



## 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:

m a d □ → m a d □ + □ □ □ e → m a d e □

Show the first word strip and then demonstrate adding e.



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?

m a t □ → m a t □ + □ □ □ e → m a t e □

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?

s a m □ → s a m □ + □ □ □ e → s a m e □

Assist if necessary.

## 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?

c a n □ → c a n □ + □ □ □ e → c a n e □

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?

f a t □ → f a t □ + □ □ □ e → f a t e □

m a t □ → m a t □ + □ □ □ e → m a t e □

c a t □ → c a t □ + □ □ □ e → c a t e □

t a p □ → t a p □ + □ □ □ e → t a p e □

c a n □ → c a n □ + □ □ □ e → c a n e □

g a p □ → g a p □ + □ □ □ e → g a p e □

p a n □ → p a n □ + □ □ □ e → p a n e □

d a m □ → d a m □ + □ □ □ e → d a m e □

h a t □ → h a t □ + □ □ □ e → h a t e □

r a t □ → r a t □ + □ □ □ e → r a t e □

## Word Bank *Continued*

c a p  → c a p  +  e → c a p e

g l a d → g l a d +  e → g l a d e

w h a l → w h a l +  e → w h a l e

d a t  → d a t  +  e → d a t e

v a n  → v a n  +  e → v a n e

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d a n  → d a n  +  e → d a n e

p l a n → p l a n +  e → p l a n e

c a m  → c a m  +  e → c a m e

s l a t → s l a t +  e → g l a d e

## Wrap-Up



Impressive job converting and practicing long vowel sounds with the a\_e spelling pattern today!