

## Unit 3 — Lessons 26-41

### The Sounds of Single-Letter Vowels, Silent Final E, & Open-Syllables

#### Phonograms

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{No new phonograms. Global rules for single-letter vowels are presented.}

#### Lesson Content

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#### Student Goals

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- To review the common sounds of all single-letter phonograms
- To know that a syllable has only one speaking vowel
- To learn to apply global syllabication rules (See pages 35-46.)
- To learn that **Silent Final E [SFE]** usually makes the first vowel say its long sound
- To read and spell high-frequency **SFE** words
- To learn that **SFE** is added after letters that are not used at the end of English words, e.g., **V** as in *have* and *love*
- To learn that words ending in **I** or **U** come from other languages, e.g., *ski* from Norwegian, or are shortened forms of words, e.g., *flu* from influenza
- To learn that **you** is the most common word ending in **U** in English, akin to the German *du*
- To learn that some phonograms can be two phonograms, representing two sounds, e.g., **SC** in *scale*, **EA** in *idea*, **IE** in *quiet*
- To learn the three sounds of **I** at the end of a syllable, /ɪ/, /i/, /E/, e.g., *family*, *finally*, and *radio*
- To read and spell words where **SFE** is used to make **C** say /s/ and **G** say /j/

## Spelling and Grammar

### Lesson 26

- **Silent Final E [SFE]** usually makes the first vowel say its long sound. [Demonstrated.]

### Lesson 28

- Letters **SC** may be a blend, /s//k/ as in *scale*, or a phonogram, /s/ as in *scene*. [Demonstrated.]

### Lesson 31

- **SFE** is added after **Letter V** so that words do not end in **V**. [Demonstrated.]
- **Letter O** says /**Ō**/ in some words ending in **-ome** and **-one**. [Demonstrated.]
- **Once, one** — These words are not phonetic. Their spelling must be remembered.

### Lesson 34

- In English words, when a vowel ends a syllable, it is usually long. [Demonstrated.]
  - There are many exceptions, but the rule is often the reason why a consonant is or is not doubled.
  - It is the reason consonants are doubled in short vowel words when adding suffixes, e.g., *run* becomes *running*, but not doubled when a word ends in **SFE**, e.g., *bake* become *baking*.

### Lesson 35

- When **I** ends a syllable, it may say one of three sounds. [Demonstrated.]
  - **Long I** — often 2-syllable English or Anglicized words
  - **Short I** — 3 or more syllables, followed by a consonant, and usually Latin
  - **Long E** — 3 or more syllables, followed by a vowel, and usually Latin or pronounced as if an English-Latin word

### Lesson 38

- A syllable has only one speaking vowel.
- **A, E, I, O, U**, and sometimes **Y**, are vowels by themselves.

### Lesson 39 & 40

- **SFE** has a number of jobs. See page 17 for the **Reasons for Silent Final E**. [Demonstrated.]

## Using Lesson 82 during Unit 3

- There are no new phonograms introduced in Unit 3. Attention is given to vocabulary that demonstrates all of the sounds of each vowel and how to know when a vowel represents each sound.
- Repeat **Presentations 2-6** until the sounds of each phonogram can be recited without hesitation.
- Introduce **Presentations 7-8** before students finish Lesson 36.
- Sit with each student for the SayIt™ mode in Lesson 82 to ensure that the sounds of each phonogram are said in the correct order and without hesitation.
- Construct custom flashcards with each student as

described on page 21. Use them to test for mastery of sounds and key spelling rules.

- The student must recite the phonemes in the same order as they are listed on the back of each card.
- The student should recite the rules as close to word perfect as they are able.
- Individual assessment is the best way to determine if the student has mastered a phonogram.

## PhonicsTutor® Workbook Activities

- Unit 3 in the workbook corresponds to Unit 3 in *PhonicsTutor® Frequent Words*.
- Use each chart to introduce concepts.

Chart	Lesson
Pages 36 & 38	Lessons 26-31
Page 40	Lesson 32-33
Page 42	Lesson 34
Page 44	Lesson 35
Page 46	Lessons 36-41

- Each day as a group, review the charts that list the phonograms. Students should repeat only the sounds of the phonograms and essential spelling rules, e.g., “**A** says ...” “**AI** says...that may not be used at the end of English words.” This should take only a couple minutes each day. It is an informal method to assess student mastery, will reinforce phonics knowledge, and provides a group activity that communicates the importance of phonics facts.
- Have students complete all Unit 2 pages.
- The Unit 3 workbook activities should be assigned after completing the lesson material that goes with each chart and based on student performance.
- Page 48 — Before students complete the phoneme chart, demonstrate how to write each vowel and diacritic. Have students practice in a notebook. Show them how to prepare to complete this chart so they learn how to successfully complete the nine larger charts in future units. Use Davy Diacritic’s face and hat to remind them of each diacritic. Keep sessions short and focused.

## PhonicsTutor Classic Reader Activities

- Pages 101-104 contains **Silent Final E** words.
- Page 119 has vocabulary with prefixes ending in **E**.
- Page 122 has vocabulary with ending **Y**.
- Page 125 has more Long Vowel vocabulary.
- Page 127 has vocabulary with open syllables.
- Students who have completed Presentations 7-8 in Lesson 82 will be able to read most of pp. 106, 108, 109-110, 112-113, 121, 123, 126, and 129.