Magic 'e' Read Sheet with Words, Phrases, and Sentences for 'a_e'

Teacher Instructions:

For this activity, students will practice reading words, phrases, and sentences with 'a_e'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- 'a_e' read sheet for each student
- pencil 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. For each word in isolation, have the students make the marks showing that magic 'e' is jumping back over the consonant to make the other vowel say its name.
2. Start with the first row and guide students to tap out (or segment) the sounds in the words.
3. Tell students that they will see some words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. 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.

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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. Tell students, **"If you get stuck or are moving too fast or slow, I will turn my voice back on."**
4. Repeat the process with the sentences.
5. 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, say, **"A *plane* is an aircraft that can fly from one place to another. Thumbs up if you have ever flown on an airplane. A plane can also mean a flat surface."**
- Have the students repeat, **"A *plane* is something that can fly from one place to another and it can mean a flat surface."**

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Magic 'e' Review: 'a_e'

name	gate	make	plane
late	bake	blame	shade
shame	plate	flake	shake

felt shame	to be late	shake it off
on the plate	on the plane	in the shade
in the gate	bake the cake	do not blame

I do not want to be late for my date with Kate.

Jake put cake and chips on his plate.

To get to Beth's house, you have to go in the gate and then up the path.

Do not blame mom for the mess that you made.

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