## Connect to Reading

Use the digital or print "Interactive Story: Make a Kite." Read the story with children several times. Model blending, as needed. Then have children independently complete the questions and prompts. Have children read the story multiple times for fluency. Use the enhanced Decodable Text Lesson Planner (Program Guide, page 42) to focus on vocabulary, comprehension, writing, and building early reading behaviors, in addition to the work with decoding and fluency.

## DIFFERENTIATION

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### Front-Load Context
For children below grade-level expectations, have them listen to an audio reading of the story before the whole-group lesson and/or guide them through an echo-read. Discuss the key ideas and vocabulary.

### Connect to Reading
- Introduce the Sound-Spelling
- **Mirror**
- Build Words
- **Mind Maps**
- **Vowel Checkers**

### Build Fluency

- Use the printable "Quick Check: Final e" activity for additional fluency building and formative assessment. Begin by giving children two minutes to underline the final-e spelling in each word. Then have them practice reading the words independently to prepare for the one-minute speed drill.

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## Spell Words

Use the digital or print "Spell Words: Final e" activity to have children practice spelling. (Answers: ki, li, ni, ri, aki, ali, ani, ari, aki, li, ni, ri, aki, ali, ani, ari) On a separate sheet of paper, have children sort the words from a list of 18 that include words such as "kite, hill, line, nine, ripen, make, nice, whole, take, write, home, cube, eve, us, use, mad, made, scrape, bit, bite, hat, hate, grade, grade, grade, grade, grade.

## DIFFERENTIATION

### Support for Dyslexia
Children who are designated as dyslexic or who have an IEP will struggle with automaticity. Focus instead on accurate reading of the words.

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## EXTEND PHONICS KNOWLEDGE

Use the following digital or print activities to extend learning. These activities make great learning centers and send-home practice extensions. (Specific teaching notes appear on these pages.)

- **Learning Center: Vowel Checkers**
- **Independent Activity: Magic 2 Filler**

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## WORDS FOR INSTRUCTION AND PRACTICE

For a list of final-e words to use for instruction, see Phonics From A to Z (4th edition), pages 129–132.
Develop Phonemic Awareness
Have children say /ā/ every time they hear a word with the /ā/ sound. (Note: The word list that follows includes distractions.) Say: meet, me, she, face, faire, same, same. Guide children to orally blend and segment words with /ā/ and other long-vowel sounds. These two skills are directly related to early reading and spelling development.

Oral Blending: Say the following sounds:
- /n/ /ā/ /n/ cane
- /h/ /ā/ /h/ bike
- /r/ /ā/ /r/ rose
- /m/ /y/ /m/ male
- /t/ /ā/ /t/ take
- /p/ /ā/ /p/ page

Guide children to orally blend the sounds to form each word.

Introduce the Sound-Spelling
Write the word tap on the board and have children sound it out. Then add an /a/ to the end of tap to form the word tape. Underline the /a/ sound, say the sound, then blend the word.

Articulation Support: Introduce the Articulation Cards for /ā/ on pp. 343–346 of Phonics from A to Z, provide extra articulation practice and some words and phrases to copy.

MULTILINGUAL LEARNERS
Language Transfer: For children whose home language lacks the /ā/ sound-spelling pattern (see Language Chart, pp. 343–346 of Phonics from A to Z), provide extra articulation practice and some words and phrases to copy.

Step 1
Write to Transfer Sound to Spelling: Tell children that the letters e, a, and i work together like a team, to make a new sound—the long-vowel sound /ā/. The vowel says its name, and the other vowel or consonant makes a team, to make a new sound—the long-vowel sound. Children that the letters e, a, and i work together like a team, to make a new sound—the long-vowel sound. Children can also tap the sounds as they say them.

Model Blending
Write the words mad, made, bit, bite, out, cut, and shoe on the board. Model blending the words sound by sound. Underline the final spelling /ā/, /ē/, /ī/, /ō/, /y/ in each word containing the long-vowel sound. Point to the spelling and say the sound. Have children repeat.

Cumulative Review: Add /ā/, /ē/, /ī/, /ō/, /y/ to your spelling card set to review previously taught sound-spellings. This will aid in mastery. Have children chorally say the sound for each word.

Oral Segmentation: Say the following words:
- man, man, /e/, man, hop, hop, hop. Guide children to orally segment the words by sound. For support, use Sound Boxes and counters. Have children stretch the sounds in the word and then move one counter into a box for each sound. Children can also tap the sounds as they say them.

Build Words
Use the digital or print “Blend Words: Final e” activity to have children chorally blend the words on each line. Model the first two words: hop and hop. Then point to each word, say “whisper read” as children quietly blend the sounds, and then say “all together” as children chorally read the word.

Corrective Feedback: Provide corrective feedback as needed. Point to the missed sound-spelling and state the spelling and sound blending the word again. Then have children blend the word.

Articulation Support: Write words with previously taught skills to the Blend Words activity to extend the learning, practice, and application. Use words with skills children have not fully mastered from the previous four to six weeks. This extra repetition will help children gain mastery and serve as a good check for fluency and transfer abilities.

Build Word Fluency: Children can use the lists for further independent practice. Assign partners to read the word lists during independent work time while you meet with small groups. Have children complete the Do More activities, one per day.

Step 2
Extra Support: For children who need more support, have them write the word on the other side of an index card. On the other side, co-construct a simple sentence or phrase. Children will use these flashcards to practice reading the words in both isolation and in context.

Teach High-Frequency Words
Introduce the following high-frequency words using the Read/Spell/Write/Extend routine: says, done, come.

1. Read: Have the child read the word in a context sentence, underline it, and read it aloud (e.g., “Come here now.”). Have children repeat. Then ask children to orally segment the word. Say: “Tell me the sounds you hear in come (/k/ /u/ /m/).” Then highlight the irregular spelling that children need to remember. Say: “The word comes ends in e, so you may think it to stand for the long-o sound. But the middle sound in come is /u/.” This is the same in words like some and done. This is the part of the word we need to remember: underline, highlight, or draw this part of the word that has to be remembered by heart.

2. Spell: Have children chorally spell the word if needed, do an echo spell for children still learning their letter names.

Build Words
Children use the Magnetic Letter Tiles and trays to build the following words in sequence: bit, bite, kite, kit, fic, fn, fn, fine, mouse, pane, pin, spin, spin. Then have them work on the digital or print “Build Words: Final e” activity.

MULTILINGUAL LEARNERS
Vocabulary Support: During small-group time, introduce and/or reinforce the meanings of a few words from the Blend Words activity, such as cut, eew, huge, scope, stripe, article. Use actions, pantomime, drawings, pictures, and simple definitions in both English and the child’s home language (using a translation app, if needed).

DIFFERENTIATION
Extra Support: For children who need more support, have them write the word on the other side of an index card. On the other side, co-construct a simple sentence or phrase. Children will use these flashcards to practice reading the words in both isolation and in context.

DIFFERENTIATION
Extra Support: Repeat the Build Words activity during small-group time for children who need more support. Fold in words with previously taught skills to extend the learning. Allow children to use their letter cards or Magnetic Letter Tiles during independent work time to build and record on paper as many words as they can form.
Develop Phonemic Awareness

Have children say /ā/ every time they hear a word with the /ā/ sound. (Note: The word list that follows includes distractors.) Say: met, mete, fat, fate, same, Sam. Place. Then guide children to orally blend and segment words with /ā/ and other long-vowel sounds. These two skills are directly related to early reading and spelling development.

Oral Blending: Say the following sounds:

• /ā/ /ē/ /ī/ /ō/ /y/
• /m/ /y
• /n/ /ō/ /s/
• /b/ /ī/ /k/
• /p/ /ā/ /j/
• /l/ /m/ /n/ /ō/ /s/

Guide children to orally blend the sounds by word. For support, use Sound Boxes and counters. Have children stretch the sounds in the word and then move one counter into a box for each sound. Children can also tap the sounds as they say them.

Oral Segmentation: Say the following words:

man, mace, six, fine, hop, hop, hope. Guide children to orally segment the words by sound. For support, use Sound Boxes and counters. Have children stretch the sounds in the word and then move one counter into a box for each sound. Children can also tap the sounds as they say them.

Guide children to orally blend the sounds to form each word.

Introduce the Sound-Spelling

Write the word tap on the board and have children sound it out. Then add an /e/ to the end of tap to form the word tape. Underline the /e/ sound, say it, then blend the word.

Model Blending

Write the words mad, maid, bit, bite, rot, note, cut, and cane on the board. Model blending the words sound by sound. Underline the final e spelling in each word containing the long-vowel sound. Point to the spelling and say the sound. Have children repeat.

Cumulative Review: Add /ā/, /ē/, /ī/, /ō/, and /y/ to your spelling card set to review previously taught sound-spellings. This will solidify mastery. Have children chorally say the sound for each letter or spelling as you display the card. Note sound-spellings. Children struggle with and provide additional small-group instruction and practice.

Blends Words

Use the digital or print "Blend Words: Final e" activity to have children chorally blend the words on each line. Model the first two words: hop and hop. Then point to each word, say "whisper read" as children quietly blend the sounds, and then say "all together" as children chorally read the word.

Corrective Feedback: Provide corrective feedback as needed. Point to the missed sound-spelling and state the spelling and sound. For support, use Articulation Support cards.

Model: Words with previously taught skills to extend the learning, practice, and application. Use words with skills children have not fully mastered from the previous four to six weeks. This extra repetition will help children gain mastery and serve as a good check for fluency and transfer abilities.

Build Word Fluency: Children can use the lists for further independent practice. Assign partners to read the word lists during independent work time while you meet with small groups. Have children complete the Do More activities, one per day.

DIFFERENTIATION

Extra Support: For children who need more support, have them read the word on the other side, co-construct a simple sentence or phrase. Children will use these flashcards to practice reading the words in both isolation and in context.

Vocabulary Support: During small-group time, introduce and/or reinforce the meanings of a few words from the Blend Words activity, such as: cube, ewe, hugs, scrape, stripes, argue. Use actions, mime, drawings, pictures, and simple definitions in both English and the child’s home language (using a translation app, if needed).

Model: Children say the word as they see it. Then have them write the word, page 3.

3. Extend: Have children write and complete this activity. Do you want to come to Steve's birthday party?

Build Words

Have children use the Magnetic Letter Tiles and trays to build the following words in sequence: bit, bite, kite, kit, fit, fin, fine, mine, pine, pin, spin. Then have them work on the digital or print "Build Words: Final e" activity.

DIFFERENTIATION

Extra Support: Repeat the Build Words activity during small-group time for children who need more support. Fold the words in half to see the beginning sound-spelling in white. Choose words that are already familiar to children and encourage children to look for words or phrases they recognize. Children can then use the flashcards to practice reading the words in both isolation and in context.

DIFFERENTIATION 4. Extend: Have children chorally spell the word if needed; do an echo spell for children still learning their letter names.

Teach High-Frequency Words

Introduce the following high-frequency words using the Read/Spell/Write/Extend routine: says,-done, come, you.

1. Read: Write the word in a context sentence, underline it, and read it aloud (e.g., "Come here now."). Have children repeat. Then ask children to orally segment the word. Say: Tell me the sounds you hear in come (/k/ /u/ /m/). Then highlight the irregular spelling that children need to remember. Say: The word comes ends in a_e, so you may think it’s stands for the long o-sound. But the middle sound in come is /u/. This is the same in words like some and home. This is the part of the word we need to remember: Underline, highlight, or draw this part of the word that has to be remembered "by heart."

2. Spell: Have children chorally spell the word if needed; do an echo spell for children still learning their letter names.

Build Words

Have children use the Magnetic Letter Tiles and tray to build the following words in sequence: kite, kite, kit, fit, fin, fine, mine, pine, pin, spin. Then have them work on the digital or print "Build Words: Final e" activity.
Develop Phonemic Awareness

Introduce the Sound-Spelling

Model Blending

Teach High-Frequency Words

Decodable High-Frequency Words: Introduce the following high-frequency words using the Read/Spell/Write/Extend routine: say, done, come.

1. Read: Write the word in a context sentence, underline it, and read it aloud (e.g., “Come here now.”). Have children repeat. Then ask children to orally segment the word. Say, “Tell me the sounds you hear in come (\textit{\textipa{k}/ \textipa{u}/ \textipa{m}/).” Then highlight the irregular spelling that children need to remember. Say, “The word comes ends in \textit{\textipa{e}}, so you may think it is for to stand in a long-o sound. But the middle sound in come is \textit{\textipa{u}/}. This is the same in words like some and some. This is the part of the word we need to remember. Underline, highlight, or draw this part of the word that has to be remembered by heart.”

2. Spell: Have children chorally spell the word, if needed; do an echo spell for children still learning their letter names.

3. Write: Have children write the word as they say aloud each letter name. Extend: Have children write and complete this sentence: Do you want to come to ——?

Differentiation

Extra Support: For children who need more support, have them write the word on an index card, show them the word as they say it aloud, and give them any additional words from the word list that supports this sound. For children who need extra practice in oral and written spelling, provide additional small-group instruction and practice.

Model the blending of the words. Have children repeat. Then ask children to orally segment the word. Have children repeat. Then ask children to orally segment the word. Say, “Tell me the sounds you hear in come (\textit{\textipa{k}/ \textipa{u}/ \textipa{m}/).” Then highlight the irregular spelling that children need to remember. Say, “The word comes ends in \textit{\textipa{e}}, so you may think it is for to stand in a long-o sound. But the middle sound in come is \textit{\textipa{u}/}. This is the same in words like some and some. This is the part of the word we need to remember. Underline, highlight, or draw this part of the word that has to be remembered by heart.”

2. Spell: Have children chorally spell the word, if needed; do an echo spell for children still learning their letter names.

3. Write: Have children write the word as they say aloud each letter name. Extend: Have children write and complete this sentence: Do you want to come to ——?

Differentiation

Extra Support: For children who need more support, have them write the word on an index card, show them the word as they say it aloud, and give them any additional words from the word list that supports this sound. For children who need extra practice in oral and written spelling, provide additional small-group instruction and practice.
Sort Words
Use the digital or print "Sound-Spelling Word Sort: Final e" activity and have children work with partners to sort the words by their sound spellings.

Rules and Generalizations: These spelling patterns most often stand for long-vowel sounds. Some notable exceptions include come, some, gone, gone, live, and above.

Spell Words
Use the digital or print "Spell Words: Final e" activity to have children practice spelling. (Answers: a-e, e, e-e, a-e, a-e, e-e, a-e; the final e is silent.) On a separate sheet of paper, have children spell the following words as you dictate each one: make, use, write, show, shine. Continue by dictating this sentence: Rose rode her bike. Display the words and sentence and have children self-correct their answers.

Build in Review: Use cumulative spelling sentences to monitor children’s spelling growth. See the sentences below. In addition, periodically review their writing, such as in their writing notebooks, and take note of words with previously taught phonics skills that they are not spelling consistently and accurately. Add these words to future dictation activities.

- My name is Sam.
- Can you tell me the time?
- Kate has five pet mice.
- Can you tell me the time?
- Kate has five pet mice.
- Kate has five pet mice.

Build Fluency
Use the printable "Quick Check: Final e" activity for additional fluency building and formative assessment. Begin by giving children two minutes to underline the final-e spelling in each word. Then have them practice reading the words independently to prepare for the one-minute speed drill.

DIFFERENTIATION
- Support for Distinct: Children who are designated as dyslexic or who have an IEP will struggle with automaticity. Focus instead on accurate reading of the words.

CONNECTED TEXT
- Build Fluency: To build fluency, have children read additional decodable text. For decodable book lesson guidance and recommended texts, see Program Guide, page 43.

EXTEND PHONICS KNOWLEDGE
Use the following digital or printable activities to extend learning. These activities make great learning centers and send-home practice extensions. (Specific teaching notes appear on these pages.)

Learning Center: Vowel Checkers
- Independent Activity: Magic Z Fill-In

Connect to Reading
Use the digital or print "Interactive Story: Make a Kite." Read the story with children several times. Model blending, as needed. Then have children independently complete the questions and prompts. Have children read the story multiple times for fluency. Use the enhanced Decodable Text Lesson Planner (Program Guide, page 42) to focus on vocabulary, comprehension, writing, and building early reading behaviors, in addition to the work with decoding and fluency.

DIFFERENTIATION
- Front-Load Context: For children below grade-level expectations, have them listen to an audio reading of the story before the whole-group lesson and/or guide them through an echo-read. Discuss the key ideas and vocabulary.

BUILD THE WORDS
- Sort Words
- Spell Words
- Build Words
- Sort Words
- Spell Words
- Build Words

Tie the kite together. "I like this surprise! This is a nice kite," says Kate. Kate takes the kite. "Surprise!" says Steve. "I made this kite for you."

Kate and her mother are going to the lake. Kate takes a kite. "I hope it will fly," says Kate. Kate and her mother ride their bikes to the lake. Kate has a big smile on her face.

Now the kite is done. Steve and Dad take the kite to the lake. Kate and her mother follow. "I hope it will fly," says Steve. "I will make a kite. It will be a big kite."

Kate lifts the kite up. She runs and lets go. The kite flies into the sky. Kate and her mother laugh. "I hope it will fly," says Kate. Kate and her mother ride their bikes home.

Kate and her mother tie the kite together. "I like this surprise! This is a nice kite," says Kate. Kate takes the kite. "I made this kite for you."
Connect to Reading

Use the digital or print "Interactive Story: Make a Kite." Read the story with children several times. Model blending, as needed. Then have children independently complete the questions and prompts. Have children re-read the story multiple times for fluency. Use the enhanced Decodable Text Lesson Planner (Program Guide, page 42) to focus on vocabulary, comprehension, writing, and building early reading behaviors, in addition to the work with decoding and fluency.

Build Fluency

Use the printable "Quick Check: Final e" activity for additional fluency building and formative assessment. Begin by giving children two minutes to underline the final e-spelling in each word. Then have them practice reading the words independently to prepare for the one-minute speed drill.

DURATION: 1 DAY

IMAGE: A boy is flying a kite.

DIFFERENTIATION

Front-Load Context: For children below grade-level expectations, have them listen to an audio reading of the story before the whole-group lesson and/or guide them through an echo-read. Discuss the key ideas and vocabulary.

STEP 5

SORT WORDS

Use the digital or print "Sound-Spelling Word Sort: Final e" activity and have children work with partners to sort the words by their sound-spellings.

Rules and Generalizations: These spelling patterns most often stand for long-vowel sounds. Some notable exceptions include come, some, done,gone,love, and above.

DURATION: 15 MINUTES

IMAGE: A kite with the word "kite" written on it.

STEP 4

SPELL WORDS

Use the digital or print "Spell Words: Final e" activity to have children practice spelling. (Answers: k-i-t-e, s-n-a-k-e, b-i-k-e, p-l-a-n-e, n-o-s-e; the final e is silent.) On a separate sheet of paper, have children spell the following words as you dictate each one: make, use, write, drive, shine. Continue by dictating this sentence: Rose rode her bike. Display the words and sentence and have children self-correct their answers.

Build in Review: Use cumulative spelling sentences to monitor children’s spelling growth. See the sentences below. In addition, periodically review their writing, such as in their growth. See the sentences below. In addition, periodically review their writing, such as in their

BUILD IN REVIEW

STEP 3

BUILD WORDS

Have children sort only a subset of the words to reinforce the workload. Choose high utility words, such as name, write, like having them sort only a subset of the words. Have children master reading and writing these high-impact words.

DURATION: 15 MINUTES

IMAGE: A kite with the words "kite" and "make."