



Welcome to Foundations for Literacy II!

Following, you will find easy-to-follow directions along with clarifying images that will guide you through each Foundations II lesson. Remember that the essential ingredient in these plans is the connection you make with your students. Look into their eyes. Smile. Share with them what it is that they're doing well. Most important . . . have fun. Know that you are providing the foundation upon which your students' reading and spelling skills are being built.

Note: When a letter or word is written between two forward slanted lines, it indicates that the *sound* of the letter(s) is being used rather than the *name* of the letter(s).

Before beginning this lesson, review the short vowel sounds by singing the Old MacDonald Had Some Vowels song. You can find the lyrics, introduced in Foundations for Literacy 1, at the end of this document.

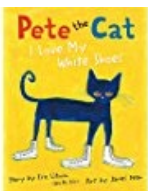
**Please be sure your pencils are kept in excellent condition. If we want sharp writers, we must have sharp pencil tips and erasers at the ready so students can make adjustments as they strive to encode words accurately.*

In addition to the printable materials provided, you will need: dry erase board, dry erase marker and eraser, school glue, pencils with erasers, handwriting paper, wipes

Magic e

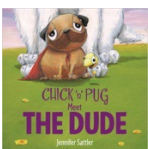
Invite your students to walk around the room and read all the short vowel words you've hung around your space. The students should move their pointer fingers under each letter of each word, moving from left to right, as they make (aloud) the sounds they see. You will walk with them to be certain that each student is decoding the words accurately. When teaching a small group, have the students take turns decoding the words.

Beginning readers need to point to the letters as they read. Accuracy improves when they do so. We are not expecting kids to know the words with just a glimpse. We want them to "make the sounds" so they are equipped to tackle any word, not just the ones they've already mapped into their memories. We're teaching kids to use the code (that's phonics) to read and spell well.



Read: *Pete the Cat, I Love My White Shoes*, by James Dean

To kick off this lesson, read the book *Pete the Cat*, and be sure to sing the song!



Read: *Chick N Pug Meet the Dude*, by Jennifer Sattler

As a good alternative or an add on, you can read the book *Chick 'n' Pug Meet the Dude*. It builds from the short vowels we discussed in FFL 1 and adds the Magic e word, *dude*.

When you're finished reading *Pete the Cat*, point out the title of the book, but cover the e in Pete's name. Ask what the word P-e-t says. Be sure your kids make all the sounds across the word so they say, "pet". Then, reveal the final e in Pete's name. Explain that: **The e is there to do an important job. This whole word changes because of that e. The final e (We'll call it a Magic e.) jumps back and over one consonant (any letter that is not a vowel) and it tells the vowel to, "Say your name!" Explain that the e is so busy telling the vowel what to do, it doesn't make a sound of its own at all. So, this word, with a magic e, doesn't say pet. Now it says Pete.**

**Magic e's often do make a sound in multisyllabic words (that aren't compound words) such as: confided, widest, closes, student, represent, museum, and detect. More about that is coming soon. We acknowledge that these are open vowels/open syllables, but kids more easily decode multisyllabic words when they learn easy-to-apply guidelines. Our aim is for students to access our code-based language quickly.*

Making Words with Magic e

materials include: Making Words cards in pockets (from the Making Words lesson presented earlier in the FFL progression), a Magic e letter card and pocket, a glittery pipe cleaner

Place the Making Words letter cards and pockets in front of you with the letters facing your students. Make a consonant-vowel-consonant (cvc) word that is shown on one of the short vowel words posted around the room. Ask your students to decode the word. Remind them to make the sounds they see. Then, when everyone agrees what the word says, add a new letter pocket that contains a single letter, placing it after the final letter in the cvc word. Explain to your students that, like the final e in Pete, this e is going to do some magic. Explain that we're going to use a glittery pipe cleaner to remind ourselves about the magic that takes place when a word has a Magic e.

Say: "A Magic e jumps back and over one letter, and it tells the vowel to say its name, so the vowel isn't going to say /__/. Now it's going to say its name. What's the name of this vowel? Yes. That's what we're going to say. Now, let's make the sounds we see, remembering that the vowel is going to say its name. Sometimes we'll say that the vowel is making its long sound.

TIP: Did you know that short vowels have only one sound? They're short. But long vowels are diphthongs. They actually make two sounds. They're long.

Point your finger above the first letter and make that sound. Point your finger above the vowel, reminding kids about how the magic e tells us to say the *name* of the vowel, and make that sound. Point your finger to the final consonant and make that sound. Then, beginning with your finger above the first letter again, slide your finger, more quickly this time, above all the letters, while sliding the sounds together.

Next, you'll change one letter card in the making words letter card pockets at a time to make lots of new words.

Just as you did with the Making Words lesson, strive to make real words that your students will recognize. It's great if you occasionally make a nonsense word. Also, **to keep the kids continually discerning the sounds they are to be making, remove the magic e from time to time.** We do not want the kids to overgeneralize this rule and make the long vowel sounds because *that's what*

we're doing for this lesson. We want them to be looking to the letters and **discerning**, knowing what we now know about how words work, which sound they should make for the vowel.

NOTE: We will absolutely allow our kids the grace to make the short vowel sound first and then change to a long vowel sound once their eyes spot the magic e. It is a lot of brain work to see the e when our eyes are traveling, one letter at a time, across words. With practice, our students' eyes will come to see the magic e earlier, but in the initial stages, sit back, refrain from correcting, and allow your students to catch their own errors. Allow them time for processing. To support them, **AFTER** the kids have made the short vowel sound and have stopped as if they don't notice the Magic e, simply say, "Oh, wait. Do you see what I see? What does this Magic e tell this vowel to do?" Use your finger to draw an invisible rainbow from the e to the vowel and then invite them to try it again.

Draw the rainbow to the Magic e

materials include: Magic e word lists (with all vowels represented), pencils

For this activity, have your children read some magic e words, **moving across their papers from left to right, so you're mixing up the vowels featured in the words.** (Don't do all words in the first column and then words in the second column. Move from left to right across the page.) Have your readers draw a rainbow (to work like the glittery pipe cleaner we just used) from the Magic e to the vowel so the students are reinforcing their understandings of how Magic e's work. You do not have to do all of these in words one sitting. Doing this work across 2-3 days is a great way to continually review this lesson. Remember, the more our kids engage with words, the more adept they become at decoding and spelling them correctly.



Magic e Wands

materials include: star wands (premade star wands or Pixy Stix with stars affixed to them—both with an e affixed to the star), sparkly pipe cleaners, short vowel word mini posters

Assemble a star wand with your students (or use one you've already assembled) and remind them that e's can do some pretty cool magic. With a Magic e wand, your students have the power to tell letters that would have been short vowels to say their names.

Next, provide one rainbow shaped glittery pipe cleaner for each student. This rainbow pipe cleaner will be held above the posted words, arching from the Magic e's, over one consonant, and pointing to the vowels in the words you've taped around the room. Hint: You may need to resize your rainbow a bit to fit the larger words.

Finally, use the Magic e wands to do some *magic*! Have your readers place their wands behind their backs and read the short vowel words. Then, have them hold their magic e wands up to the end of the words. They (or you) can place the pipe cleaner rainbow above the word, extending from the e on the magic wand, over a consonant, and pointing it to the vowel. This serves as a visual reminder that the e tells the vowel to "Say your name!"

Invite your readers to read lots of words in this way, first *without* the magic e (making the *short* vowel sound) and then *with* the magic e (making the *long* vowel sound). Drop the glittery pipe

cleaner rainbow when you feel your readers no longer need that visual support. If they approach a word and need prompting, draw an invisible rainbow, with your finger, from the e to the vowel.

You do not have to read all the words in one sitting. Leave them posted for a week or so and continue practicing a little each day. Keep smiling and encouraging. Keep stating aloud, for your readers, all the things they are doing well. You could say, “Yay! You’re using your pointer finger under the letters!” or “You are remembering those vowel sounds. Woo Hoo!” or “Whoa. You have remembered what that magic e does three times in a row!” or “Can you believe how well you’re reading? This is hard work, but it is so much fun!”

U Can Be Tricky

materials include: pencil, paper, prune

We want to encourage our readers to be brave. They need confidence to approach unfamiliar words and decode them—remembering what they know about how words work. When we equip students to tackle any word they see, they are not intimidated by longer, multisyllabic words.

Today, encourage your readers to be brave in another way. Encourage them to try eating a prune. Share the surprising sound from the u. Note, together that the u doesn’t actually say its name in the word *prune*. It makes more of an /ew/ sound. Today, the students will eat a prune to remember that tricky sound.

Note: Sometimes the long u does say its name (as in, *cute*), but sometimes it just says /ew/ as in food.

When kids taste a prune, they might say “Ew! That’s so good!” Or, they might say, “Ew! That’s terrible!” Either way, they’re going to remember that a u with a magic e can say its name OR it could just say /ew/ (omitting the sound /y/ from the beginning of the name of letter u).

Magic e Board Game

materials include: game boards, movers, dice, crayons

You will find both basic and advanced Magic e board games. Begin with basic and when your students are ready, you may try the more complex Magic e board games—especially when you’re working with kids in third grade or higher. They’ll feel oh-so-sophisticated when they find they can read these words. Remember to define words and/or use them in sentences to demonstrate their meanings as you play these games. We must continually strive to expand our students’ vocabularies.

Provide each student with his/her own Magic e game board. The students will take turns rolling a die, moving the mover the indicated number of spaces around their own boards, and then decoding the words upon which they land. Students will color in the spaces of correctly decoded words and those colored spaces will not be landed upon again. Only uncolored spaces will be in play.

Magic e or not? This game board features a mixture of short vowel words (cvc/consonant-vowel-consonant) and magic e words (cvce/consonant-vowel-consonant-e). Our kids need to continually discern what the vowel will say and why, so ask, from time to time, as the kids are playing this game, “How do you *know* that’s correct?” Your readers should say, “There’s nothing to make the vowel say its name,” or “The magic e tells the vowel to say its name.” Please model these

responses with your readers. When you're observing your students as they're playing, when they decode the words correctly, say, "You're right! That does say *gate*. There is an e that's telling the a to say its name." Or, you could say, "That's it! There's no magic e to tell the vowel to say its name, so the word *does* say *cut*." When you speak aloud the rule, your reader becomes better equipped to decode words accurately.

Play will continue until most every space is colored. The game can be played across a couple of days. When you've finished playing, ask your readers to **spell some of the words s/he just read from the game board**, mixing the cvc words with the cvce words in non-predictable ways.

Encourage good handwriting every time your students write. **Be adamant that your readers do not use uppercase letters in the middles of words-** or even at the beginnings of words unless they are required to be there because the words are proper nouns such as *Pete*. (Remind students that a proper noun is the *name* of a person, place, or thing.)

You should continually ask: "What does that word say? How do you know? And continually say: "Remember, we make the sounds we see—knowing what we now know about how words work. This is a No Guess Zone."

Magic e Word Cards

materials include: word cards

You will find basic and advanced Magic e word cards. Begin with basic and when your students are ready, add the more complex Magic e word cards. You may have your students sort these words by the vowels that are saying their names and those that are not, or simply place them word side down to make a square shape (Notice the magic e in the word *square*.) to make a game board and use a mover and die to move around the board to decode more words.

When your students have mastered decoding words with a Magic e, toss the word cards into a basket or bowl with all the other word cards (short vowel words and words with digraphs) so you can use any spare minute for impromptu review.

Spelling Words with Magic e

materials include: spelling words with and without Magic e practice page

Invite your students to decode each word as it is presented. Then, using their best handwriting, **your students should write that short vowel word**. Next, ask your readers what the word *would* say if there were a Magic e at the end. Finally, invite your students to **write the word with a Magic e at the end**.

The most important part of this practice is for kids to recognize that we don't HEAR anything to remind us that there should be a Magic e at the ends of words. We need to hear the vowel say its name and remember that an e must be added, or the vowel will make its short sound rather than its long sound. This is tricky at first, so we must practice.

When students are spelling, we must equip them to evaluate their own work. Ask them, "What does that word say? Is that what you meant to write? Do you need a Magic e? Why?"

Magic e Sweet Treat

materials include: Life Saver and information sheet

Share the image of a Life Saver and teach your readers that a Magic e can be found within words, too.

***Within most words, the Magic e will make a sound.** It's only silent at the ends of words—except in the case of compound words (e.g., datebook). Think about the word *remember*. The second e makes the first one say its name and yet it still makes its sound. (It's actually an open vowel, but kids don't understand that yet. We will not invest a lot of time teaching syllable types. We want to equip our students to access the code as quickly as possible. This is an efficient approach for teaching kids to navigate multisyllabic words. It may feel a bit strange but trust the process. It always works!).

Flip It!

Note: Some words have a magic e, and the vowel *doesn't* make its long sound. These words are fairly rare, but there are quite a few of them we see often. Examine, together, the word *Love* in the title of *Pete the Cat, I Love My White Shoes*. The o doesn't make the expected sound, given the rule we're learning, but that's no problem. If the vowel doesn't make its long sound—If it doesn't say its name, we just **flip** the sound to make the short sound, and we'll discover a word we know.

Hold your hand out, palm up, like you're inviting someone to hand you something. Then, say, "Flip it," and turn your palm downward. This motion reminds us that if a vowel doesn't make the expected *short* vowel sound, we simply flip it to the other sound, the *long* vowel sound.

Examples: have, give, glove, come, some, dove (the bird), there

In the literature, this flexibility with making the sounds is called *set for variability*. We don't make a big deal about irregularities with decoding. We do, however, need to make it clear that we're not randomly guessing what words say. We're flexible with the sounds **within the confines of the code**. When we see a word with a Magic e, the preceding vowel will probably say its name. If that doesn't make a word we know, we can "flip it" back to the short vowel sound and see if that makes a word we know.

Following are some tricky words along with explanations:

have*, give*, and love*

No word in the English language ends with a v, so we add an e to the ends of words ending with the /v/ sound, regardless of the vowel sound.

come, some

If the rule doesn't work to make a word you know, Flip It (the vowel sound) to its other (short) sound." This works almost every single time.

Some words only have one vowel (like the ones we've been practicing), and **the vowel makes its long sound. It says its NAME** rather than making the short sound we've been learning. The vowels in words ending with -ld, -nd, and -st can make a long sound even though there's only one vowel. They don't always, but they can.

-ld
wild

-nd
find

-st
most

child	kind	post
mild	mind	host
-----	-----	-----
* <u>b</u> uild	wind	cost

**bu says /b/ (in build), just like qu can say /q/ (as in quit) and gu can say /g/ (as in guide). Sometimes u just supports consonants; it acts as a “blocker letter.” It doesn’t always act like a vowel. We’ll learn more about that, later. Don’t worry about mastery, here, but you can certainly mention it.*

Say, “If the rule doesn’t work to make a word you know, Flip It (the vowel sound) to its other sound.” Again, this tip works almost every single time.

were

The word **were** is tricky because we haven’t taught about bossy r at this point. If kids are reading this word in a sentence, and they say /we’re/, it’s likely that they’d figure out, from context clues, what the word is, however, we do need our kids to learn to spell this word accurately. This is an irregularly-spelled word, and we will want to provide tips and tricks to help your readers to remember it. When spelling were, make the sounds /w/ when writing the w and /er/ when writing the e-r-e.

FYI- High Five Irregular Words

I like to use washable markers to write an irregularly spelled word on my own hand as well as one of my readers’ hands. Across a few hours, I say, “Read your hand. Now, spell it.” Then, we give each other a high five saying, “W-e-r-e says were!”



Additional Ideas:



- Read: Here Comes Silent E, by Anna Jane Hays



- Make words using My First Bananagram tiles or something similar.
- Search through a loved picture book to find words with magic e’s. You could even make a list of the words that follow the Magic e rule and the words that don’t. **Remember, magic e’s only tell short vowels to say their names.**

Snack Ideas:

No matter which you choose, please use a marker (Tip: Permanent markers don't smudge.) to make a rainbow from the magic e to the vowel it's telling to say its name. Note that a magic e can be within a word, too.



- Mike and Ike Candies



- Little Bites muffins

Dictated Sentence and Decoding Sentence Practice Page

materials include: dictated sentence practice pages, pencils

Students will be challenged to write one sentence from the dictated sentence page for this lesson. You will read one sentence of your choosing, as many times as needed, as the students record that sentence— using capitals, spaces, and end marks. Of course, you'll also coach them to correctly use the phonics rule you've been teaching this week (and in previous weeks).

TIP: With the dictated sentence page in front of your students, on their table or at their desks, have them flip the paper upside down and fold on the dotted line so the handwriting lines show at the bottoms of their papers. When done this way, it'll be easy for your students to flip that fold back up to check their sentence writing.

This self-checking promotes skilled reading and writing. And remember, this work is not to be graded. This is practice. We will use no-stakes assessments, so our kids feel comfortable taking risks and trying out the skills they're learning.

Finally, your scholars will practice decoding words, featuring this new learning, as they decode the remaining sentences.

Vowels

The Vowel Song-

Foundations
for Literacy



Old MacDonald had some vowels.

a, e, i, o, u

And on his farm he had short _____.

a, e, i, o, u

With an _____, _____ here.

And an _____, _____ there.

Here _____. There _____. Everywhere _____, _____.

Old MacDonald had some vowels.

a, e, i, o, u

Sounds and Motions

ă- Hold an imaginary apple up to your wide-open mouth (as if you're getting ready to take a bite) and say ă like in apple.

ě- Point your finger to your nose and curve it downward and up again to make an imaginary elephant's trunk. Say ě as in elephant.

ĩ- Pinch your pointer finger and your thumb together. Wrinkle your nose and pretend to hold an icky worm away from you. Say ĩ as in "It's icky!"

õ- Open your mouth like an opera singer and move your pointer finger around your lips to make a letter o. Sing õ like an opera singer.

ũ- Thump your chest with an open hand like a gorilla and say ũ.

