Lesson Plan

- **Silent E**
- **Grade 1**
- **The whole class (approximately twenty students)**
- **Approximately 30 minutes**
- **Big idea (goal of lesson)**
  - Word study lesson – silent ‘e’ ending words
  - To get students thinking about identifying and reading words with silent ‘e’ endings and pronouncing them correctly.
- **Objectives**
  - Students will be able to recognize simple words with silent ‘e’ endings and pronounce them correctly.
  - Students will be able to state words with silent ‘e’ words without pronouncing the letter ‘e’.
  - Students will be able to write simple silent ‘e’ words.
- **Materials needed**
  - Magic E poem
  - Simple silent ‘e’ words (mak, cap, trad, cut, tal, mal, rul, kit, lat)
  - Card-board cut-out letter ‘e’ in gold
  - Three sentences involving silent ‘e’ words
  - Letter ‘E’ Bingo Game boards (six including one board for the teacher)
  - Bingo game deck of cards (words with silent ‘e’ endings)
  - Approximately 100 pennies or markers
- **Lesson development / detailed procedure**
  - **Introduction to the lesson**
    - “Today we will learn about the magic ‘e’ that can change words from pronouncing short vowel to long vowel sounds.”
    - “When there is an ‘e’ at the end of the word, you only pronounce the word before that ‘e.’”
    - “This is why the ‘e’ is magic.”
  - “See this words?” (show them a list of words: mak, cap, trad, cut, tal, mal, rul, kit, lat). Right now, these letters are missing the letter ‘e.’ I am going to read the words just as they are written here without the ‘e.’ (Reads the list of words.) Now, I am going to place the letter ‘e’ at the end of each word. Notice the difference in my pronunciation. (Read the word ‘mak’, add the letter ‘e’, and read ‘make.’ Go on to the next word ‘cap’, read the word as it is, then add the letter ‘e’ to read ‘cape.’ Go on to the next word ‘cut’, read the word as it is, then add the letter ‘e’ to read ‘cute’). Boys and
girls, there is a big difference between the pronunciations when the ‘e’ was added at the end of the word!”

- Then, have one student take the magic ‘e’ and place it at the end of the word ‘kit.’ “Bob, could you read this word?” (Bob says kit.) “Awesome! Now add the magic ‘e’ (hand over the marker) and try saying the word.”(Bob says kite correctly). “Excellent! You can sit down now. (Now remind students difference between the pronunciations of the words when there is an ‘e’ at the end of the word and when there is not )Boys and girls, remember that when there is an ‘e’ at the end of the word, you should pronounce the word as a long vowel sound!

- Guided practice
  - Have a student take two cards where the first card is from a stack of words without an ‘e’ ending. The other cards should be from a stack of words that have the silent ‘e’ ending. Once each student has two cards (one from each pile) have everybody sit in a circle on the rug. The first student takes one card, holds it up so that everybody can see, and reads the word. If he / she held up a card with the word ‘sit,’ he / she should have said ‘sit’ correctly. Now, ask the students who has this word with the ‘e’ ending? The student should all look at their cards and the student who has the word ‘site’ should raise his / her hand. Tell that student to hold up the card with the word ‘site’ and read the word. If he or she needs help with the pronunciation, help. Otherwise, compliment the student then ask him to read his second card and hold it up just like the first student did. In the end, each student should have been holding another student’s long-vowel word and short-vowel word. Everybody should have read both of their cards at the end.

- Independent practice
  - At their desks, have students write three silent ‘e’ words down on a separate sheet of paper. After the students sitting at the table have finished, have students turn and talk to a partner sitting next to them.
  - Have each student go around and say one silent ‘e’ word that they wrote. If the student repeats what somebody else said, try to have them say a new word that nobody has mentioned.

- Ask the students “Did you notice the difference between the pronunciations when the word had an ‘e’ at the end compared to when it did not?”

- Give them wait time so that each student can have a chance to think about what the different pronunciations.

- At this point, each student should be able to write down three silent ‘e’ words on their own without help and pronounce the words correctly.
o Closure
  ▪ “Today we learned how to pronounce words with ‘e’ at the end correctly. This will help you become a better reader and writer.”
  ▪ Students were able to recognize and identify words with silent ‘e’ endings.
  ▪ Students were able to pronounce the words correctly.
  ▪ Students demonstrated their understanding of silent ‘e’ ending words by pointing out the difference in pronunciation when there is an ‘e’ at the end of the words and when there is not.
  ▪ Students were able to generate three silent ‘e’ ending words.

o For further evaluation to determine if students met learning goals, or if teacher needs more time to have students working on an activity, students can play the bingo game that consists of a mix of simple silent ‘e’ ending words and words that do not have silent ‘e’ endings.

o Question to ask myself (as a teacher)
  ▪ Are the students pronouncing the words correctly?