

Lesson 44 • Phonetic Skill 4

SKILLS OVERVIEW

- When the letter *e* comes at the end of a word and is preceded by another vowel then a consonant or *th* Digraph, the *e* is *silent*, making the first vowel sound *long*.
- To prove the vowel sound in a Phonetic Skill 4 word: 1) go under the word, moving left to right, and place an *x* under the first vowel and under the ending vowel *e*; 2) move up and over the *e*, and draw a line straight down through it and the *x* below it, making the ending *e* *silent*; 3) move left to the first vowel; 4) the final *e* causes the first vowel sound to be long, so mark it long.
- The consonant between the first vowel and silent *e* cannot act as a guardian consonant because the *e* has already dictated that the first vowel is long, and guardians appear only after short vowels.
- Notice the change in the vowel sound and meaning of a word when the silent *e* is added: *cap/cape*, *hop/hope*, *plan/plane*, *cloth/clothe*.
- Note: These rules are being applied to single-syllable words at this point of instruction.

LESSON MATERIALS

- *Plunk*, Games Supplement
- Five Phonetic Skills Poster
- Phonetic Skill 4, *Student Book*
- Transfer Cards: *Phonetic Skill 4*
- Vocabulary Strategy 6: Sort Vocabulary, *English Language Enhancement*
- *Reading Horizons Elevate*® Software lesson *Phonetic Skill 4*
- Make necessary preparations for any Enrichment Activities you choose to use.

MOST COMMON WORDS

Teach Most Common Words from **List 11** with this lesson.

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REVIEW

Ask students to repeat Phonetic Skills 1, 2, and 3. Then use the following procedures to dictate or spell the words from the Word Bank below:

- Write the word *cab*, *cab*. (*cab*, *cab*) Prove the word. Read it. Which Phonetic Skill does it follow?
- Write *c-a-b*, *c-a-b*. Prove the word. Read it. Which Phonetic Skill does it follow?

Use the following lists of words in the Word Bank below for dictation practice. Be sure to dictate words from all of the skills in random order.

Phonetic Skill 1

cāb

lēd

shōp

trīp

Phonetic Skill 2

māst

rēt

sānd

stōmp

Phonetic Skill 3

hī

mē

sō

wē

Variation: For a more kinesthetic approach, put the words on flashcards, and ask students to group the cards according to the Phonetic Skills that the words follow.

TEACHER INFORMATION

Phonetic Skill 4: When there is a silent *e*, the first vowel is long.

Phonetic Skill 4 is consistent. There are only five frequently used English words that end in *e* that keep the sound of long *e*. These words are: *he*, *me*, *be*, *we*, and *she*, and they all follow Phonetic Skill 3. There are a few other multisyllabic words in which the *e* is sounded, such as *simile* and *apostrophe*, but they are not common.

Most words that end in the sound of long *e* are words ending in *y*, such as *baby* and *happy*. This skill is taught in Chapter 4, **Lesson 60**.

Note: These rules are being applied to single-syllable words at this point of instruction.

TEACHER INSTRUCTION: Phonetic Skill 4

FYI The following instruction will use arrows and numbers to explain the proper sequence for proving words. These arrows and numbers are used to demonstrate to the teacher the direction in which to mark words. **They should not be used by the students when proving words.**

FYI The following instruction uses questions to help students discover the skill for themselves at the board.

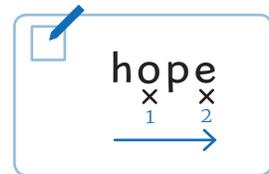
☰ You'll now prove a word that follows Phonetic Skill 4. Write *h-o-p-e*, *h-o-p-e*. Move under the word, left to right. What should you mark first? (*the vowel o*)



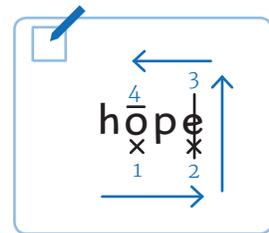
Mark the vowel *o* with an *x*. There's one more vowel in this word. What is it? (*e*)



Mark the *e* with an *x*. This is the first time you've seen two vowels in a word. This second vowel, *e*, will be silent, but it will make the first vowel, *o*, long.



Move up and around the *e*. Draw a line through the *e*, and mark the *o* long. Is the consonant *p* a guardian in this word? (*no*)



Why not? What do guardians do? (*guardians make the vowel short*)

What does silent *e* do? (*it makes the first vowel long*)

Here, the silent vowel *e* is stronger than the consonant *p*. The consonant *p* is no longer a guardian; it just gives the ending sound to the word. The vowel becomes long. What is the sound of long *o*? (*/ō/*)

Read the word. (*hope*)

• Point out Phonetic Skill 4 on the **Five Phonetic Skills Poster**.

This word follows **Phonetic Skill 4: When there is a silent *e*, the first vowel is long.**



FYI Phonetic Skill 4 words do not have more than one consonant between the first vowel and ending *e*, except the *th* Digraph. If a silent *e* comes after the *th* Digraph at the end of a word, it makes the vowel long, and the *th* is voiced.

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ELL This is a good time to informally assess whether students can accurately pronounce the long vowel sounds. Remind students that long u can say two sounds: /ū/, as in cute, or /oo/, as in rude.

FYI In the combination -ine, the letter i will sometimes make the sound of long e in multisyllabic words. This occurs in approximately 30 English words, the most common of which are:

gasoline	limousine
machine	magazine
marine	nectarine
figurine	chlorine

STUDENT INVOLVEMENT: Listening and Dictation

Use the following procedures to dictate or spell each word:

- Write the word *grime*, *grime*. (grime, grime) Prove it. Read it. What does it mean? Use it in a sentence.
- Write *c-a-p-e*, *c-a-p-e*. Prove the word. Read it. What does it mean? Use it in a sentence.

Continue dictation, using the Word Bank below. For the first few words, walk students through the process. (For a review of the marking procedure, see the summarized steps in the **FYI** section on the next page.) When students spell the words, help them identify the individual sounds and their letter names. When students are ready, encourage them to work independently.

Walk students through the marking system as you dictate the first word or two. Then dictate several more words for students to prove.

phōne wīfe cūte hōme prīde
bone ride māke shāke plāne

ELL Review the meanings of words with your students as they practice decoding the words.

Comparing the Phonetic Skills: This dictation activity helps students see how silent *e* changes a vowel from short to long. Show students what happens when you add silent *e* to a word that follows Phonetic Skill 1. The word will then follow Phonetic Skill 4, the ending consonant will no longer be a guardian consonant, and the first vowel will be long. Model with *glad* and *glade*. Then dictate from the following Word Bank. Ask students to prove the following Phonetic Skill 1 words. Then rewrite the words, adding a silent *e*. Ask students to prove these new words again as Phonetic Skill 4 words.

Phonetic Skill 1	Phonetic Skill 4	Phonetic Skill 1	Phonetic Skill 4	Phonetic Skill 1	Phonetic Skill 4
h _x ö _p *	h _x ö _p e	p _x ë _t *	P _x ë _t e	r _x ï _p *	r _x ï _p e
c _x ü _t *	c _x ü _t e	c _x ä _p *	c _x ä _p e	S _x ä _m *	s _x ä _m e
t _x wî _n *	t _x wî _n e	sh _x î _n *	sh _x î _n e	f _x î _n *	f _x î _n e
c _x ā _n *	c _x ā _n e	pl _x ā _n *	pl _x ā _n e	t _x ū _b *	t _x ū _b e
f _x ā _d *	f _x ā _d e	sp _x î _t *	sp _x î _t e	str _x î _p *	str _x î _p e

FYI The Word Bank above does not use any example Phonetic Skill 1 words that end in *v* because this letter pattern does not occur in English; the letter *v* at the end of a word is always followed by silent *e*, although not all words ending in *-ve* have long vowels, e.g., give, have, etc.

ELL For practice distinguishing between the long *a* and short *e* sounds, refer to the Minimal Pairs exercise in the **ELL Supplement**, found in **Reading Horizons Elevate® Supplementary Materials** or www.rhaccelerate.com/rhe/enrichment-resources.

FYI If you are unsure of how to prove a word, follow the summarized steps below:

1. Work under the word, left to right.
2. Arc any beginning Blends or Digraphs.
3. Mark the first vowel with an *x*.
4. Mark the second vowel, *e*, with an *x*. Move up and over the word.
5. Draw a straight line through the *e* and the *x* underneath it.
6. Mark the first vowel long.
7. Say the long vowel sound.
8. Read the whole word.

STUDENT INVOLVEMENT: Transfer Cards

Give students **Transfer Card: Phonetic Skill 4**. Students should: 1) prove each word, as taught in the lesson; 2) read each word aloud; and 3) practice reading the sentences at the bottom of the card.

ENRICHMENT ACTIVITIES

Following are some optional Enrichment Activities to reinforce the skills taught in this lesson. For additional suggestions, visit www.rhaccelerate.com/rhe/enrichment-resources.

PHONEMIC AWARENESS

Vowel Discernment: This activity provides the opportunity for students to auditorily discern between the long and short sounds of the vowels.

- Students can use their whiteboards or a piece of paper to create a vowel marking key. Students should put the short vowel mark, or breve (˘), on one side of their boards or papers and the long vowel mark, or macron (¯), on the other side.
- Teachers pronounce the following words, and students hold up the side of the boards or papers with the short vowel mark (˘) if the vowel sound is short and the long vowel mark (¯) if the vowel sound is long.

căp	cāke	glăd	cāpe
bīte	plăn	shīne	cūte
bāke	zīp	bīt	spīn

SPEAKING AND LISTENING

Building Sentences: Teach students how to build sentences. The following exercise, adapted from Berninger (2009)¹, allows students to answer questions—*who*, *what*, *when*, *where*, and *why*—that lead to better reading comprehension and more effective written language.

You can use the model below or come up with other sentences that follow the same pattern and use Phonetic Skill 4 words.

-  What flies in the air and carries people? (*a plane*)
 Add two words—adjectives—to describe the plane. (*a large, gray plane*)
 What did the plane do? Think of one word. (*flew*)
 Put it all together to make a sentence. (*A large, gray plane flew.*)

The Adverbs lesson appears later in this chapter, but if students are already comfortable with adverbs, teachers can ask additional questions to help students add more information to the sentence. Students can take turns adding phrases and can work together to complete the sentence. For example, ask *where* the plane flew, and guide students through the use of prepositions and adverbs of place and direction.

¹ Berninger, V. W. (2009), Highlights of Programmatic, Interdisciplinary Research on Writing. *Learning Disabilities Research and Practice*, 24: 69–80. doi: 10.1111/j.1540-5826.2009.00281.x

Then ask *how* the plane flew, and discuss adverbs of manner. Ask *when* the plane flew, and discuss adverbs of time. An expanded sentence might look like this example: “A large, gray plane flew rapidly from Texas to New York.” If students are doing well with this exercise, take this activity one step further and ask *why*. The sentence might then look like this: “A large, gray plane flew rapidly from Texas to New York to stay on schedule.”

READING RESPONSE

Transfer Cards: Put students in pairs, and pass out the Transfer Cards for this lesson (one card per pair). Each student should select six skill words on the card and read them to his or her partner. The students in each pair should not read the same six words. They may also take turns reading aloud the sentence(s) at the bottom of the card. Students could also be instructed to use Most Common Words in a sentence to help build vocabulary knowledge.

WRITING

Transfer Cards: Put students in pairs, and pass out the Transfer Cards for this lesson (one card per pair). Have students write the sentence or sentences that appear on the card in a notebook or on a separate piece of paper. Then have students add two to three additional sentences that relate to the sentence(s) found on the card. The content should make sense. Alternatively, students could write unique sentences using words from the card. Students should be encouraged to use at least two words from the card in their sentences.

Students could share their writing in a small group writer’s circle. The writer’s circle should be a safe environment for students to share what they write, motivating and engaging everyone—especially those students who struggle. This is not a place to critique but to nurture growth through peer response.

READING/WRITING

Activity 1, *Word Sorts* (Listening, Reading, Writing, and Spelling): This activity will help students identify and categorize words according to the Phonetic Skills learned thus far.

- Students should have a category card for each of the four learned Phonetic Skills: Phonetic Skill 1, Phonetic Skill 2, Phonetic Skill 3, and Phonetic Skill 4.
- Dictate a word following Phonetic Skill 1, 2, 3, or 4. Once the student has written and proven the word on the card, the student will place the word in the correct category according to the Phonetic Skill pattern. Note: Ensure that students have spelled the words correctly. (Download word sorts worksheets from www.rhaccelerate.com/rhe/enrichment-resources to use with this activity, if desired.)

Phonetic Skill 1	Phonetic Skill 2	Phonetic Skill 3	Phonetic Skill 4
th [̃] i [*] n [*]	j [̃] u [*] m [*] p [*]	g [̄] o [̄]	s [̄] m [̄] i [̄] l [̄] e [̄]
r [̃] u [*] n [*]	r [̃] e [*] n [*] t [*]	sh [̄] e [̄]	m [̄] a [̄] k [̄] e [̄]
s [̃] e [*] t [*]	st [̃] a [*] n [*] d [*]	m [̄] e [̄]	r [̄] i [̄] d [̄] e [̄]
sl [̃] i [*] t [*]	m [̃] l [*] k [*]	s [̄]	c [̄] u [̄] t [̄] e [̄]

Activity 2, *Plunk*, **Games Supplement**, found in *Reading Horizons Elevate® Supplementary Materials*. Have students use words that follow Phonetic Skill 4.

Activity 3, *Transfer Cards Extension*: Have students look at the silent *e* words and write words that work as short vowel words when the *e* is removed. For example, if a student sees the word *twine* on the card, he or she would write *twine* and then *twin*.

Activity 4, Phonetic Skill 4, *Student Book*.

VOCABULARY

Word Meanings: During listening and dictation, have students keep the words dictated on their boards to play the *Eraser Game* (**Games Supplement**, *Reading Horizons Elevate® Supplementary Materials*) to build vocabulary knowledge. Provide the meaning of a word, and have students erase the word that corresponds to the definition provided. (Example: “Erase the word that is used to describe how a little baby might look.” Answer: *cute*.)

For additional activities, see Speaking and Listening, Reading Response, and Writing.

SPELLING

Possible Spelling List: *dime*, *fine*, *home*, *hope*, *made*, *same*, and *shine*. Add appropriate Most Common Words from **List 11**.

See Reading/Writing Activity 1.

ELL

Vocabulary Strategy 6: Sort Vocabulary, *English Language Enhancement*.

SOFTWARE

Have students complete the *Phonetic Skill 4* lesson on the *Reading Horizons Elevate®* Software.