

Name \_\_\_\_\_

Date \_\_\_\_\_

## Long Vowels with Silent 'E'

1<sup>st</sup> Grade English Lesson

### Materials:

- White Board, Chalkboard
- Worksheets attached

### Introduction: (less than 5 minutes)

- Repeat the following rhyme and hand motions with the students to get them in their seats and settled down.

Verse	Hand Motions
Raise you eyes to the sky	<i>lift head up and look towards the sky</i>
Touch the sky with lots of pride	<i>raise arms to the sky</i>
Twirl around to see me please	<i>turn in a circle</i>
Bend your knees and get down please	<i>sit down on floor or at desk</i>

### Long Vowel with Silent 'E' Instruction: (15 - 25 minutes)

- (1) Write the letters; A, E, I, O and U on the board. Ask the students to tell you the name of each letter and tell you the sound. Have the students tell you why these letters are special ( look for the students to say that there vowels and why there vowels)
- (2) Remind the students that these letters are vowels and that they are special and quiet when they are alone. Explain to the students that all of the other letters in the alphabet are consonants and are loud, mean and bossy to the vowels.
- (3) Let the students know that vowels are special because the have two sounds a big loud sound that they use when they are next to another vowel friend in a word and a small sound that they use when they are all alone in a word.
- (4) Write the words 'brain' and 'cat' on the board to demonstrate concept in step 3. Erase words when demonstration is complete.
- (5) Write the words 'like,' 'cane,' 'note' and 'cute' on the board.
- (6) Use the following dialogue to help complete the instruction;
  - a. "Students now that we know that vowels say a short quiet sound when they are alone or surrounded by consonants in a word and a loud sound when they are with other vowels, how do you pronounce this word." (point to 'cane') Wait for responses. Students should try to sound out each phoneme in the word using the short vowel principle.
  - b. "Good try. However, when there is an 'E' at the end of a word like this the 'E' does something special. Do you want to know what it does?" Wait for responses. "Okay, I will tell you, but it is a secret so do not tell anyone. The letter 'E' pinches the closest vowel to it making the vowel scream its name while it hides quietly behind the consonant and does not say anything at all." (Draw an arrow from the 'E' to the vowel and then back to the 'E' help to illustrate this concept.)

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- c. "Let us all practice saying this word together. Remember, that the 'E' pinches the vowel."
  - d. Say together, 'CANE'. (the group should say the word CANE properly)
  - e. "Great! Let's say it one more time!"
  - f. Say together, "CANE."
  - g. "Good job. Now say it three times without my help."
  - h. Students say, "CANE. CANE. CANE."
  - i. "Wonderful, the letter A says its name when the 'E' pinches it in the word CANE. Let us all say it together one last time."
  - j. As a class, "CANE!"
- (7) Make sure to tell the students that the only vowel this does not work with this concept. That vowel is the letter 'E'. Simply because the letter 'E' cannot pinch itself!
- (8) Repeat steps 1-3 with remaining words on the board. Make sure students fully understand this concept prior to moving on to the next concept.

### Guided Practice: (10 - 20 minutes)

- (1) Write the words 'SAME,' 'TIME,' 'PINE,' 'CONE' and 'TUNE' on the board. Say each word with the students.
- (2) Have students come to the board and point to the vowel that the 'E' pinches in the word.
- (3) As the student points to the vowel on the board, have the class say the sound that the letter makes when it is pinched.
- (4) Repeat with all words until mastery is achieved.
- (5) Then write the same words on the board and leaving the vowels out.
- (6) Tell the students that this is their chance to make words using this concept. Give the students a chance to come up to the board and write a vowel into a word and then say the word aloud. (If they struggle when thinking of a vowel, you may write the vowels on the side to help)
- (7) Then have them show the word to the class and have the class say the word aloud, too.
- (8) The point of this exercise is to have the students practice making words, reading the words and learning the vowel sounds. Nonsense words (words that are not real) are ok to use and make sure the students know this.
- (9) Make sure the majority of the students get a chance. If the class is large, have the students come to the board in groups of 2-3 students.

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**Independent Practice:** (10 minutes)

(1) Complete attached worksheet individually or as a group. Follow directions on worksheet.

### Lesson Notes:

- The lesson is designed to be interchangeable with various cVc words utilizing long vowel sounds with silent 'E'.
- Depending on the students, you may increase or decrease the amount of vowels taught at one time.
- Also, times listed in each portion of the lesson are arbitrary. Some portion may take longer than others and vice versa.

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### Long Vowels with Silent 'E' Questions

**Directions:** Read the words with the students. Next, have the students write an 'E' at the end of each word. Read the new words aloud to with the students. Make sure to use the pincher 'E' principle!

1. cat \_\_\_ 2. lik \_\_\_

3. kit \_\_\_ 4. tun \_\_\_

5. can \_\_\_ 6. rak \_\_\_

7. sam \_\_\_ 8. tim \_\_\_

9. pin \_\_\_ 10. con \_\_\_

11. dim \_\_\_ 12. hop \_\_\_