

Phonics Lesson Plan for Magic ‘e’

Phonics Pattern for Focus: Magic ‘e’

OPEN WITH A LISTENING GAME: Warm up with a phonemic awareness activity to get students hearing short vs. long vowel sounds.

- Say the word and have students repeat it, listening for the vowel sound.
- Students use their arms to make a breve if the vowel is short (arms above their heads in a ‘u’ shape) or macron if the vowel is long (both arms straight out to the sides, parallel to the ground) to show if it’s a short or long vowel sound.

Materials Needed:

- magic ‘e’ flash card deck with pictures
- flash card deck (all letters and sounds) with and without pictures
- pencil and paper for dictation

Words to Use:

snăck	cōne	shĕd	brŭsh	rīpe
cŭte	clĭp	mēēt	bāke	

WARM UP WITH THE FLASH CARD DECK: Select sounds and patterns you have explicitly taught to practice and build automaticity.

- Choose sounds that will be used in the lesson and any others requiring more practice.
- Review all short and long vowel sounds. Show the card for each letter, choosing the card with or without the keyword picture as needed.
 - For flash cards with keyword pictures: Say the letter, the keyword picture, and the sound. For example, “t, top, /t/.”
 - For flash cards with letters only: Say the sound. For example, “/t/.”

Important Note: Listen for sound production and correct as needed.

Letters to Review:

*The order does not matter.

a	e	i	o	u
ch	sh	qu	th	x

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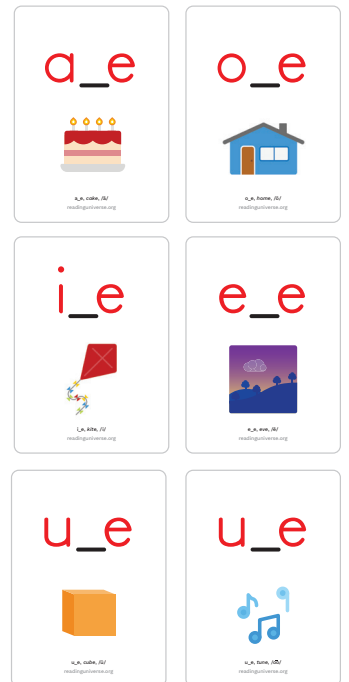
INTRODUCE MAGIC ‘E’:

- On the board, write the word *game*. Ask, “What is the first vowel that you see? (Students should say ‘a.’) Ask, “What kind of letter do you see after the ‘a’? (Some may say ‘m’ but guide them to the answer that it is a consonant.) Finally, ask, “What letter do you see after the consonant?” (Students should say ‘e.’)
- Tell students, “Today, we will look at syllables and words that follow this pattern: a vowel, then a consonant, and then an ‘e’ at the end. It is a very special pattern that we call “magic ‘e’.”
- Say, “The ‘e’ is so magical that it can jump back over one consonant and bonk the other vowel on its head to make it say its name. Let’s look at this word *game*. The ‘e’ can jump back over the ‘m’ and bonk the ‘a’ on its head to make it say /ā/. So, the sounds in this word are /g/ /ā/ /m/. What’s the word?” (Students say *game*.)
- Write the word *note* on the board. Say, “Let’s look at the next word. What is the first vowel? (Students say ‘o.’) What kind of letter is right after that vowel? (Students say a consonant.) What letter do you see next? (Students say ‘e.’) Yes! I see the pattern vowel, consonant, ‘e’, which means this is a magic ‘e’ word! If the ‘e’ jumps back over the ‘t’ and bonks the ‘o’ on its head, what will the ‘o’ say? (Students say /ō/.) Yes, the sounds in this word are /n/ /ō/ /t/, so what is the word?” (Students say *note*.)
- Tell students you will show them the new flash cards to be added to the flash card deck.



Important Note: Depending on your grade, you may introduce one or two magic ‘e’ patterns a day, using words for reading and dictation with just those vowel patterns. E-e is rare in one-syllable words, and u-e is the most difficult, so you may want to teach those last.

- Hold up the a-e picture card. Say, “For this card, we will say ‘a’ consonant, ‘e’, *cake*, /ā/. When the magic ‘e’ bonks the ‘a’ on the head, then ‘a’ will say its long sound.” (Students say, ‘a’, consonant, ‘e’, *cake*, /ā/.)
- Hold up the o-e picture card. Say, “For this card, we will say ‘o’, consonant, ‘e’, *home*, /ō/. When the magic ‘e’ bonks the ‘o’ on the head, the ‘o’ will say its long sound.” (Students say ‘o’, consonant, ‘e’, *home*, /ō/.)
- Hold up the i-e picture card. Say, “For this card, we will say ‘i’, consonant, ‘e’, *kite*, /ī/. When the magic ‘e’ bonks the ‘i’ on the head, the ‘i’ will say its long sound.” (Students say ‘i’, consonant, ‘e’, *kite*, /ī/.)
- Hold up the e-e picture card. Say, “For this card, we will say e, consonant, ‘e’, *eve*, /ē/. When the magic ‘e’ bonks the ‘e’ on the head, the other ‘e’ will say its long sound.” (Students say ‘e’, consonant, ‘e’, *eve*, /ē/.)
- Hold up the u-e picture card. Say, “This card is tricky because ‘u’ can make two sounds when magic ‘e’ bonks it on the head. First, we will say ‘u’, consonant, ‘e’, *cube*, /ū/. When the magic ‘e’ bonks the ‘u’ on the head in the word *cube*, the ‘u’ will say its name. Now let’s say ‘u’, consonant, ‘e’, *tune*, /ō/. In the word *tune*, the magic ‘e’ is making the ‘u’ say /ō/.” (Students say ‘u’, consonant, ‘e’, *cube*, /ū/. Then they say ‘u’, consonant, ‘e’, *tune*, /ō/.)



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PLAY WITH WORDS: Provide many opportunities for students to hear and produce the sound in words.

- Using your deck of flash cards with letters only, pull out these letter cards: ‘a’, ‘e’, ‘i’, ‘o’, ‘u’, ‘n’, ‘m’, ‘g’, ‘t’, and ‘d’.
- Start by pulling the letters ‘n’, ‘a’, ‘m’, and ‘e’, and arranging them to spell the word *name*.
- Say, “Do you see an ‘e’? Can it jump back over one consonant to get to a vowel? Yes! What will that ‘a’ say? Yes, it will say /ā/.” Along with the students, tap /n/, /ā/, /m/ and blend to read the word *name*.
- Continue using the letters to build the following words and walk students through explaining the magic ‘e’ pattern for each word as needed. Discuss word meanings and use all along the way.

name	game	gate	note
dote	dine	dune	tune

DICTATION: Connect the sounds you hear to their spellings.

There will be three levels for dictation, which is spelling practice. First, you’ll dictate the sounds and students will write them. Then you’ll dictate words with those sounds, then phrases and sentences.

Dictating Sounds:

- Say the long ‘a’ sound, /ā/.
- Students repeat the sound while you listen carefully to ensure correct pronunciation.
- Write ‘a-e’ on the board, and have students write it on their paper while saying “‘a’, consonant, ‘e’, says /ā/.”
- Do this for all the magic ‘e’ sounds you are introducing today.
- Check and offer feedback along the way.

Sounds to Dictate:

Say /ā/ Write a-e	Say /ō/ Write o-e	Say /ī/ Write i-e	Say /ē/ Write e-e	Say /ū/ or /ōō/ Write u-e
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Dictating Words:

- Say the word.
- Students repeat the word.
- Tap each sound (if needed) and students write the word.
- Have students use the rainbow arch to show that the ‘e’ jumps over and bonks the vowel to make it say its name.
- Students read the word to themselves.
- Check student work after every word and offer immediate feedback if needed.

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Words to Dictate:

There are more words than you will use in one lesson; this list contains all five magic ‘e’ patterns. You choose what best suits your students.

late	date	same	game	wave
safe	line	time	shine	tide
ride	dive	hope	vote	home
tone	June	tube	Pete	Steve
eve	tune	cute	cube	June

Dictating Phrases and Sentences:

1. Say the phrase or sentence.
2. Students repeat the phrase or sentence.
3. Repeat the phrase or sentence together, holding up a finger for each word you say.
4. Students write the phrase or sentence. (The teacher repeats the phrase or sentence fluently as needed.)
5. Check together.
6. Read back the phrase or sentence together.
7. Correct as needed.

Phrases and Sentences to Dictate:

get the game	Will you get the game for me?
ride the wave	The kid will ride the wave as far as she can.
vote for snacks	We vote for snacks to take on the trip.
safe at home	Pete is safe at home plate. Pete is safe at home in his bed.

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Building Vocabulary: Discuss meaning for some of the words and phrases you dictated, reminding students that decoding and comprehension go hand in hand.

Vocabulary to Discuss:

eve	safe at home	ride the wave
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PRACTICE READING TO BUILD FLUENCY: Have students practice fluent reading with isolated words and longer decodable texts.

To practice fluency, students can read:

- The words from dictation practice.
- Lists of words, including those with the new sound. (See Reading Universe’s magic ‘e’ read sheets.)
- Decodable phrases, sentences, and passages. (See Reading Universe’s decodable texts.)

Important Note: *Students will need additional time to practice fluency. Be sure to address fluency — or reading with accuracy, automaticity, and expression — outside of the phonics block as well.*