

LESSON 49

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the whiteboards.

New material: Using a “magic,” **silent e** in **a-consonant-e** words

a_e (as in “bake”)

- Make the sounds with your student
- Have the student write the lowercase letters on a dry-erase board three times while saying the sounds
- Make flashcards for your sound/letter deck

Explain that the **a** says its name in words where **a** is followed by a single consonant and then **silent e**.

Warm Up With Sound Play:

Say, “Let’s brainstorm some words that have the long ‘a’ sound.”

Examples: great, make, take, grade, cake, ate, stay, May, gray

Say, “Now, let’s brainstorm some words that have the ‘air’ sound as in ‘chair.’”

Examples: fair, bear, care, where, blare, lair, dare, stare, merry

Say, “I am going to say some words; can you say the word that has the ‘air’ sound?”

take, tac, hair, hat (hair)

make, tire, cheer, lair (lair)

spare, stain, rain, bland (spare)

Words to read and write:

**tap/tape cap/cape scrap/scrape mat/mate hat/hate
fad/fade**

Explain that in words with an ending (as in “tapes ” or “hated ”), the **silent e** still makes the vowel say its name.

More words to read and write:

**tale male grade trade inflate inflame grave brakes
mistake baseball**

Explain that **-are** makes the “air” sound.

Words to read and write with **are**:

care bare blare stare dare careful flare fare share

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

woman, women¹

Have the student read:

That girl made a shape in the sand with a stick just for fun.

¹ **woman**: **w, m, n** are decodable; **o** making the “oo” sound (as in “wool”) is irregular; **a** is unaccented and makes the schwa “uh” sound

women: **w, m, n** are decodable; **o** making the short “i” sound is irregular; **e** is unaccented and makes the schwa “ih” sound

After getting undressed at the end of the day, the blind woman puts her cane next to her bed where she can find it when she wakes up.

The kind woman put on some makeup and went out.

Fred had too much fun on the swings and fell. He scraped off the mud from his pants and came in late to class.

Bill traded two mints, one cake, and a box of red twists for Sal's small, stuffed snake.

Have the student write from your dictation:

Someone must have left this small, old raft by the lake.

Mom baked a cake and called me in to frost it for her.

Today at two, the tot will take a long nap.

Jen has a baseball game after school.

The women put the drinks and the cakes on a bench in the shade.

*Choose any of the stories in **[Group 1 \(Short-Syllable Stories\)](#)** for a "triple read."*

Student View

tap/tape cap/cape scrap/scrape mat/mate
hat/hate fad/fade

tale male grade trade inflate inflame grave
brakes mistake

care bare blare stare dare careful flare fare
share

woman

women

That girl made a shape in the sand with a stick just for fun.

After getting undressed at the end of the day, the blind woman puts her cane next to her bed.

The kind woman put on some makeup and went out.

Fred had too much fun on the swings and fell. He scraped off the mud from his pants and came in late to class.

Bill traded two mints, one cake, and a box of red twists for Sal's small, stuffed snake.