

Magic 'e' Read Sheet with Words for 'o_e'

Teacher Instructions

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For this activity, students will practice reading words with 'o_e.' Students will have an opportunity to decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- 'o_e' reading page for each student
- pencil for each student

Directions:

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

Explain to the students, **"We will read each row of words three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time we read we will choose an emotion and read the words in that way."**

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

Steps:

1. On the three lines at the top, model writing lowercase 'o_e'. While you write, say, **"'o', consonant, 'e', says /ō/."** Students can make an arch from the 'e' over the '_' to the 'o' and then landing on a macron to show that the magic 'e' is so powerful that it can jump back over one consonant to bonk the other vowel on the head and make it say its name. Have students do this aloud three times on the lines provided.
2. For each word, have the students make the marks showing that magic 'e' is jumping back over the consonant to make the other vowel say its name.
3. Start with the first row and guide students to tap out (or segment) the sounds in the words. Focus on accuracy for this first reading.
4. To build fluency, read the page again. This time, after each word in the row has been decoded, have the students reread the row more fluently, without segmenting each sound. Continue doing this for all words.
5. For the third read, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the words that way.

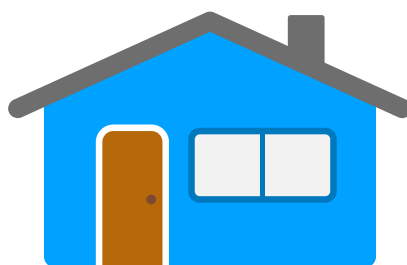


For Vocabulary Building: You can help build students' vocabulary by addressing words on the activity page that have multiple meanings, or words that students may not know.

- For example, you can teach the meaning of the word *globe*. Say, **"A globe is a rounded model of the earth."** You can show students a *globe* if you have one in your class.
- Have students put thumbs up if they have seen or used a *globe* before, thumbs down if they have not.

Name _____ Date: _____

o_e



robe

cone

home

rode

hope

pole

globe

phone

slope

bone

hole

vote

Tom puts on his robe when he gets home.

The dog dug a hole for his bone.