

## LESSON 53

*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 **u-consonant-e** words

*Warm Up With Sound Play:*

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

Examples: computer, chew, few, new, pollute, group, rules

“Listen to these sentences and say the words that have the long ‘u’ or ‘oo’ sound:

After the teacher confiscated the note, Meg realized that passing a note in class had been a stupid idea. (stupid)

The trip was fun but a bit disorganized. The friends had not had much time to communicate about their plans. (communicate)

Marissa loves to play the tuba, and Greta loves to play the flute.” (tuba, flute)

Explain that **u** says its name or makes the “oo” sound in words where **u** is followed by a single consonant and then a **silent e**.

*Make both sounds with your student and have your student write the lowercase letters of these sounds on a whiteboard three times while saying the sound. Create a flashcard for the sound-letter deck:*

**u\_e** (says its name as in “cute”)

**u\_e** (says “oo” as in “tube”)

*Words to read and write:*

|  |
|--|
| <b>cut/cute us/use tub/tube crud/crude plum/plume<br/>dun/dune mutt/mute dud/dude tun/tune</b> |
|--|

*More words to read and write:*

|  |
|--|
| <b>exclude include exhume distribute salute contribute<br/>duke fluke rude</b> |
|--|

*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:*

**any, many, people<sup>1</sup>**

*Have the student read:*

**You can use any old tube to make a long dog shape.**

**A flute has the shape of a thin tube.**

**The rude man cut in line again. He makes many people upset because he does not adhere to the rules.**

**“Compute as many of these problems as you can,” Ms. Ko said to her math class.**

**Jan’s win at tennis was a fluke because Jess was sick.**

**One of these strings on my uke must be out of tune.**

<sup>1</sup> **any** and **many**: **a** making the short “e” sound is irregular; **n** is decodable; **y** making the long “e” sound will be decodable in Lesson 88; **m** in “many” is decodable

**people**: **p** is decodable; **eo** making the long “e” sound is irregular; **ple** making the “pul” sound will be decodable in Lesson 86

**Max takes pride in himself as a kid who adheres to class rules.**

*Have the student write from your dictation:*

Ben knew that it was the cute cat who had made off with the string.

Only Liz spoke, while her pals were mute.

Frank will use many things that most people toss out.

In old, old times, people had only drums and lutes to sing with.

*Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”*

## Student View

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“Compute as many of these problems as you can,”  
Ms. Ko said to her math class.

Jan's win at tennis was a fluke because Jess was sick.

One of these strings on my uke must be out of tune.

Max takes pride in himself as a kid who adheres to class rules.