



# Five Silent E Stories For Each Vowel Sound

(To be used between Book 1 and Book 2 of the  
CPR Reading Program)



# 1 LESSON 1– Silent E Rule with Letter “A”

**1. Do Phonological Awareness/Manipulation Activity:** Say “gray.” Now say “gray” without the /g/ sound—“ray.” Say “drill.” Now say “drill” without the /r/ sound—“dill.” Say “slime.” Now say “slime” without the /m/ sound —“sly.” Say “swine.” Now say “swine” without the /w/ sound —“sign.”

**2. Do Flashcard Review:** Students say the sounds of phonograms with spelling rules. Review cards daily.

**3. Do Spelling Dictation:** Teacher dictates the sounds of the phonograms, and students echo the sounds and spell them on paper or whiteboards. Check. Do 2- 3X a week, preferably daily.

**4. Introduce Silent Letter E Rule with the Letter A:** Write these four words on a whiteboard: “pale,” “fate,” “same,” “made.” What do they all have in common? (All end with silent “e” and have a long /A/ sound.) RULE: “Letter E at the end of a word is silent but makes the vowel say its name.” Write the following words next to each similar word: “pale”— “pal,” “fate”—“fat,” “same”—“Sam,” “made”—“mad.” How does the word change when the ending silent “e” is deleted? (Vowel is short.)

**5. Introduce and Read Story and Comprehension Questions:** Point out the boldfaced words in the story. Have students find the two similar words that change their vowel sound when a silent “e” is added: e.g. “man” and “mane.” Read story. Discuss comprehension questions.

**6. Play Game of Choice** by using the game cards in Game Card Pack Book 2 or reading a line of words from the speed drill.



**7. Do Speed Drill** over story. (Do not proceed to the next lesson until the speed drill can be completed within one minute).

**8. Have students take home Story/Speed Drill** to practice with parents.

**9. Summarize Silent E Rule. Affirm.**

## PALE SAM AND HIS LION PAL

(A-Words with Silent E Sight Words: the, of, zoo, gives)

Sam, a **man** at the zoo, pets the sad lion's **mane**. Sam gives the lion grub in a **pan** as the kids gaze into the lion den's glass **pane**. Sam tips his **hat**. He **hates** to end the program, but the **fad** must **fade**!

Just as **Sam** is putting **tape** on the leg of the **same** lion, a ringing **tap** of a **cane** on the glass panics the animal. **Can** Sam help? Even if the **fat** lion's **fate** is in Sam's hands, he cannot help him. The tap has **made** the lion as **mad** as a **rat** in a trap! Will Sam **rate** well? The lion yells in **rage**, and Sam is as limp as a **rag** doll.

Sam **plans** to jump into a **plane** and fly to safety, but no! He must quietly step from the lion's den. The fat lion sits back on his **mat**, and his **mate** licks the tape on his leg. Sam has lost his lion **pal**. Even if he is **pale**, Sam is safe!

1. Why is Sam in the lion's den?
2. What happens when the window is tapped with a cane?
3. What do the words, "fad," "mane," and "pale" mean?
4. How does Sam feel when he is "as limp as a rag doll?"
5. How does Sam get to safety?
6. What happens when the hurt lion lies back down on his mat?

## **SPEED DRILL OVER LESSON 1- “SILENT E WITH A WORDS”**

<b>man</b>	<b>mane</b>	<b>pan</b>	<b>pane</b>
<b>hat</b>	<b>hates</b>	<b>fad</b>	<b>fade</b>
<b>Sam</b>	<b>same</b>	<b>tape</b>	<b>tap</b>
<b>cane</b>	<b>can</b>	<b>fat</b>	<b>fate</b>
<b>made</b>	<b>mad</b>	<b>rat</b>	<b>rate</b>
<b>rag</b>	<b>rage</b>	<b>pan</b>	<b>pane</b>
<b>plan</b>	<b>plane</b>	<b>mat</b>	<b>mate</b>
<b>pal</b>	<b>pale</b>	<b>man</b>	<b>mane</b>
<b>pan</b>	<b>pane</b>	<b>hat</b>	<b>hate</b>
<b>fade</b>	<b>fad</b>	<b>same</b>	<b>Sam</b>
<b>tap</b>	<b>tape</b>	<b>cane</b>	<b>can</b>
<b>fate</b>	<b>fat</b>	<b>mad</b>	<b>made</b>
<b>rate</b>	<b>rat</b>	<b>rag</b>	<b>rage</b>

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# Multi-Letter Lessons For TE Book 2 of the Controlled Phonetic Reading Program



# LESSON 1

## OVERVIEW: “SH”

- 1. Do phonological awareness:** Which words rhyme? sump/dump; now/know; pot/pat; snail/pail; sling/ding; house/host; middle/muddle; fresh/mesh; see/tree; black/mat.
- 2. Do flashcard review:** Students say the letter names and then sound(s): e.g. Letters “s,” “h,” /sh/. Review cards daily until mastered.
- 3. Do spelling dictation:** Teacher dictates the sounds of the phonograms, and students echo the sounds and spell them on paper or whiteboards. Check. Do 2-3X a week, preferably daily (follow suggested lesson plans).
- 4. Introduce new phonogram:** Students identify an object in a bag by touch that introduces the learned sound (e.g. shell, shoe).
- 5. Write these three words on the board:** “shoe,” “shell,” “shack.” Have students echo the words and identify what sound these words have in common, /sh/. Spelling rule: **“Beginning or end of a syllable or word and with the suffix, “- ship.”**
- 6. Review formation of letters:** “sh,” in cursive (see Book 1). Emphasize how to join the letters together correctly.
- 7. Introduce and read story:** “Flash—A Fish and a Wish.” Circle words in the story that have the phonogram, “sh.”
- 8. Discuss comprehension questions.**
- 9. Play game with story cards** in CPR Game Pack (2). Read, spell, & define.
- 10. Do speed drill** over story. (Do NOT go to the next lesson until the speed drill can be completed in a one-minute timing.)
- 11. Have students take home story/speed drill** to practice reading to parents.



**12. Summarize and affirm.** (Reward students.)**A FISH AND A WISH****(“SH” Story 1)**

**Swish! Swish! Swish! Flash, a fish, swims fast. She is in a rush! She has a wish.**

**Dash! Dash! Dash! She swims past a ship, docking by a shop. Its mesh fish net is in a sham. It has trash stuck in it. Flash swims by the fish net in a shot!**

**She swims past a shrimp, shedding his skin. He is in bad shape! He shakes and shakes to get rid of his skin. Flash rushes on. Shame! Shame! Shame! She will not stop to help the shrimp. She blushes in a flush, but swims on.**

**Flash spots a shimmering shellfish, resting in sand. Flash grabs it! Smash! Squish! Crash! Crush! She shakes, mashes, and ingests. It is fresh! Mmmm! She got her wish! Flash is a glad, fat fish!**

- 1. How does flash swim?**
- 2. What does the word, “docked” mean?**
- 3. Why is the net “in a sham?”**
- 4. What does Flash swim past that is shedding his skin?**
- 5. Why does Flash blush?**
- 6. What does "ingests" mean?**
- 7. What was Flash’s wish?**
- 8. What happens first? Flash swims past the shrimp, or Flash swims by the fish net?**



## **SPEED DRILL FOR LESSON 1- “SH”**

<b>swish</b>	<b>fish</b>	<b>rush</b>	<b>wish</b>
<b>shop</b>	<b>sham</b>	<b>trash</b>	<b>flash</b>
<b>shedding</b>	<b>shape</b>	<b>shakes</b>	<b>rushes</b>
<b>ship</b>	<b>shrimp</b>	<b>she</b>	<b>blushes</b>
<b>shimmer</b>	<b>shellfish</b>	<b>smash</b>	<b>squish</b>
<b>dash</b>	<b>shame</b>	<b>flush</b>	<b>crash</b>
<b>crush</b>	<b>mashes</b>	<b>fresh</b>	<b>wish</b>
<b>swish</b>	<b>fish</b>	<b>rush</b>	<b>wish</b>
<b>shop</b>	<b>sham</b>	<b>trash</b>	<b>flash</b>
<b>shedding</b>	<b>shape</b>	<b>shakes</b>	<b>rushes</b>
<b>shot</b>	<b>shrimp</b>	<b>she</b>	<b>blushes</b>