



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 o_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 o as a vowel. What are the two sounds that the vowel o makes?** Students should respond with the short /o/ sound and the long /O/ 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 *hop*. I say *hop*. Now, I add the letter e at the end of the word, after the *p*. Let me read the new word:

h o p □ → h o p □ + □ □ □ e → h o p e □

Show the first word strip and then demonstrate adding e.



Now, let's try one together. Show *mop*. What's this word? Call on a student to read *mop*. 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 o p □ → m o p □ + □ □ □ e → m o p 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 *pop* word strip. What's this word? Call on a student to read *pop*. 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?

p o p □ → p o p □ + □ □ □ e → p o p e □

Assist if necessary.

Modeling *Continued*

If Correct: Good. The new word is “pope.”

If Incorrect: Let’s look at it again. Read /p/ /o/ /p/. What letter is this? Where does the letter “e” go? What’s the new word?

Let’s try another one. Show the *tub* word strip. **What’s this word?** Call on a student to read *tube*. **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 “robe.”

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?

r o b □ → r o b □ + □ □ □ e → r o b e □

Show the *rob* word strip.

Correct: robe

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

Word Bank



What’s the new word?

r o b □ → r o b □ + □ □ □ e → r o b e □

p o p □ → p o p □ + □ □ □ e → p o p e □

m o d □ → m o d □ + □ □ □ e → m o d e □

d o t □ → d o t □ + □ □ □ e → d o t e □

d o m □ → d o m □ + □ □ □ e → d o m e □

r o d □ → r o d □ + □ □ □ e → r o d e □

c o d □ → c o d □ + □ □ □ e → c o d e □

h o p □ → h o p □ + □ □ □ e → h o p e □

s l o p □ → s l o p □ + □ □ □ e → s l o p e □

m o p □ → m o p □ + □ □ □ e → m o p e □

Word Bank *Continued*

t o p → t o p + e → t o p e

m o t → m o t + e → n o t e

s m o k → s m o k + e → s m o k e

c o p → c o p + e → c o p e

t o n → t o n + e → t o n e

p h o n → p h o n + e → p h o n e

v o t → v o t + e → v o t e

p r o b → p r o b + e → p r o b e

b r o k → b r o k + e → b r o k e

d r o p → d r o p + e → d r o p e

Wrap-Up



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