

## LESSON 52

*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 **e-consonant-e** words

*Warm Up With Sound Play:*

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

Examples: freedom, peace, happy, flea, tree, street, feet, sea, money, deep

“Say the word ‘vent.’ What happens if you put an ‘e’ sound at the beginning?” (event)

“Say the word ‘cheese.’ What happens if you put an ‘o’ sound instead of the ‘e’ sound?” (chose)

“Say the words ‘these’ and ‘those.’ How many sounds in these words are the same?” (2, “th” and “z”)

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

*Make the long “e” 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:*

**e\_e** (as in “mete”)

*Words to read and write:*

**Pete these eve evening complete Steve**

Explain that in words or syllables with **-ere** the “e” sound is distorted by the **r** and sounds like “ear”:

**here mere adhere**

*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:*

**know, knew, known<sup>1</sup>**

*Have the student read:*

**Complete these tasks that Mom put on the list.**

**Pete passed a note to his pals in code. He did not know that Ms. Ven knew the code. That was quite a mistake that Pete made.**

**Sam gave Steve a long list of tasks to complete.**

**Jill likes to act and sing. She hopes that one day she will be quite well known for these talents.**

**Do you know if Cleveland has some well-known jazz clubs? My pal Stan would like to see some jazz when he visits.**

*Have the student write from your dictation:*

**In the evening, I stop and think about my day.**

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<sup>1</sup> **know** and **known**: **kn** making the “n” sound will be decodable in Lesson 61; **ow** making the long “o” sound will be decodable in Lesson 82; **n** in “known” is decodable

**knew**: **kn** same as above; **ew** making the “oo” sound (as in “zoo”) will be decodable in Lesson 110

Did you know that Sam is over here in Cleveland? I did not know that he was planning a visit.

Eve knew how to make a cape with just fabric and string.

Jack knows that our plan was to have a snack here before visiting the rest of the family.

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

## Student View

Pete these eve evening even complete Steve

here mere adhere

knew

know

known

Complete these tasks that Mom put on the list.

Pete passed a note to his pals in code. He did not know that Ms. Ven knew the code. That was quite a mistake that Pete made.

Sam gave Steve a long list of tasks to complete.

Jill likes to act and sing. She hopes that one she will be well known for these talents.

Do you know if Cleveland has some well-known jazz clubs? My pal Stan would like to see some jazz when he visits.