The focus of this unit is on two important vowel patterns that mark long vowel sounds in words. These markers are the final silent e pattern in words such as take, drive, and clue, and the vowel pairs ai, oa, ea, and ee in words such as snail and seal. Simple one-to-one, letter-to-sound matching does not work for decoding these words. Instead, students must look for vowel-consonant sequences in order to know whether the vowel sound is long or short. The letters CVCe and CVVC are often used to represent these patterns. However, words with blends and digraphs make the sequences more complex. Furthermore, the silent e pattern can also occur in words such as tie and clue in which the vowel and silent e are at the end of the word. The lessons give the children lots of practice sorting, building, and reading words with these patterns, and differentiating these patterns from short vowel CVC words. The goal is for students to be able to recognize the patterns instantly and read the words fluently.

Since a single sound can be represented in more than one way in words, students encounter the phenomenon of homophones. Homophones are words that sound the same but are spelled differently and have different meanings. For example, the words sail and sale sound the same but one is spelled with a vowel pair and one is spelled with the final silent e pattern. Another example is meet and meat in which the vowel pairs ea and ee represent the same sound. With homophones, the way a word is spelled is important in knowing its meaning. Students explore this concept in a matching lesson and an activity in which they create a book of jokes that rely on homophones for their punch lines.

**Primary Concepts**

- Patterns of vowels in words indicate whether a vowel sound is long or short.
- In final e pattern words, the e is silent and the vowel sound is long.
- The vowel pairs ai, oa, ea, and ee represent the long vowel sound of the first vowel in the pair.
- Homophones are words that sound the same but are spelled differently and have different meanings.
- With homophones, knowing the way a word is spelled is important in knowing its meaning.

**Mastery Objective:** Decode phonetically regular words with the final silent e pattern and vowel pairs ai, oa, ea, and ee.

**Assessment**
Mastery Tests Forms 7A and 7B

**Progress Monitoring**
Unit 7 Record Keeping Form
Lesson Objectives

Phonological Awareness
- distinguish long from short vowel sounds
- isolate vowel sounds in words
- identify words with the same vowel sounds

Letter/Sound Correspondence
- identify vowel sounds in CVC and CVCe words
- name sounds for short and long vowels
- identify soft g and c sounds
- match vowel pairs ai, ea, ee, and oa with the sounds they represent
- match long and short vowels with the letters or letter patterns that represent them

Word Analysis
- identify words with final e (CVCe) patterns
- identify words with vowel pair (CVVC) patterns
- recognize patterns in words
- identify homophones
- use word patterns to spell words

Fluent Word Recognition
- read words with the final e pattern
- read words with vowel pairs ai, ea, ee, and oa
- read CVC, CVCe, and CVVC words
- read high frequency words

Connected Text
- read CVC, CVCe, and CVVC words in connected text
- read jokes

Reading for Meaning
- distinguish real from nonsense words
- determine whether sentences make sense
- identify the meanings of homophones
- name synonyms for words
- understand jokes

Materials
- Picture Cards: Vowels
- Letter Tiles
- Cluster Tiles
- Word Tiles
- Pocket Chart
- Write and Wipe Board
- Word Building Mats
- baskets
- each child’s Word Study Notebook

CD Resources
- Word Sort I, one copy of each page for each child
- CVCe Sound Boxes, one copy of each for each child
- Word Ladders I, one of each, either in color or black-and-white, cut apart
- Word Sort II, one copy of each page for each child
- CVVC Sound Boxes, one for each child
- Word Ladders II, one of each, either in color or black-and-white, cut apart
- Homophones, one copy for each child
- My Joke Book, one copy of all the pages for each child
Unit 7: Lesson 2  

The Final Silent e Pattern

The final silent e pattern is one of the most reliable phonics patterns in the English language. The power of the final e is readily apparent when children build and read words with and without the final e.

Strands
- Letter/Sound Correspondence
- Word Analysis
- Fluent Word Recognition

Objectives
- identify words with the final silent e pattern
- read words with the final silent e pattern
- name sounds for short and long vowels

Materials
- Letter Tiles
- Pocket Chart
- each child’s Word Study Notebook
- scissors
- glue stick

CD Resources
- Word Sort I, one copy of each page for each child

Preparation
Build these words with letter tiles in the pocket chart:

Set One
- can
- rid
- cut
- hop
- us
- dim
- cap
- rob

Set Two
- grade
- slide
- tube
- rode
- plane
- spine
- note
- mane

<table>
<thead>
<tr>
<th>a__e</th>
<th>i__e</th>
<th>o__e</th>
<th>u__e</th>
</tr>
</thead>
<tbody>
<tr>
<td>game</td>
<td>size</td>
<td>vote</td>
<td>rule</td>
</tr>
<tr>
<td>state</td>
<td>bride</td>
<td>stone</td>
<td>flute</td>
</tr>
<tr>
<td>base</td>
<td>time</td>
<td>role</td>
<td>use</td>
</tr>
<tr>
<td>at  e</td>
<td>smile</td>
<td>tone</td>
<td>rude</td>
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<td>like</td>
<td>close</td>
<td>tune</td>
</tr>
<tr>
<td>grade</td>
<td>spine</td>
<td>globe</td>
<td>duke</td>
</tr>
<tr>
<td>late</td>
<td>ride</td>
<td>broke</td>
<td>cute</td>
</tr>
</tbody>
</table>
Add an e

Work with the children to read Set One words you have built in the pocket chart. After you have decoded a word, add an e tile at the end and invite the children to read the new word. What do the two words mean? Say, for example, a *can* is something that holds food and a *cane* is something to walk with.

- can cane
- rid ride
- cut cute
- hop hope
- us use
- dim dime
- cap cape
- rob robe

Drop the e

Now work with Set Two words. Have the children read the words. Then remove the final silent e and have them read the new word.

- grade grad
- slide slid
- tube tub
- rode rod
- plane plan
- spine spin
- note not
- mane man

Sort and Say

Hand out copies of the word sorts for final silent e words. Have the children cut out the word cards and label cards and sort the word cards in columns by vowel pattern. Check the sorts and then have the children glue the words or write the words in their Word Study Notebooks.

Ask each child individually to read the words in each column of the word sort.

**Visual Learners**

Shade some of the e tiles with the side of a pencil, and use the gray e tiles for the final e pattern to indicate that it is silent. Later, you can erase the pencil marks.

**ELL**

The final silent e pattern may be confusing for Spanish speakers. The CVCe pattern is common in Spanish in words such as *bate* and *llave* but, unlike in English, the final vowel is not silent.
**Word Sort I**

<table>
<thead>
<tr>
<th>a___e</th>
<th>i___e</th>
</tr>
</thead>
<tbody>
<tr>
<td>game</td>
<td>stone</td>
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<td>vote</td>
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</tr>
<tr>
<td>rule</td>
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<tr>
<td>flute</td>
<td>base</td>
</tr>
<tr>
<td>state</td>
<td>rude</td>
</tr>
<tr>
<td>bride</td>
<td>tone</td>
</tr>
</tbody>
</table>
## Word Sort I

<table>
<thead>
<tr>
<th>o__e</th>
<th>u__e</th>
</tr>
</thead>
<tbody>
<tr>
<td>ate</td>
<td>spine</td>
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<tr>
<td>smile</td>
<td>grade</td>
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<tr>
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</tr>
<tr>
<td>duke</td>
<td>cute</td>
</tr>
</tbody>
</table>
Unit 7: Lesson 11

Same Sounds, Different Spellings

Homophones are words such as sale and sail that look different and have different meanings, but sound the same. In this lesson, students match words that are homophones. The challenge is to figure out the meanings of the words.

Strands
- Word Analysis
- Fluent Word Recognition
- Reading for Meaning

Objectives
- identify homophones
- identify the meanings of homophones
- identify words with CVCe and CVVC patterns
- read CVCe and CVVC words

CD Resources
- Homophones, one copy for each child

Preparation
Build the following with letter tiles in the pocket chart:

Noal   Nole   Pake   Paik
Sheen   Shean   Peet   Pete
Grode   Groad   Slaid   Slade
Blome   Bloam   Swete   Sweet
Zail   Zale

elements

Materials
- Letter Tiles
- Pocket Chart
- scissors
- glue sticks
- envelopes

dear
deer
deer
plane
plain
hare
hair
sale
sail

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The Road to Reading ♦ 147
Same Sounds, Different Spellings

Draw the students’ attention to the pocket chart and tell them that the words are all last names of men. Have the children read each pair of names one by one (Mr. Toal and Mr. Tole, for example). What do they notice? (The pairs of names sound the same.) Ask them why that is so.

Noal Nole Pake Paik Sheen Shean
Peet Pete Grode Groad Slaid Slade
Blome Bloam Swete Sweet Zail Zale

Now point out the vowel patterns in the words. Which have the CVCe pattern? Which have the CVVC pattern? Explain that these pairs of names are homophones. They sound the same but are spelled differently.

Homophone Match-Ups

Now have the children cut out the word cards and picture/word cards on the dotted lines. Invite them to match up the homophones. For example, they should place the word card sale next to the picture/word card sail. After you check their work, have them glue the word card to the back of the word on the picture card.

Meaning What?

When the children are finished with the matching activity, go over each of the matching homophone words. First talk about the picture word and what it means. Then talk about what the word on the back might mean. For example, point out the picture sail and the spelling of the word sail. Then ask the children what they think the word sale means. What other meaning might a word that sounds like sail have? Help the children understand the meaning of the second word. (In this case, explain that when something is on sale, its price has been lowered.)

Continue with the other pairs of words in a similar way, explaining word meanings that may be difficult for children to understand.

Dear is a greeting in a letter. It also means loved.
A fare is money you pay for a ride.
When something is fair, it is just or it follows the rules.
A hare is a large rabbit with long ears.
Men are males.
When something is plain, it is ordinary and simple.
A tale is a story.
A large body of water is called a sea.
If you are weak, you are not strong.
A week is seven days.

Pass out an envelope to each of the students and have them place their homophone picture/words inside for use in the next lesson. Tell them to write their names on the envelopes.
<table>
<thead>
<tr>
<th>Homophones</th>
</tr>
</thead>
<tbody>
<tr>
<td>deer</td>
</tr>
<tr>
<td>fare</td>
</tr>
<tr>
<td>hare</td>
</tr>
<tr>
<td>dear</td>
</tr>
<tr>
<td>fair</td>
</tr>
<tr>
<td>hair</td>
</tr>
</tbody>
</table>