I will finger-stretch each sound in the word site, and you will tell me the letter or letters that spell it.

/s/, letter? <b>s</b>	/ī/, vowel letters? <b>i and silent-e</b>	/t/, letter? <b>t</b>
-----------------------	---	-----------------------

Now, I will point to each word, and we will read it together. Ready? **bite, bit, sit, site**

**STUDENT MATERIALS:** Whiteboard and Dry Erase Marker or 6-Row Sound-Spelling Mapping Sheet and Pencil (1 per student)

### YOU DO APPLY

If students need a scaffold for word chaining, it is recommended you use the 6-Row Sound-Spelling Mapping Sheet.

**Now, it is your turn. Get your paper and pencil (or whiteboard and dry erase marker) ready.**

Use the “Routine for Word Chains” to dictate each word from 1 of the word chain lists provided.

Monitor students as they write each word in the chain. After showing students the word’s spelling, give them time to correct any errors before dictating the next word.

If time permits, dictate another word chain from the lists provided.

#### Word Chains

slide	lime	life
slid	dime	wife
lid	dim	wide
rid	rim	wipe

#### Routine for Word Chains

The first word is \_\_\_\_\_. Word?

- Finger-stretch \_\_\_\_\_.
- Say the letter or letters for each sound and then write it.

Change /\_ / to /\_ / (or Add /\_ / to \_\_\_\_\_ or Delete /\_ / from \_\_\_\_\_).

- What is the new word?
- Say the letter or letters for each sound and then write it.

**Check your work.** (Show your paper or whiteboard with the correctly spelled word to the students.)

## WRITE SENTENCES

5 MINUTES

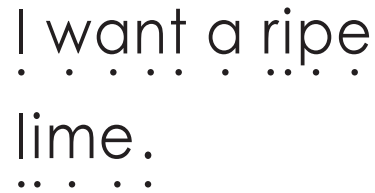
**GOAL:** Students can accurately write and proofread a sentence containing words with the long i silent-e pattern.

**TEACHER MATERIALS:** Small Whiteboard and Dry Erase Marker

**STUDENT MATERIALS:** Paper and Pencil or Whiteboard and Dry Erase Marker

I will say a sentence. Then, you will repeat the sentence with me before you write it.

- The sentence is “I want a ripe lime.”
- Say it with me. **I want a ripe lime.**
- Let’s say the sentence again as we put up a finger for each word.  
**I want a ripe lime.**
- How many words are in the sentence? **5**
- Say the sentence 1 more time with me. **I want a ripe lime.**



I want a ripe  
lime.

To support the students’ working memory, you may choose to have students draw an underline for each word they hear in the sentence. Tell them they will write each of the sentence’s words on top of one of the lines.

**Now, write the sentence on your paper (or whiteboard). If you forget the sentence, I will repeat it for you.**

While the students are working, write the sentence on a small whiteboard for proofreading. Do not let the students see the sentence as you write it.

**Now, check your work. Does your sentence match mine?**

- Put a dot under each letter and punctuation mark that is correct.
- If you misspelled a word or forgot an uppercase letter or a punctuation mark, correct it now. When you finish checking your work, whisper read the sentence.

**Now that you have checked and corrected your work, let’s read the sentence together.**

- Put your finger under the first word.
- Ready? Read. **I want a ripe lime.**

If time permits, use the previous steps and dictate another sentence from the list provided.

She bit the fresh lime.

The wife will drive.

## TRANSFER TO TEXT

12 MINUTES

**GOAL:** Students can read words with the long i silent-e pattern in text.



**Launch the SAM or distribute the materials listed below.**

**TEACHER MATERIALS:** 5.2 Student Passage, Whiteboard, Dry Erase Marker

**STUDENT MATERIALS:** 5.2 Student Passage (1 per student)

**I DO** MODEL

**PASSAGE TITLE:** “Clive and Kim’s Bike Ride”

Today, we will read all the sentences in the passage. Before we begin, I want to talk about a few words you will see in the passage.

The first word is mine. Word? **mine** (Write the word on a whiteboard.)

- In this passage, the word mine means a hole or opening in the ground where people dig. They are digging for minerals or other materials found in the earth. A mine can have a large opening or a very narrow opening that goes deep underground. Some items that people extract from a mine include gold, diamonds, salt, and coal.

The next word is ripe. Word? **ripe** (Write the word on a whiteboard.)

- The word ripe indicates that a piece of fruit is fully grown and ready to be picked or eaten. Ripe fruit usually has the best flavor and smell. Clive and Kim dine on ripe grapes while resting in the shade of the pines.

Now that you know the meaning of a few words from the passage, I will begin by reading the title.

Find section 1. Look at the title of the passage.

- Put your finger under the first word in the title.
- Follow along by sliding your finger under the title as I read it aloud.

If students read with you, stop and say: **It is my turn. You are listening and following along.**

**WE DO** PRACTICE

Find section 2. Now, we will reread the first paragraph of “Clive and Kim’s Bike Ride.”

- Put your finger under the first word.
- Read with me fluently. Remember, this means we will read accurately, at a quick but comfortable pace.
- Follow along by sliding your finger under the words as we read them.

Although you should be reading fluently, slow down slightly because the students’ comfortable pace may be slower than yours. You may choose to use the “Scaffold Recommendation” to support the students, if needed.

**Scaffold Recommendation**

If students are struggling to read accurately, use the cloze reading strategy to support the students. You will read short portions of a sentence, pausing at pattern words. The students will fill each pause by reading the pattern word(s).

**YOU DO** APPLY

Now, it is your turn to whisper read the rest of the passage. If you finish before the time is up, go back to the top and read the passage again, starting with the title.

While students are working independently, monitor each student’s reading accuracy. Lean in close to 1 student at a time. Listen and provide corrective feedback or the scaffolding recommendations from the previous sections, if needed.

## RESPOND TO READING

5 MINUTES

**GOAL:** Students can recall key details and answer questions to demonstrate understanding of a text.



Launch the SAM or distribute the materials listed below.

**STUDENT MATERIALS:** 5.2 Student Passage (1 per student), 5.2 Comprehension Questions

Now, you will answer questions about the passage. You can use the words in the passage to help you. I will read the questions to you, and you will select the correct answer. (Do not read the answer choices to the students. Encourage the students to look back at the passage to confirm each answer choice.)

**QUESTION 1:**

What kind of grapes do Clive and Kim plan to eat?

- a. pine
- b. nine
- c. ripe

**QUESTION 2:**

Fill in this sentence with the best word choice. Clive and Kim like to \_\_\_\_\_ bikes.

- a. hunt
- b. ride
- c. crash

**ORAL OR WRITTEN RESPONSE:**

You may have your students respond orally or construct a written response.

Use clues from the passage to answer the following question. What happens to Clive's tire? (Sample answer: **Clive rides on rocks. When he hits the brakes, the bike skids on a big rock. Clive's tire gets a wide rip from the rock.**)



The **95 Phonics Screener for Invention™ (PSI™)** can be efficiently administered digitally through the Literacy Intervention System™ (LIS™) on the One95 Literacy Platform™.