



# Vowel Sounds (Closed, Open, Silent e)

Folder 1

## Teacher Background Knowledge

The teacher will become familiar with the following routines in the Anchor Chart Flipbook. The teacher may choose to use the referenced pages during instruction.

- Magnetic Folder Lesson (p4) Lessons 1, 3, 5

- Four-Step Vocabulary (p6) Lesson 2
- C.O.P.S. (p8) Lessons 1, 5
- 2-2-2 Coaching Method (p10) Lesson 3

## Materials and Preparation

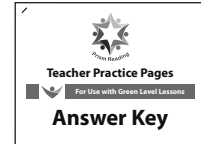
- Copies of Bridge Book 1 *The Fun Run*
- Anchor Chart Flipbook
- Composition Book\*
- T.R.I.C.K.y Word Cards 51-53
- Pink/Green Highlighters
- Scissors, envelope (optional)

Black Line Masters for Assessment

- Green A-1 *copy as needed*
- Green A-2 *one copy*
- Green A-3 *one copy, cut apart*
- Green A-4 *two copies*

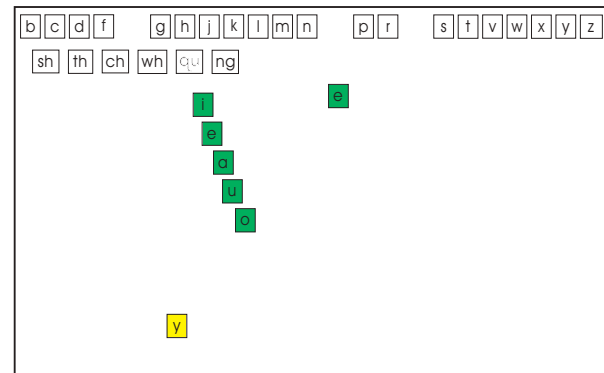
### To prepare:

Word Cards:	Sentences:
at	Look <b>at</b> this ad.
for	The ad is <b>for</b> the Fun Run.
in	I want to be <b>in</b> the Fun Run.
on	They ran <b>on</b> the track.
up	They ran <b>up</b> the hill.
with	Jim runs <b>with</b> Dad.



\*Practice Pages include blank lined pages which can be used whenever Composition Books are indicated..

### Magnetic Folder (Begin Green lessons with this setup.)









## Lesson One

Magnetic Folder Lesson	<i>I can identify sounds and build, read and spell words. (IEP Goals 1, 2)</i>	9
Spelling Sounds	/a/, /i/, /e/, /u/, /o/, /n/, /l/, /g/, /k/, /h/	
Reading Sounds	qu sh w n t p i o d m	
New Concept	Say - When a vowel is closed in by a consonant, the vowel can only run a short way and spell its short sound (show the word <i>not</i> ). When a vowel is open, it can run a long way and spell its long sound (show the word <i>no</i> ). We have another way to spell the long vowel sound. We can add a Silent Magnetic e after the consonant. The Silent Magnetic e invisibly tugs on the consonant and frees up the vowel to spell its long sound (show the word <i>note</i> ).	
Review Sounds	Spelling Sounds: Teach students how to show two spellings for the long vowel sound. Here is an example for /A/: 1) Say- /A/ open syllable (point to a). 2) Say- /A/ (point to a), consonant (run finger across consonants), silent magnetic e (point to silent e tile). Then, say – Spell /A/, /O/, /I/, /E/, /U/. Reading Sounds: o <sup>2</sup> i <sup>2</sup> e <sup>2</sup> u <sup>2</sup> a <sup>2</sup>	
Spelling Words	ad → an → ant → pant → pat → hat → had → hand	
Reading Words	no not pot pit pin pine line like	
Spelling Journal	1. quit 2. run 3. can 4. not Jim can not quit. Print _____ on the board. Have students edit using C.O.P.S.	





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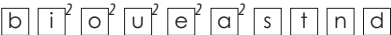





## Lesson One (continued)

<b>T.R.I.C.K.y Word Introduction</b> 	<i>I can read the T.R.I.C.K.y words down, school, your.</i> (IEP Goals 3)	Green Practice Page 3 
We Do We Do You Do We Do	Distribute Practice Pages; have students turn to page 3. Echo read the T.R.I.C.K.y words. Say - Now I will say a sentence that will have one of the words. Find the word and read it as you touch it. <i>We ran down the hill. I am at school. Is this your backpack?</i> Distribute copies of <i>The Fun Run</i> . Say – Let’s find our new tricky words in our book. Turn to page 8; frame the word down with your two index fingers. Repeat for <i>school</i> (page 5) and <i>your</i> (page 9). Say – Work with your partner to use two of the words in one sentence. Ask each pair to read their sentence.	
<b>Book Introduction</b> 	<i>I can make predictions and a text-to-self connection to the book.</i> (IEP Goals 5)	
I Do/We Do You Do	Show cover of <i>The Fun Run</i> . Read blurb on the back. Elicit possible predictions without reading the text. Ask - Jim sees an ad and wants to be in a running race. Have you ever been in a running race or another kind of race?	
<b>Vocabulary and Language</b> 	<i>I can discuss the words best and track.</i> (IEP Goal 4)	Green Practice Page 1 
I Do  We Do	1. Distribute Practice Pages; have students turn to page 1, left section. Say – These are our new focus words. Let’s read the words and sentences. 2. Give definitions. Say – Track is a path or trail to run or race. Best is the most excellent, the top choice. 3. Give examples and non-examples for the focus word: best. Say - Give me a “thumbs up” if I use the word best correctly. Give me a “thumbs down” if I use it incorrectly. <i>He is the best player on the team.</i> <i>I will wear my best outfit when I dig in the garden.</i> <i>You get the best results when you work hard.</i> <i>He is better than I am but I am the best.</i> 4. Ask - Share with a friend how you do your best. Use a complete sentence: I do my best when I _____.	








## Lesson Two

<b>Four-Step Vocabulary</b> 	<i>I can fluently read words with Closed, Open, and Silent E syllables.</i> (IEP Goals 4)	Green Practice Pages 1, 2
We Do I Do/We Do	Distribute Practice Pages: have students turn to page 1, right section. Ask them to partner read by column of words. Have students turn to page 2 in Practice Pages. Follow the Four-Step Procedure for each section. Introduce these sections: Open E – These words have the /E/ sound because they are open syllables. Silent Magnetic E – These words have a silent e. Sometimes the silent e’s job is just to hold up the v; it does not change the vowel sound. Often the silent e is magnetic and changes the vowel sound from short to long. The vowels are marked to guide us in reading the words. Closed Syllables – The next rows have Closed Syllable words with short vowels. -all – These words in this row end in the word family, <i>all</i> . (Echo read these words, which will be taught in the next folder.)	
<b>First Reading Part 1</b> 	<i>I can read with accuracy.</i> (IEP Goals 4)	  3-9      11
I Do/We Do  You Do	Use Anchor Chart Flipbook to review the expectations and goals with the students. Add this goal: <i>Think about why Dad is giving this advice to Jim.</i> As students read in “whisper voices,” listen to each student read. If a student is having difficulty with fluency or accuracy, provide 2-2-2 Coaching (as explained in the Anchor Chart Flipbook).	












## Lesson Three

<b>Magnetic Folder Lesson</b> 	<i>I can identify sounds and build, read and spell words.</i> (IEP Goals 1, 2)  
Spelling Sounds Reading Sounds Review Concept Spelling Words Reading Words	<i>/I/², /E/², /A/², /U/², /O/², /sh/, /ch/, /n/, /t/, /th/</i>  Review two purposes (long vowel, -ve) for Silent Magnetic e. Have students explain that the words that end in -ve may have the short vowel sound. Show <i>live</i> as an example of a word that can be pronounced both ways. bet → best → rest → pest → past → pant → ant → and 
<b>T.R.I.C.K.y Word Study &amp; Remember</b> 	<i>I can analyze the T.R.I.C.K.y words school, down, your.</i> (IEP Goals 3) <span style="float: right;">T.R.I.C.K.y Word Cards 51-53 Pencils, green, pink highlighters Green Practice Page 2</span>
I Do/We Do	Give each student the two highlighters and a pencil. Have students turn to page 2 in Practice Pages. Follow the procedures on the back of the word cards.
<b>First Reading Part 2</b> 	<i>I can read with accuracy.</i> (IEP Goals 5)   <span style="float: right;">10-17</span>
I Do We Do/You Do	Review Whisper Reading. Say – <i>Read to find out if Jim wins the race.</i> Listen to each student read. Use the 2-2-2 Coaching procedure if needed.




## Lesson Four

<b>T.R.I.C.K.y Word Phrases</b> 	<i>I can read the T.R.I.C.K.y words in phrases.</i> (IEP Goals 3) <span style="float: right;">Green Practice Page 4</span>
We Do/You Do	Have students turn to page 4 in Practice Pages. Echo read phrases with students. Have students turn to a partner and practice reading the phrases.
<b>Second Reading/Comprehension</b> 	<i>I can show comprehension by answering questions about the story.</i> (IEP Goals 5, 10)   <span style="float: right;">21</span>
I Do You Do	Lead students in a Choral Read of the text. Then, follow the procedures on the page entitled Retell with the Story Path in the Anchor Chart Flipbook. Point to the dividing line on the Story Path; this line represents the central message. <i>How does Jim run?</i> (page 3, here) <i>How did Jim learn about the Fun Run?</i> (page 4, here) <i>On page 6, how does Dad know it will be a long run?</i> (head) <i>On page 7, why does Dad tell Jim he cannot quit?</i> (head) <i>Do you think Jim has started something before and not finished?</i> (head) <i>When the race starts, how does Jim do?</i> (page 12, here) <i>What happens to Jim's leg and hands when he falls?</i> (page 13, hidden) <i>How does Jim do in the race?</i> (page 15, here) <i>On page 17, why did Dad tell Jim he was a winner?</i> (head) <i>How does Jim feel at the end? How does Dad feel?</i> (head) <i>What does the author want us to know?</i> (central message) (head)
<b>Grammar</b> 	<i>I can build sentences with prepositions.</i> (IEP Goal 4)  <span style="float: right;">Prepared Word Cards and Sentences </span>
I Do We Do	See Material Section for information on how to prepare the word cards. Read each word. Explain that these words are prepositions. Say - <i>Prepositions connect a naming word (nouns) to the rest of the sentence.</i> Pass out word cards and display sentences. Each student will read a word and match it to a sentence. Have students record one sentence in journal.

## Lesson Five

<b>Magnetic Folder Lesson (Modified)</b> 	<i>I can identify sounds and read words. I can write a response to the story. (IEP Goals 1, 2, 7)</i> 	  
Spelling Sounds Reading Sounds Reading Words Spelling Journal	<i>/i/</i> , <i>/e/</i> , <i>/a/</i> , <i>/u/</i> , <i>/o/</i> , <i>/wh/</i> , <i>/w/</i> , <i>/t/</i> , <i>/s/</i> , <i>/th/</i> [b] [i] [o] [u] [e] [a] [v] [t] [n] [d] [gave] [game] [gate] [late] [lake] [like] [mike] [mine] Print I will win if I _____ on the board. Say – <i>In our story, Jim learned what it is to be a winner. You will finish this sentence, "I will win if I _____." Copy the sentence starter in your journal and then complete it.</i> Use this think-aloud example: <i>I will win if I do my best. or I will win if I do not quit.</i> Use Anchor Chart Flipbook, page 9, to have students edit with C.O.P.S.	
<b>T.R.I.C.K.y Word Phrases</b> 	<i>I can read the T.R.I.C.K.y words in phrases. (IEP Goal 3)</i>	 Optional  Optional Green Practice Page 3
You Do	Students will practice reading words in phrases. <i>Optional: Students can cut apart phrases and store in envelope for later review.</i>	
<b>Third Reading</b> 	<i>I can read with fluency, accuracy, and understanding. (IEP Goals 5)</i>	 
I Do/You Do  We Do	Choose one form of re-reading (Choral, Cloze, or Partner) in the Anchor Chart Flipbook. Review the procedures with the students before they begin rereading. Use Anchor Chart Flipbook, page 19, to review P.O.P. (Picture, Own, Predict). Guide students to use these strategies as they look at key lines or sections in the book.	

## Prism Progress Monitoring

<b>Individual Assessment</b> 	<i>I can build, read and understand a paragraph. (IEP Goal 9)</i>	Green A-2 Green A-3, one copy, cut apart
Prepare Assessment	Choose opportunities to do this quick assessment with students. Use Green A-3, one copy, cut apart. Ask student to place together the sentences to compose a logical paragraph. Then have the student restate the paragraph in his/her own words. Record each student's performance on Green A-2: (1 point for building a logical paragraph, 1 point for accurate reading (2 errors or less), 1 point for accurate summary).	
<b>Selected Students Fluency Check</b> 	<i>I can read the book with 90% accuracy.</i>	Green A-2 Green A-4, 2 copies 
Assessment	Choose two students (in a rotation). Follow the procedures on BLM Green A-4. Transfer information to Green A-2.	