

Decoding

The purpose of this activity is for students to apply their knowledge of final _e convention for representing long vowel sounds and practice decoding words with the a_e spelling pattern.

Prepare

- Print out a lowercase letter tile e.
- Use the word bank at the bottom of the page.

Warm-Up



Remember what happens when we see the silent e at the end of a word? What happens to the vowel sound? Students should respond that it makes the long vowel sound. Let's practice with words that have a as a vowel. What are the two sounds that the vowel a makes? Students should respond with the short /a/ sound and the long /A/ sound.

Modeling



We are going to practice reading words. Some words will be real words and others will be nonsense, or make believe words. I'm going to show you a word and ask you to read it out loud. After you read the word, I'll give you the letter e. Place the letter e at the end of the word to make a new word. Then read the new word out loud.

Watch me do one. On the page, I see the word *cut*. I say *cut*. Now, I add the letter *e* at the end of the word, after the *d*. Let me read the new word:

 $mad \rightarrow mad \rightarrow made$

Show the first word strip and then demonstrate adding



Now, let's try one together. Show mat. What's this word? Call on a student to read mat. Now, let's add the letter e at the end of the word, and see how it changes the vowel sound. Hand the letter tile e to a student. What's the new word?

 $mat \rightarrow mat \rightarrow mate$

Show the next word strip and after calling on a student to read the word, hand over the letter tile e.



Now it's your turn. Show the sam word strip. What's this word? Call on a student to read sam. Now, let's add the letter e at the end of the word, and see how it changes the vowel sound. Hand the letter tile e to a student. What's the new word?

 $sam \rightarrow sam + e \rightarrow same$

Assist if necessary.

Add the Letter e (a_e)

Modeling Continued

If Correct: Good. The new word is "same."

If Incorrect: Let's look at it again. Read /s//a//m/. What letter is this? Where does the letter "e" go? What's the new word?

Let's try another one. Show the *fat* word strip. **What's this word?** Call on a student to read *fat*. **Now, let's add the letter e at the end of the word, and see how it changes the vowel sound.** Hand the letter tile e to a student. **What's the new word?**

If Correct: Good. The new word is "fate."

If Incorrect: Let's look at it again. Read the word. What letter is this? Where does this letter go? What's the new word?



Show the *fat* word strip.

Correct: fate

Keep on reviewing the long /A/ sound if students get both practice words incorrect.

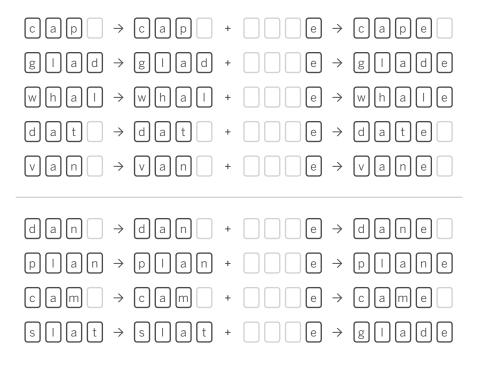
Word Bank



What's the new word?

fat	\rightarrow	fat	+	e	\rightarrow	fate
mat	\rightarrow	mat	+	e	\rightarrow	mate
cat	\rightarrow	cat	+	e	\rightarrow	cate
tap	\rightarrow	tap	+	e	\rightarrow	tape
can	\rightarrow	can	+	e	\rightarrow	cane
gap	\rightarrow	gap	+	e	\rightarrow	gape
gap						gape pane
	\rightarrow	pan	+	e	\rightarrow	
pan	\rightarrow	pan dam	+	e	\rightarrow	pane

Word Bank Continued



Wrap-Up



Impressive job converting and practicing long vowel sounds with the a_e spelling pattern today!