

Closed Syllables and Magic 'e': Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with 'closed syllables and words with magic 'e', also known as silent 'e'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- read sheet for each student – there are two to choose from
- highlighter for each student

Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

STEPS FOR READING WORDS IN ISOLATION:

1. Tell students that this read sheet will help them practice reading words with and without magic 'e'. For example, they will read a closed syllable word with a short vowel sound, like tap, and then a magic 'e' word with a long vowel sound, like tape. They'll practice going between the short and long vowel sounds based on how the word is spelled.
2. Have your students read down each column, first reading all the closed syllable words.
3. Next, have students read across the rows, first reading the closed syllable word and then reading the magic 'e' word.
4. If you feel that students would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
5. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.



STEPS FOR READING PHRASES AND SENTENCES:

Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

Closed Syllables and Magic 'e': Student Read Sheet with Words, Phrases, and Sentences

Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, **"If you get stuck or are moving too fast or slow, I will turn my voice back on."**
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

For Vocabulary Building: You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, students may not know the meaning of the word twine. You can say, **"Twine is a strong string that is usually made up of more than one strand."**
- Ask the following questions and have students put thumbs up or thumbs down to answer.
- Say, **"Do you think a piece of twine would be able to hold together a bunch of flowers? Tell your partner why or why not."**
- Say, **"Do you think a piece of twine would be able to hold together a stack of ten books? Tell your partner why or why not."**

Name _____ Date: _____

Closed Syllable or Magic 'e'

Read the words.

tap	tape	hid	hide	kit
kite	hop	hope	shin	shine
glob	globe	quit	quite	spin
spine	pet	Pete		

Read the phrases.

can tap it	will tape it
hid the ball	hide from me
the red kite	got the kit
hop and jump	hope for a plan
cut my shin	sun will shine
glob of slime	has a globe
will not quit	not quite hot
spin and fall	on my spine

Name _____ Date: _____

Closed Syllable or Magic 'e'

Read the sentences.

I got pink tape at the shop.

The red kite got stuck in a branch.

Jack and Mike saw a snake on the path.

Mike can tap on the drum with the sticks.

The quake made my home shake.

Do you have a plan to prep for the test?

Nell will hide in the shed.

I got a strip of felt from the box.

Can you get the kit from the van?

I hope I can go and play with Pete.

Mom hid the gift up on the shelf.

I bumped my shin on the desk.

I saw a globe in my class.

I like to hop and skip with my pals.

Beth quit her job at the shop.

Can we take the truck for a spin?

Name _____ Date: _____

Closed Syllable or Magic 'e'

Read the words.

tub	tube	quack	quake	twin
twine	snack	snake	cub	cube
shack	shake	plan	plane	strip
stripe				

Read the phrases.

can tap it	will tape it
hid the ball	hide from me
the red kite	got the kit
hop and jump	hope for a plan
cut my shin	sun will shine
glob of slime	has a globe
will not quit	not quite hot
spin and fall	on my spine

Name _____ Date: _____

Closed Syllable or Magic 'e'

Read the sentences.

Can you shine the bulb up here?

There was a glob of gum stuck on the desk.

I cannot quite get to the top of the hill.

The name of the book is on the spine.

Steve got a pet fish as a gift.

Can you put the tube in the box?

The ducks quack and the chicks cluck.

Are you a twin?

What did you have for a snack?

I will use a cube and a cone in math class.

The kid likes to splash in the tub.

Dad has his bike in a shack out back.

The plane will land at six.

I will use the twine to lift the sack.

I have a thick stripe on my wall.

I spot a cub by the trash can.