Add the Letter *e* (i_e)

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

| k | i | t | | → | k | i | t | | + | | | | e | | → | k | i | t | e | |

> Show the first word strip and then demonstrate adding *e*.

Now, let's try one together. Show *bit*. **What's this word?** Call on a student to read *bit*. **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?**

| b | i | t | | → | b | i | t | | + | | | | e | | → | b | i | 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 *tid* word strip. **What's this word?** Call on a student to read *tid*. **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?**

| t | i | d | | → | t | i | d | | + | | | | e | | → | t | i | d | e | |

> Assist if necessary.

Modeling *Continued*

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

If Incorrect: Let's look at it again. Read /t/ /i/ /d/. What letter is this? Where does the letter "e" go? What's the new word?

Let's try another one. Show the *pin* word strip. **What's this word?** Call on a student to read *tub*. **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 "tide."

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 word strip.

Correct: tide

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

p i n → p i n + e → p i n e

Word Bank

What's the new word?

r i d → r i d + e → r i d e

h i d → h i d + e → h i d e

v i n → v i n + e → v i n e

t i m → t i m + e → t i m e

r i p → r i p + e → r i p e

---

w i n → w i n + e → w i n e

f i n → f i n + e → f i n e

b i t → b i t + e → b i t e

p i p → p i p + e → p i p e

d i m → p i p + e → p i p e

Word Bank *Continued*

n o t → n o t + e → n o t e

d i n → d i n + e → d i n e

s p i n → s p i n + e → s p i n e

s l i m → s l i m + e → s l i m e

s h i n → s h i n + e → s h i n e

---

s p i t → s p i t + e → s p i t e

s l i d → s l i d + e → s l i d e

s t r i p → s t r i p + e → s t r i p e

g r i p → g r i p + e → g r i p e

Wrap-Up

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