

## "I Have, Who Has?" Small Group - Silent 'e' Words

Congratulations on your purchase of this **"I Have, Who Has?" Small Group - Silent 'e' Words** a fun way to strengthen students' phonics skills.

### Objective

Read the silent 'e' vowel pattern words that are presented.

### Meeting the Standards

#### Phonics and Word Recognition

**RF.1.3c** Know final 'e' and common vowel team conventions for representing long vowel sounds.

**RF.2.3a** Distinguish long and short vowels when reading regularly spelled one-syllable words.

#### This Really Good Stuff® product includes:

- 96 Silent 'e' Vowel Pattern Learning Deck Cards
- This Really Good Stuff® Instructional Guide

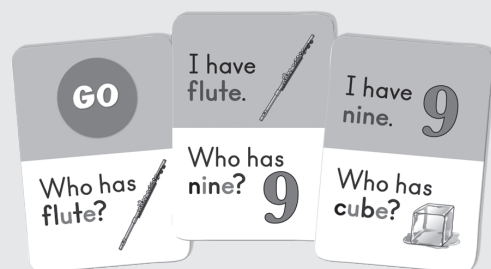
Emergent and struggling readers as well as ELL's will enjoy this fast-paced, fun card game to practice reading words with the silent 'e' vowel pattern. This quick game is designed for 100% active student engagement in literacy centers, free time, intervention, and small groups (it is an improvement to the whole-class version commonly played in intermediate classrooms). Each card calls for students to read their word and prompts them to ask peers to find the card with a new silent 'e' vowel pattern word.

### Managing "I Have, Who Has?" Small Group - Silent 'e' Words

Eight labeled, color-coded games (12 cards in each) at two levels of play are included.



**Level 1** (red-bordered card backs) has four games, one each for each silent 'e' pattern: aCe, iCe, oCe, uCe.



**Level 2** (blue-bordered card backs) has four games. Each game mixes silent 'e' vowel patterns.

### I Have, Who Has?

**Object:** Read the silent 'e' words as presented.

**Materials:** 1 colored set of 12 cards

**Players:** 3-4 players

### Directions:

1. Deal all the cards to players.
2. The player with the GO card begins by reading aloud the "Who has \_\_\_\_\_?" statement, reading the silent 'e' word presented: "Who has **name**?" Name has the long a/silent 'e' sound (Emphasize the sound.)
3. The student with that word/picture at the top of a card then reads that card's "I have \_\_\_\_\_." statement: "I have **name**."
4. This student then asks, "Who has **cake**?"
5. Play continues as students look at their cards for the requested word/picture.
6. Game play continues until all the cards have been used and the STOP card is played.