

LESSON 50

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

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

Warm Up With Sound Play:

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

Examples: night, sight, I, try, fly, hike, bike, hide, fries, drives, cries

Say, “Can you say sight without the ‘t’ sound at the end?” (sigh)
“Can you take away the ‘s’ sound and replace it with an ‘m’ sound?” (my)

“Now, Can you put the ‘k’ sound at the end?” (Mike)

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

Make the long “i” sound with your student and have your student write the lowercase letters of this sound on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:

i_e (as in “bike”)

Words to read and write:

pin/pine fin/fine bit/bite shin/shine dim/dime kit/kite slim/slime

More words to read and write:

**hive stride hide like hike lime slime bike miles tiled
drive strike widen pride glide smiled tire hire fire wire
white shine**

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:

away, teacher¹

Have the student read:

I wish a ticket for the ride cost just a dime like it did when my mom was five.

Meg would like a wild ride in a hot rod, but Jake would just hate that.

My pup Fred would nip my shins and hands.

Pups who nip are fine, but dogs who bite are not.

His dad saw the grime on the old slide and wiped it off with a rag.

Jill went away to camp. Sometimes at bedtime she missed her dog and the rest of the family.

The teacher asked Mr. Glenn how long it would take to install the software on her laptop.

¹ **away:** **a** making the “uh” sound will be decodable in Lesson 57; **w** is decodable; **ay** making the long “a” sound will be decodable in Lesson 67

teacher: **t** and **ch** are decodable; **ea** making the long “e” sound will be decodable in Lesson 68; **er** will be decodable in Lesson 75

Have the student write from your dictation:

If you grab the brass ring, you can win nine rides.

Helen went away from the campsite, mad at her pals.

Pam let go of the string and saw her kite drift away.

Over time, too much sun will fade our drapes and rugs.

Mr. Sanchez said that there would be a prize for the whole class when we were finished with the big math test. I am glad that my teacher thinks up fun prizes and fun things for us to do!

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

Student View

pin/pine fin/fine bit/bite shin/shine dim/dime
kit/kite slim/slime

hive stride hide like hike lime slime bike miles tiled
drive strike widen pride glide smiled tire hire fire
wire white shine

away

teacher

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when my mom was five.

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