How this Phonics Intervention Aligns with the SCIENCE OF READING

1. Systematic Phonics in Context (Word Recognition Strand)

- The passages intentionally includes multiple CVCe long i words (ex. *organize, skyline, realize, timeline, sublime*).
- These words give students authentic opportunities to apply phonics patterns they've been explicitly taught – moving from isolated decoding to fluent reading in connected text.
- This supports *orthographic mapping*, helping students store these words permanently in long-term memory.

Science of Reading Connection:

Students move from phoneme-grapheme recognition to automatic word reading when they see patterns like CVCe repeatedly used in meaningful contexts.

2. Language Comprehension through Meaningful Vocabulary

- Each long i word appears in a semantically rich context – students not only decode them but also learn what they *mean*.
- Words like *despite, provide, organize, transpire,* and *sublime* are Tier 2 vocabulary – academic and transferable across subjects.
- The text provides natural opportunities to teach morphology (prefixes like *trans-* in *transpire*, *sub-* in *sublime*).

Science of Reading Connection:

Explicit vocabulary and morphology instruction strengthen oral language comprehension, one half of Scarborough's Reading Rope.

3. Syntax and Cohesion Support

- Sentences are **purposefully structured** with clear transitions (*first, then, as, despite, by the end*), reinforcing understanding of text organization – a key aspect of **sentence-level comprehension**.
- The repeated pattern of "challenge ⟶ solution ⟶ reflection" mirrors narrative and expository text structures taught in comprehension strategy instruction.

Science of Reading Connection:

Understanding sentence structure and cohesion supports comprehension monitoring and builds syntactic awareness.

4. Integration of Decoding + Comprehension

- Students decode words using known phonics patterns **while simultaneously constructing meaning** – the hallmark of connected text practice recommended by SoR research.
- The passages encourage discussion, inferencing, and retelling, all of which reinforce comprehension.

Science of Reading Connection:

Reading connected text strengthens both the word recognition and language comprehension strands, helping them "rope" together for fluent, meaningful reading.

5. Motivational and Cognitive Alignment

- The themes appeal to **older struggling readers**, which increases engagement and self-efficacy – essential for sustained practice.
- By using age-appropriate content, students feel competent and respected, aligning with the SoR principle that emotional engagement supports cognitive growth.

Science of Reading Connection:

Motivation and relevance are key for transfer – older students need materials that let them practice foundational skills *without embarrassment*.

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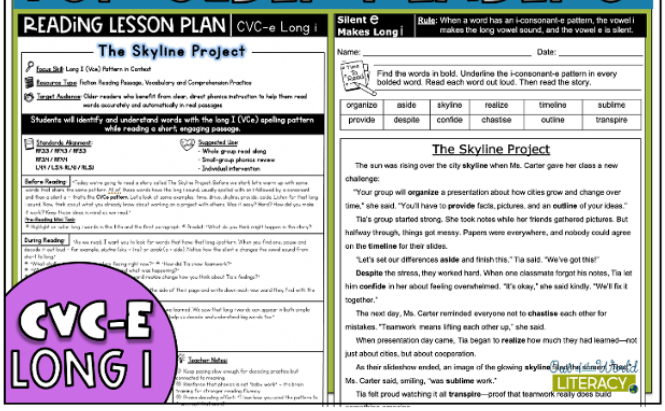
CVCe: LONG I

PHONICS

FOR OLDER READERS

WITH READING COMPREHENSION

4 PHONICS COMPREHENSION PASSAGES FOR OLDER READERS


READING LESSON PLAN | CVC-e Long i

The Skyline Project

Focus Skill: Long I (VCe) Pattern in Context

Resource Type: Fiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will identify and understand words with the long I (VCe) spelling pattern while reading a short, engaging passage.

Standards Alignment:
RF.3.3 / RF.3 / RF.33
RF.3.4 / RF.4
LS1 / LS.1 RL.10 / RL.3J

Suggested Use
- Whole group read along
- Small-group phonics review
- Individual intervention

Before Reading: Today we're going to read a story called The Skyline Project. Before we start, let's warm up with some words that share the same pattern. All of these words have the long i sound, usually spelled with an i followed by a consonant and then a silent e — that's the CVCe pattern. Let's look at some examples. Time. Bride. Skyline. I'll write a few cards. Listen for that long i sound. Now, think of what you already know about working on a project with others. Was it easy? Hard? How did you make it work? Keep those ideas in mind as we read.

Pre-Reading Mini Task
* Highlight or write long i words in the title and the first sentence. * Predict: "What do you think might happen in this story?"

During Reading: As we read, I want you to look for words that have that long i pattern. When you find one, pause and decode it out loud — for example, skyline (sky + line) or smile (C + vibe). Notice how the silent e changes the vowel sound from short to long!
* Word Work: [illegible] * How did Tia show teamwork?*
* [illegible] * Make a prediction: What do you think will happen next? Why do you think that?
* Vocabulary: [illegible] * Notice how the silent e changes how you think about Tia's feelings.*

After Reading: [illegible] the sale of their page and write down each new word they find with the long i pattern. We saw that long i words can appear in both simple [illegible] Can you decode and understand big words, too?

Teacher Notes:
- Keep pacing slow enough for decoding practice but connected to meaning.
- Reinforce that silent e is not "baby work" — it's a real [illegible] strategy for stronger reading fluency.
- Praise decoding effort, not just how you used the patterns in [illegible]

Silent e Makes Long i | Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

Find the words in bold. Underline the i-consonant-e pattern in every bolded word. Read each word out loud. Then read the story.

organize	aside	skyline	realize	timeline	sublime
provide	despite	confide	chastise	outline	transpire

The Skyline Project

The sun was rising over the city **skyline** when Ms. Carter gave her class a new challenge:

"Your group will **organize** a presentation about how cities grow and change over time," she said. "You'll have to **provide** facts, pictures, and an **outline** of your ideas."

Tia's group started strong. She took notes while her friends gathered pictures. But halfway through, things got messy. Papers were everywhere, and nobody could agree on the **timeline** for their slides.

"Let's set our differences **aside** and finish this," Tia said. "We've got this!"

Despite the stress, they worked hard. When one classmate forgot his notes, Tia let him **confide** in her about feeling overwhelmed. "It's okay," she said kindly. "We'll fix it together."

The next day, Ms. Carter reminded everyone not to **chastise** each other for mistakes. "Teamwork means lifting each other up," she said.

When presentation day came, Tia began to **realize** how much they had learned—not just about cities, but about cooperation.

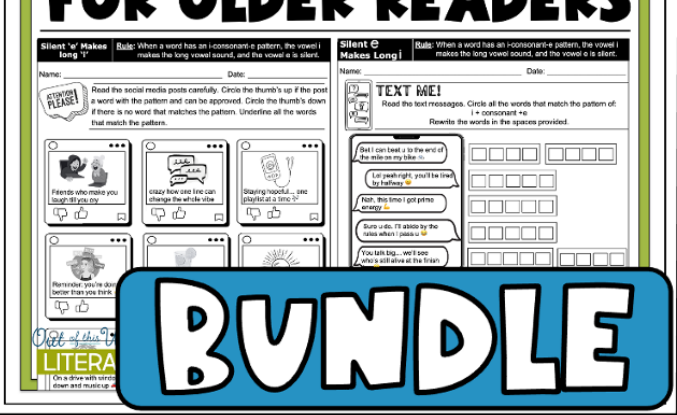
As their slideshow ended, an image of the glowing **skyline** flashed on the screen. Ms. Carter said, smiling, "**was sublime** work."

Tia felt proud watching it all **transpire**—proof that teamwork really does build

CVC-E LONG I

LITERACY

21 PHONICS ACTIVITIES FOR OLDER READERS


Silent 'e' Makes long 'i' | Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

ATTENTION PLEASE!

Read the social media posts carefully. Circle the thumb's up if the post a word with the pattern and can be approved. Circle the thumb's down if there is no word that matches the pattern. Underline all the words that match the pattern.

Friends who make you laugh till you cry

crazy how one line can change the whole vibe

Staying hopeful... one playlist at a time

Reminder, you're doing better than you think.

Silent e Makes Long i | Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

TEXT ME!

Read the text messages. Circle all the words that match the pattern of: i + consonant +e

Rewrite the words in the spaces provided.

Bet I can beat u to the end of the mile on my bike

Lol yeah right, you'll be tired by halfway

Nah, this time I got prime energy

Sure urdo. I'll abide by the rules when I pass u

You talk big... we'll see who's still alive at the finish

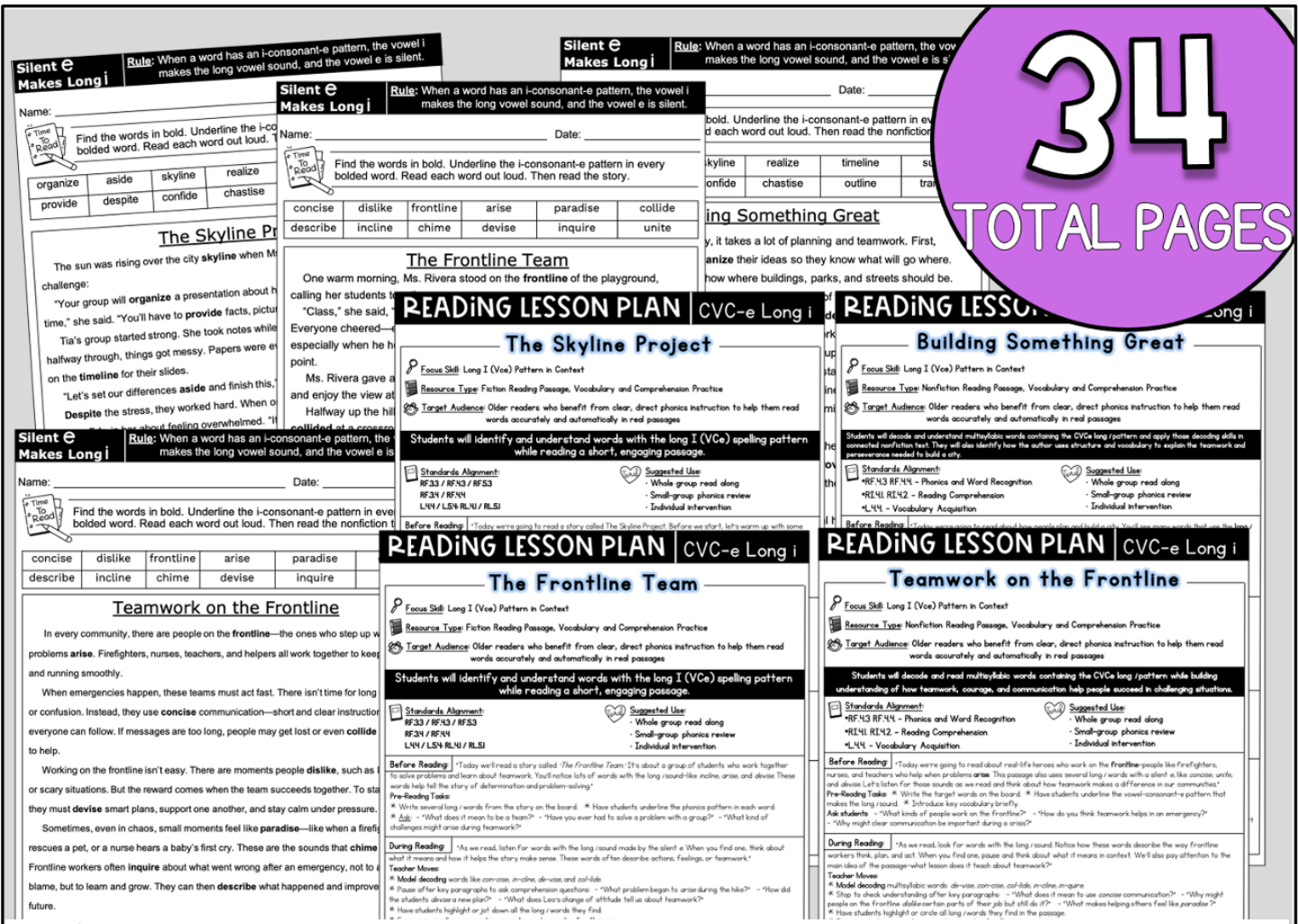
Part of this [illegible]

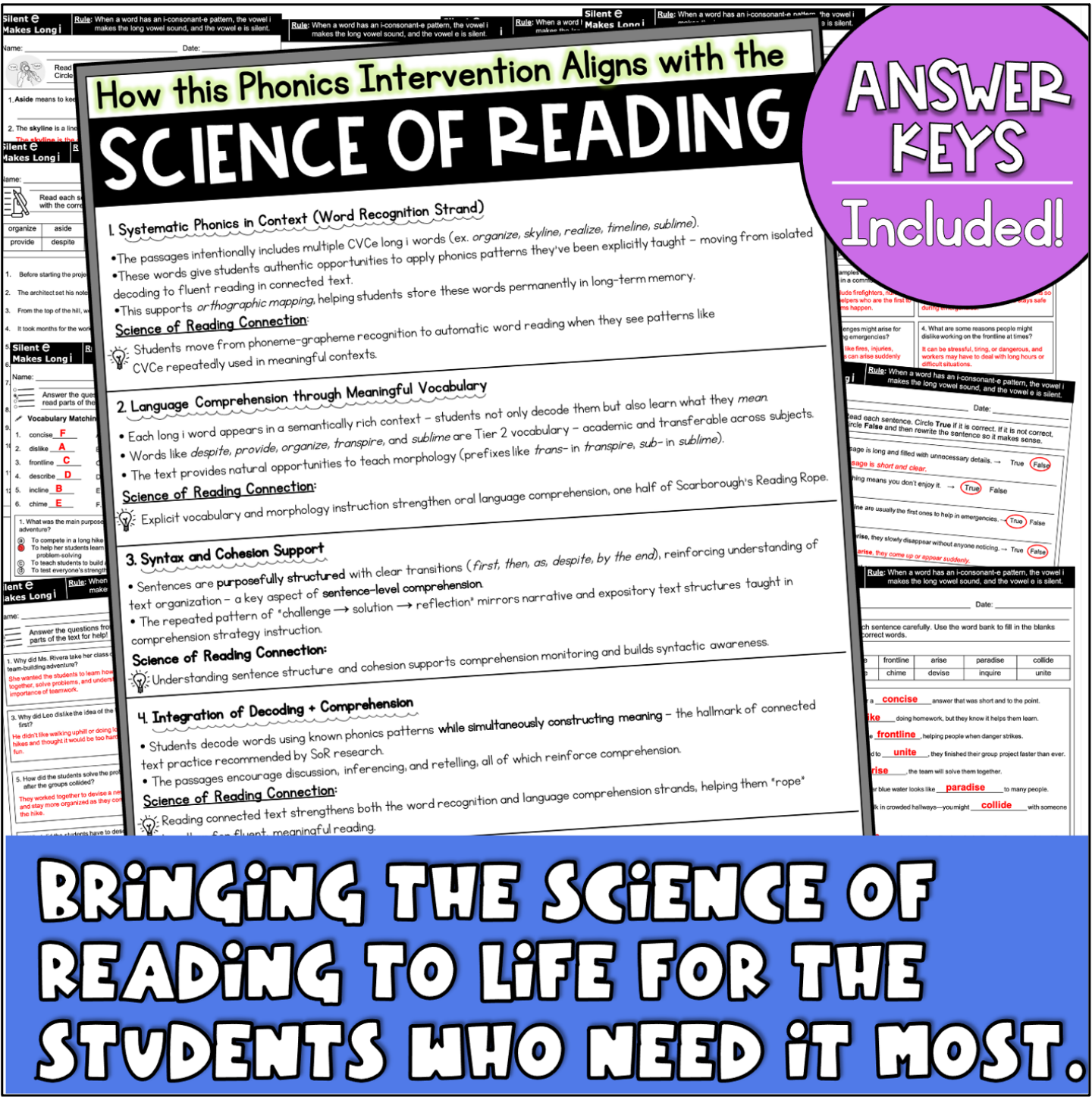
LITERA

On a drive with [illegible] down and music up

BUNDLE


21
TOTAL WORKSHEETS
FOR OLDER READERS
NO BABYISH STUFF HERE!


34
TOTAL PAGES
Silent e Makes Long i
Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.
Name:
Date:
Time To Read
Find the words in bold. Underline the i-consonant-e pattern in every bolded word. Read each word out loud. Then read the story.
concise | dislike | frontline | arise | paradise | collide
describe | incline | chime | devise | inquire | unite
The Frontline Team
One warm morning, Ms. Rivera stood on the frontline of the playground, calling her students t
"Class," she said,
Everyone cheered—
especially when he h
point.
Ms. Rivera gave a
and enjoy the view at
Halfway up the hil
collided at a crossro
Time To Read
Find the words in bold. Underline the i-consonant-e pattern in every bolded word. Read each word out loud. Then read the nonfiction
concise | dislike | frontline | arise | paradise
describe | incline | chime | devise | inquire
Teamwork on the Frontline
In every community, there are people on the frontline—the ones who step up w
problems arise. Firefighters, nurses, teachers, and helpers all work together to keep
and running smoothly.
When emergencies happen, these teams must act fast. There isn't time for long
or confusion. Instead, they use concise communication—short and clear instructio
everyone can follow. If messages are too long, people may get lost or even collide
to help.
Working on the frontline isn't easy. There are moments people dislike, such as
or scary situations. But the reward comes when the team succeeds together. To sta
they must devise smart plans, support one another, and stay calm under pressure.
Sometimes, even in chaos, small moments feel like paradise—like when a firefi
rescues a pet, or a nurse hears a baby's first cry. These are the sounds that chime
Frontline workers often inquire about what went wrong after an emergency, not to
blame, but to learn and grow. They can then describe what happened and improve
future.
skyline | realize | timeline
onfide | chastise | outline
ing Something Great
y, it takes a lot of planning and teamwork. First,
anize their ideas so they know what will go where.
how where buildings, parks, and streets should be.
READING LESSON PLAN CVC-e Long i
The Skyline Project
Focus Skill: Long I (Vce) Pattern in Context
Resource Type: Fiction Reading Passage, Vocabulary and Comprehension Practice
Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages
Students will identify and understand words with the long I (VCe) spelling pattern while reading a short, engaging passage.
Standards Alignment:
RF.3.3 / RF.4.3 / RF.5.3
RF.3.4 / RF.4.4
L.4.4 / L.5.4 RL.4.1 / RL.5.1
Suggested Use:
· Whole group read along
· Small-group phonics review
· Individual intervention
Before Reading: "Today we're going to read a story called The Skyline Project. Before we start, let's warm up with some
READING LESSON PLAN CVC-e Long i
The Frontline Team
Focus Skill: Long I (Vce) Pattern in Context
Resource Type: Fiction Reading Passage, Vocabulary and Comprehension Practice
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RF.3.4 / RF.4.4
L.4.4 / L.5.4 RL.4.1 / RL.5.1
Suggested Use:
· Whole group read along
· Small-group phonics review
· Individual intervention
Before Reading: "Today we'll read a story called 'The Frontline Team.' It's about a group of students who work together to solve problems and learn about teamwork. You'll notice lots of words with the long i sound-like incline, arise, and devise. These words help tell the story of determination and problem-solving."
Pre-Reading Tasks:
* Write several long i words from the story on the board. * Have students underline the phonics pattern in each word.
* Ask: - "What does it mean to be a team?" - "Have you ever had to solve a problem with a group?" - "What kind of challenges might arise during teamwork?"
During Reading: "As we read, listen for words with the long i sound made by the silent e. When you find one, think about what it means and how it helps the story make sense. These words often describe actions, feelings, or teamwork."
Teacher Moves:
* Model decoding words like con-cise, in-cline, de-vise, and col-lide.
* Pause after key paragraphs to ask comprehension questions: - "What problem began to arise during the hike?" - "How did the students devise a new plan?" - "What does Leo's change of attitude tell us about teamwork?"
* Have students highlight or jot down all the long i words they find.
READING LESSON PLAN CVC-e Long i
Building Something Great
Focus Skill: Long I (Vce) Pattern in Context
Resource Type: Nonfiction Reading Passage, Vocabulary and Comprehension Practice
Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages
Students will decode and understand multisyllabic words containing the CVCe long i pattern and apply those decoding skills in connected nonfiction text. They will also identify how the author uses structure and vocabulary to explain the teamwork and perseverance needed to build a city.
Standards Alignment:
•RF.4.3 RF.5.4 – Phonics and Word Recognition
•RI.4.1 RI.5.2 – Reading Comprehension
•L.4.4 – Vocabulary Acquisition
Suggested Use:
· Whole group read along
· Small-group phonics review
· Individual intervention
Before Reading: "Today we're going to read about how people plan and build a city. You'll see many words that use the long i
READING LESSON PLAN CVC-e Long i
Teamwork on the Frontline
Focus Skill: Long I (Vce) Pattern in Context
Resource Type: Nonfiction Reading Passage, Vocabulary and Comprehension Practice
Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages
Students will decode and read multisyllabic words containing the CVCe long i pattern while building understanding of how teamwork, courage, and communication help people succeed in challenging situations.
Standards Alignment:
•RF.4.3 RF.5.4 – Phonics and Word Recognition
•RI.4.1 RI.4.2 – Reading Comprehension
•L.4.4 – Vocabulary Acquisition
Suggested Use:
· Whole group read along
· Small-group phonics review
· Individual intervention
Before Reading: "Today we're going to read about real-life heroes who work on the frontline-people like firefighters, nurses, and teachers who help when problems arise. This passage also uses several long i words with a silent e, like concise, unite, and devise. Let's listen for those sounds as we read and think about how teamwork makes a difference in our communities."
Pre-Reading Tasks: * Write the target words on the board. * Have students underline the vowel-consonant-e pattern that makes the long i sound. * Introduce key vocabulary briefly.
Ask students: - "What kinds of people work on the frontline?" - "How do you think teamwork helps in an emergency?" - "Why might clear communication be important during a crisis?"
During Reading: "As we read, look for words with the long i sound. Notice how these words describe the way frontline workers think, plan, and act. When you find one, pause and think about what it means in context. We'll also pay attention to the main idea of the passage-what lesson does it teach about teamwork?"
Teacher Moves:
* Model decoding multisyllabic words: de-vise, con-cise, col-lide, in-cline, in-quire.
* Stop to check understanding after key paragraphs: - "What does it mean to use concise communication?" - "Why might people on the frontline dislike certain parts of their job but still do it?" - "What makes helping others feel like paradise?"
* Have students highlight or circle all long i words they find in the passage.
4 PASSAGES & LESSONS
COMPREHENSION +
24 CVCe (Long I) Vocabulary Words


How this Phonics Intervention Aligns with the
SCIENCE OF READING
1. Systematic Phonics in Context (Word Recognition Strand)
•The passages intentionally includes multiple CVCe long i words (ex. organize, skyline, realize, timeline, sublime).
•These words give students authentic opportunities to apply phonics patterns they've been explicitly taught – moving from isolated decoding to fluent reading in connected text.
•This supports orthographic mapping, helping students store these words permanently in long-term memory.
Science of Reading Connection:
Students move from phoneme-grapheme recognition to automatic word reading when they see patterns like CVCe repeatedly used in meaningful contexts.
2. Language Comprehension through Meaningful Vocabulary
• Each long i word appears in a semantically rich context – students not only decode them but also learn what they mean.
• Words like despite, provide, organize, transpire, and sublime are Tier 2 vocabulary – academic and transferable across subjects.
• The text provides natural opportunities to teach morphology (prefixes like trans- in transpire, sub- in sublime).
Science of Reading Connection:
Explicit vocabulary and morphology instruction strengthen oral language comprehension, one half of Scarborough's Reading Rope.
3. Syntax and Cohesion Support
• Sentences are purposefully structured with clear transitions (first, then, as, despite, by the end), reinforcing understanding of text organization – a key aspect of sentence-level comprehension.
• The repeated pattern of "challenge → solution → reflection" mirrors narrative and expository text structures taught in comprehension strategy instruction.
Science of Reading Connection:
Understanding sentence structure and cohesion supports comprehension monitoring and builds syntactic awareness.
4. Integration of Decoding + Comprehension
• Students decode words using known phonics patterns while simultaneously constructing meaning – the hallmark of connected text practice recommended by SoR research.
• The passages encourage discussion, inferencing, and retelling, all of which reinforce comprehension.
Science of Reading Connection:
Reading connected text strengthens both the word recognition and language comprehension strands, helping them "rope"
ANSWER KEYS
Included!
BRINGING THE SCIENCE OF READING TO LIFE FOR THE STUDENTS WHO NEED IT MOST.

READING LESSON PLAN | CVC-e Long i

The Skyline Project

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Suggested Use:
- Whole group read along
- Small-group phonics review
- Individual intervention

Before Reading: "Today we're going to read a story called The Skyline Project. Before we start, let's warm up with some words that share the same pattern. All of these words have the long i sound, usually spelled with an **i** followed by a consonant and then a silent e – that's the **CVCe pattern**. Let's look at some examples: time, drive, skyline, provide, aside. Listen for that long i sound. Now, think about what you already know about working on a project with others. Was it easy? Hard? How did you make it work? Keep those ideas in mind as we read."

Pre-Reading Mini Task:
✳ Highlight or color long *i* words in the title and the first paragraph. ✳ Predict: "What do you think might happen in the story?

During Reading: "As we read, I want you to look for words that have that long *i* pattern. When you find one, pause and decode it out loud – for example, *skyline* (sky + line) or *aside* (a + side). Notice how the silent e changes the vowel sound from short to long."
✳ "What challenge are the characters facing right now?" ✳ "How did Tia show teamwork?"
✳ "Which long *i* words helped you understand what was happening?"
✳ "Let's reread this sentence – does the long *i* word *realize* change how you think about Tia's feelings?"

Phonics Focus Tip:
✳ Encourage students to keep a "Long I Word Log" on the side of their page and write down each new word they find with the CVCe pattern.

After Reading: "Great reading today! Let's review what we learned. We saw that long *i* words can appear in both simple and complex vocabulary – like *mile* and *realize*. Phonics patterns help us decode *and* understand big words too."

Discussion Prompts:
✳ "What lesson did Tia's group learn about teamwork?"
✳ "Which long *i* word was hardest to read or spell? Why?"
✳ "How does understanding word patterns help you as a reader?"

Extension Ideas:
- Assign the related student pages for phonics, comprehension and vocabulary practice
- Write a short paragraph about your own teamwork experience using at least 5 long *i* words.
- Sort long *i* words into "one-syllable" and "multi-syllable" categories.
- Create a mini word search or social media post using new long *i* words.

Teacher Notes:
- Keep pacing slow enough for decoding practice but connected to meaning.
- Reinforce that phonics is not "baby work" – it's brain training for stronger reading fluency.
- Praise decoding effort: "I love how you used the pattern to figure out that word!"

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Silent e Makes Long i

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

Answer the questions from the story, The Skyline Project. Go back and read parts of the text for help!

Vocabulary Matching: Write the letter of the correct definition next to each word.

1.	organize **C**	A.	To give something that is needed or useful.
2.	provide **A**	B.	To trust someone with a secret or feeling.
3.	confide **B**	C.	To put things in order or arrange them clearly.
4.	realize **D**	D.	To understand something clearly for the first time.
5.	chastise **E**	E.	To scold or correct someone for a mistake.
6.	sublime **F**	F.	Very beautiful, impressive or inspiring.

1. What project did Ms. Carter assign to her class?

(a) To build a model city
(b) To organize a presentation about how cities grow and change
(c) To write a story about your favorite place
(d) To draw a picture of the skyline

2. What problem did Tia's group have while working on the project?

(a) They couldn't decide who would present.
(b) They ran out of time before finishing.
(c) They disagreed and couldn't stay organized.
(d) They lost their pictures.

3. What did Tia do when her classmate felt overwhelmed?

(a) Ignored him and finished her part
(b) Told the teacher right away
(c) Let him confide in her and helped him
(d) Asked someone else to do his work

4. Why did Ms. Carter tell the class not to chastise each other?

(a) Because the class had been too loud
(b) Because teamwork means helping, not blaming
(c) Because everyone needed to finish faster
(d) Because she wanted to pick new groups

5. What did Tia realize by the end of the project?

(a) That she liked working alone better
(b) That cities are hard to study
(c) That teamwork can build something amazing
(d) That her group didn't do their best

6. What does the word sublime mean as used in the story?

(a) Funny or silly
(b) Messy or confusing
(c) Boring or plain
(d) Beautiful and inspiring

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Silent e Makes Long i

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

Answer the questions from the story, The Skyline Project. Go back and read parts of the text for help!

1.What was the main goal of Ms. Carter's class project?

The goal was to organize a presentation about how cities grow and change over time.

2. How did Tia's group begin their project, and what challenges did they face later?

They started out strong and worked well together, but later struggled with organization and disagreements.

3. Why was it important for Tia's group to stay organized?

Staying organized helped them manage their time, stay on task, and complete the project successfully.

4. What did Tia mean when she said, "Let's set our differences aside and finish this"?

She meant that they needed to stop arguing and focus on finishing their work together as a team.

5. How did Tia support her classmate when he was struggling?

She listened to him, let him **confide** in her, and helped him fix the problem instead of blaming him.

6. What lesson did Ms. Carter want her students to learn about teamwork?

Ms. Carter wanted students to learn that teamwork means supporting each other, not criticizing or blaming others.

7. What does the word **realize** mean in the story, and what did Tia realize by the end?

Realize means to understand something clearly. Tia realized that teamwork and cooperation were more valuable than being perfect.

8. Why do you think Ms. Carter described the group's final project as **sublime**?

Ms. Carter called it **sublime** because the presentation was beautiful, well done, and inspiring.

9. How did the ending image of the city **skyline** connect to the main idea of the story?

The skyline represented how they built something amazing together, just like buildings make up a city.

10. What might **transpire** in the next class project if Tia's group keeps working together?

If they keep working together, they'll likely communicate better, stay organized, and do even stronger work next time.

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Silent e Makes Long i

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

Answer the questions from the story, Building Something Great. Go back and read parts of the text for help!

Vocabulary Matching: Write the letter of the correct definition next to each word.

1. aside **F**
2. despite **D**
3. skyline **C**
4. timeline **A**
5. outline **E**
6. transpire **B**

A. A list or picture that shows when events happen in order.
B. To happen or take place.
C. The shape or outline of buildings against the sky.
D. Even though something else makes it difficult.
E. A short plan that shows the main ideas or steps.
F. To move something to the side or keep it separate.

1. What is the main idea of "Building Something Great"?
   - (a) Building a city is too difficult.
   - (b) People can create amazing things by working together and staying organized.
   - (c) It's better to work alone than in a team.
   - (d) Building cities always goes perfectly.

2. What does it mean to organize ideas before building a city?
   - (a) To rush through a project quickly
   - (b) To clean the city after it's built
   - (c) To plan and arrange everything carefully
   - (d) To build without using a plan

3. What word in the story means to keep going even when things are hard?
   - (a) despite
   - (b) aside
   - (c) confide
   - (d) chastise

4. When the workers began to see the city skyline, how did they feel?
   - (a) Disappointed and tired
   - (b) Angry that the work was not done
   - (c) Proud and amazed by their progress
   - (d) Confused about what to do next

5. What does it mean when leaders don't chastise their teams?
   - (a) They don't scold or blame them harshly for mistakes.
   - (b) They make the workers stop working.
   - (c) They hide from the workers.
   - (d) They tell everyone to give up.

6. What lesson can readers learn from this passage?
   - (a) Teamwork and planning help people achieve great things.
   - (b) It's best to work alone.
   - (c) Building cities is easy.
   - (d) Every project turns out perfect.

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Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

Answer the questions from the story, Building Something Great. Go back and read parts of the text for help!

1. Why is it important for builders to organize their ideas before starting to build a city?

It helps them plan where everything will go and make sure the project runs smoothly. When people organize, they can work together more efficiently and avoid mistakes later.

2. What is the purpose of making an outline and a timeline before beginning construction?

The outline shows what will be built and where, while the timeline shows when each part will be done. Both help the builders stay on schedule and focused.

3. What does the text mean when it says builders "set problems aside"?

It means they don't get stuck on small issues or give up. Instead, they stay positive and keep working toward solutions.

4. How does the word despite show the builders' attitude toward challenges?

It shows that even when things are difficult—like bad weather—they keep going. It proves they don't let obstacles stop them from reaching their goal.

5. What do the builders realize when the first tall buildings rise?

They realize how big and amazing their project has become. They feel proud of their teamwork and hard work.

6. How does the skyline help represent the builders' success?

The new skyline shows the results of their effort. It's a symbol of how people can create something beautiful when they work together.

7. What does the word sublime mean in this passage?

Sublime means something beautiful or inspiring. The city is described that way because it's a perfect mix of creativity and effort that impresses everyone.

8. How do the leaders show teamwork instead of chastising workers?

They encourage and help their workers instead of scolding them. This builds trust and helps everyone feel supported.

9. What does it mean that something special has transpired by the end of the story?

It means something important has happened—a city was built through teamwork and hard work. It's the result of everyone's dedication.

10. What lesson does the story teach about working together and not giving up?

It teaches that great things happen when people stay organized, support each other, and keep trying even when things are hard.

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Silent e Makes Long i

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Name: _____ Date: _____



Read each sentence. Circle **True** if it is correct. If it is not correct, Circle **False** and then rewrite the sentence so it makes sense.

1. **Aside** means to keep something separate or move it to the side. → (True) False

2. The **skyline** is a line people draw on paper to make a building. → True (False)
   The **skyline** is the outline or view of buildings against the sky.

3. When you **realize** something, it means you understand it clearly. → (True) False

4. A **timeline** is a list of words that describe how someone feels. → True (False)
   A **timeline** shows events in order by time, often used to plan or remember what happened when.

5. Something **sublime** is ordinary and boring. → True (False)
   Something **sublime** is so beautiful or amazing that it inspires awe or admiration.

6. The word **despite** means the same thing as "because of." → True (False)
   Despite means "even though" or "in spite of."

7. To **confide** in someone means to trust them with your feelings. → (True) False

8. To **chastise** someone means to praise them for doing great work. → True (False)
   To **chastise** someone means to scold or correct them for doing something wrong.

9. An **outline** is a plan that shows main ideas before completing a big task. → (True) False

10. When something **transpires**, it means it happens or takes place. → (True) False

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Name: _____ Date: _____



Read each sentence carefully. Use the word bank to fill in the blanks with the correct words.

organize	aside	skyline	realize	timeline	sublime
provide	despite	confide	chastise	outline	transpired

1. Before starting the project, the team needed to **organize** their ideas into clear plans.
2. The architect set his notes **aside** so he could focus on the new blueprints.
3. From the top of the hill, we could see the bright city **skyline** shining in the sunset.
4. It took months for the workers to **realize** how amazing their project had become.
5. The builders created a **timeline** to show when each part would be finished.
6. The view of the completed city was absolutely **sublime**—beautiful and inspiring.
7. Leaders must **provide** their workers with tools and encouragement to get the job done.
8. **Despite** the bad weather, the builders kept working hard to finish on time.
9. Good friends are people you can trust and **confide** in when you need help.
10. Instead of being harsh, the supervisor chose not to **chastise** his team for small mistakes.
11. The engineer drew a simple **outline** to show the steps needed for the new design.
12. Everyone was amazed at what had **transpired** when the new city was finally complete.

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Silent e Makes Long i

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Name: _____ Date: _____

Answer the questions from the story, The Frontline Team. Go back and read parts of the text for help!

Vocabulary Matching: Write the letter of the correct definition next to each word.

1.	concise **F**	A.	To not like something or find it unpleasant.
2.	dislike **A**	B.	A slanted surface or hill that goes up or down.
3.	frontline **C**	C.	The part of a group that faces the main action or challenge.
4.	describe **D**	D.	To make a clear picture in someone's mind using words.
5.	incline **B**	E.	To make a ringing sound, like a bell.
6.	chime **E**	F.	To say something in a short, clear way without extra words.

1. What was the main purpose of Ms. Rivera's adventure?

(a) To compete in a long hike
(b) To help her students learn teamwork and problem-solving
(c) To teach students to build a playground
(d) To test everyone's strength and speed

2. Why did Leo show dislike for the activity at first?

(a) He didn't like walking uphill.
(b) He didn't want to work in a team.
(c) He forgot his lunch at home.
(d) He was afraid of getting lost.

3. What problem began to arise during the hike?

(a) It started raining.
(b) The groups got lost in the woods.
(c) Two groups collided and dropped their supplies.
(d) The teacher's map blew away.

4. What did the bell chime mean during the adventure?

(a) It was time to eat lunch.
(b) It was the signal for the next challenge.
(c) It meant the game was over.
(d) It warned of danger nearby.

5. What was the final puzzle about?

(a) Describing what teamwork looks like
(b) Building a new playground
(c) Naming their favorite sports
(d) Drawing a map of the school

6. What lesson did the students learn by the end of the story?

(a) It's better to work alone than in a group.
(b) Winning is more important than trying.
(c) Teamwork and unity help people reach their goals.
(d) Hiking is the hardest sport in school.

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Silent e Makes Long i

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

Answer the questions from the story, The Big Debate. Go back and read parts of the text for help!

1. Why did Ms. Rivera take her class on a team-building adventure?

She wanted the students to learn how to work together, solve problems, and understand the importance of teamwork.

2. How did Ms. Rivera give concise directions before the hike began?

She explained the plan clearly and briefly, telling the students that they would solve puzzles and focus on teamwork.

3. Why did Leo dislike the idea of the hike at first?

He didn't like walking uphill or doing long hikes and thought it would be too hard or not fun.

4. What problem began to arise during the hike?

Two groups collided at a crossroads and dropped their backpacks and maps, which caused confusion.

5. How did the students solve the problem after the groups collided?

They worked together to devise a new plan and stay more organized as they continued the hike.

6. What was the meaning of the bell chime during the story?

The chime was a clue that told the class they were close to the next challenge in their adventure.

7. What did the students have to describe in the final puzzle?

They had to describe what a perfect place or *paradise* would look like if everyone worked together peacefully.

8. How did Leo's attitude change by the end of the story?

He started out negative and complaining, but by the end, he felt proud and happy to be part of a united team.

9. What lesson did the students learn about teamwork and unity?

They learned that teamwork, kindness, and problem-solving help people reach goals and make challenges easier to handle.

10. What made the ending feel like paradise for the class?

The class stood together at the top of the hill, enjoying the view and feeling proud of how they had united as a team.

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Name: _____ Date: _____

Answer the questions from the story, The Science of Gardening. Go back and read parts of the text for help!

Vocabulary Matching: Write the letter of the correct definition next to each word.

1. arise **C**
2. paradise **A**
3. collide **F**
4. devise **E**
5. inquire **B**
6. unite **D**

A. A perfect or beautiful place that feels peaceful and happy.
B. To ask or search for information about something.
C. To come up or happen suddenly.
D. To come together or join as one group.
E. To plan or invent something by thinking carefully.
F. To crash or bump into something with force.

1. What is the main idea of *"Teamwork on the Frontline"?*
   - (a) Emergencies happen every day.
   - (b) Teamwork and clear communication help frontline workers succeed.
   - (c) Everyone should become a firefighter.
   - (d) The best part of any job is the reward.

2. Why do frontline workers use **concise** communication?
   - (a) Because they don't like talking
   - (b) Because short and clear instructions prevent confusion
   - (c) Because they don't have time to write things down
   - (d) Because they want to sound smart

3. What can **arise** during emergencies?
   - (a) Confusion or new problems
   - (b) Vacations
   - (c) Sports events
   - (d) Long speeches

4. What is one reason people **dislike** working on the frontline sometimes?
   - (a) It's too quiet
   - (b) It can be stressful or scary
   - (c) They don't like helping people
   - (d) They don't know how to work in teams

5. What does the passage say makes a moment feel like **paradise**?
   - (a) Winning a game
   - (b) Helping someone and feeling proud of it
   - (c) Getting a day off work
   - (d) Climbing a mountain

6. Why do workers **inquire** after emergencies?
   - (a) To find out what went wrong and how to improve next time
   - (b) To blame other people
   - (c) To write a report for fun
   - (d) To ask for a reward

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Silent e Makes Long i

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Name: _____ Date: _____

Answer the questions from the story, Teamwork on the Frontline. Go back and read parts of the text for help!

1. Who are some examples of people who work on the frontline in a community?

Frontline workers include firefighters, nurses, teachers, and other helpers who are the first to respond when problems happen.

2. Why is it important for people on the frontline to use concise communication?

They need to give short and clear directions so everyone understands quickly and stays safe during emergencies.

3. What kinds of challenges might arise for frontline workers during emergencies?

Unexpected problems like fires, injuries, confusion, or accidents can arise suddenly and require fast thinking.

4. What are some reasons people might dislike working on the frontline at times?

It can be stressful, tiring, or dangerous, and workers may have to deal with long hours or difficult situations.

5. What does the passage say about moments that feel like paradise for frontline workers?

These moments happen when workers see the results of their efforts—like saving lives, helping families, or bringing hope to others.

6. Why do frontline teams need to devise smart plans?

They must think carefully and plan ahead to solve problems quickly, stay safe, and help people effectively.

7. What does it mean when two things or people collide on the frontline?

It means they crash into each other or have a conflict, which can cause confusion or mistakes if people aren't careful.

8. How do workers inquire after an emergency, and why is this step important?

They ask questions to understand what went right or wrong so they can improve their response next time.

9. What does the passage mean when it says frontline workers must unite?

It means they must come together as a team, support one another, and work as one to help their community.

10. What is the overall message or theme of *"Teamwork on the Frontline"?*

The passage teaches that teamwork, communication, and compassion make a difference during hard times—and that true courage comes from helping others.

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Name: _____ Date: _____



Read each sentence. Circle **True** if it is correct. If it is not correct, Circle **False** and then rewrite the sentence so it makes sense.

1. A **concise** message is long and filled with unnecessary details. → True (False)

   A concise message is *short and clear*.

2. To **dislike** something means you don't enjoy it. → (True) False

3. People on the **frontline** are usually the first ones to help in emergencies. → (True) False

4. When new problems **arise**, they slowly disappear without anyone noticing. → True (False)

   When new problems **arise**, they *come up or appear suddenly.*

5. A **paradise** is a perfect or peaceful place where people feel happy. → (True) False

6. If two cars **collide**, they crash into each other. → (True) False

7. When you **describe** something, you keep a secret from everyone. → True (False)

   When you **describe** something, you *tell or write details about it.*

8. An **incline** is a flat surface that never goes up or down. → True (False)

   An **incline** is *a slanted surface that goes up or down.*

9. The sound of a **chime** is a soft ringing noise, like from a bell or clock. → (True) False

10. To **unite** means to separate into smaller groups. → True (False)

    To **unite** means *to come together or join as one group.*

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Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____



Read each sentence carefully. Use the word bank to fill in the blanks with the correct words.

concise	dislike	frontline	arise	paradise	collide
describe	incline	chime	devise	inquire	unite

1. The teacher asked for a **concise** answer that was short and to the point.
2. Some people **dislike** doing homework, but they know it helps them learn.
3. Firefighters work on the **frontline**, helping people when danger strikes.
4. When the class decided to **unite**, they finished their group project faster than ever.
5. If new problems **arise**, the team will solve them together.
6. A sunny beach with clear blue water looks like **paradise** to many people.
7. Be careful when you walk in crowded hallways—you might **collide** with someone if you're not watching.
8. Can you **describe** what your favorite place looks like so others can picture it?
9. We had to walk up a steep **incline** to reach the top of the hill.
10. The school bell began to **chime**, signaling that class was over.
11. The students worked together to **devise** a plan for their science project.
12. Reporters often **inquire** about details of a story so they can get the facts right.

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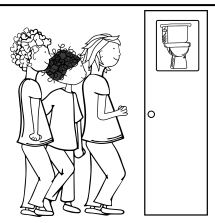
Silent 'e' Makes long 'i'

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

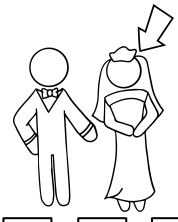
Name: _____ Date: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

bike	drive	time	line	shine	bride
kite	hide	five	sunrise	bike	hike



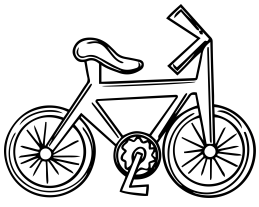
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b r i d e



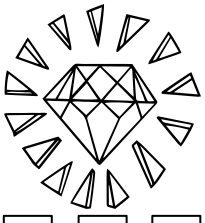
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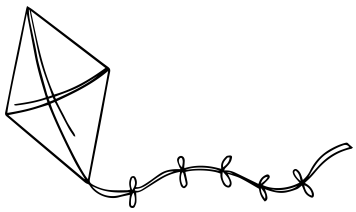
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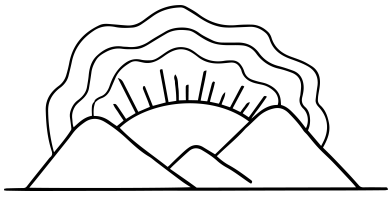
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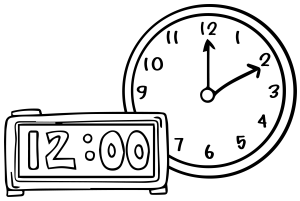
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k i t e



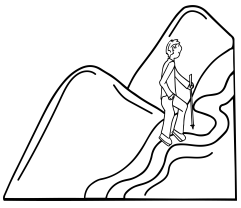
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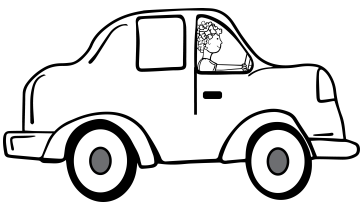
t i m e



h i d e



h i k e



d r i v e

The pattern I found in each word is Every word ends with a silent e. They all have the i-consonant-e pattern.

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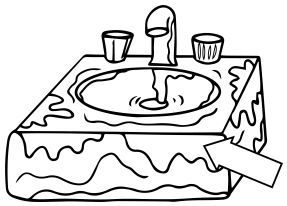
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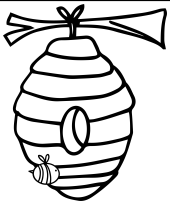
Name: _____ Date: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

swine	wide	slide	pine (tree)	nine	size
pipe	grime	lime	beehive	mile	shine



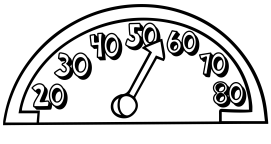
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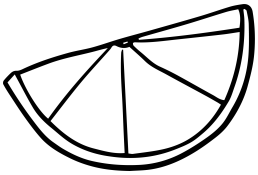
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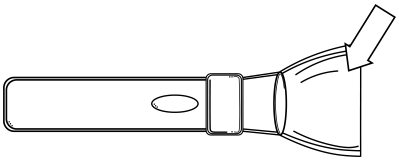
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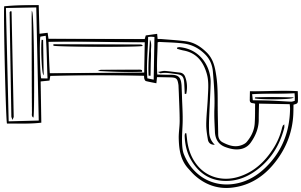
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l i m e



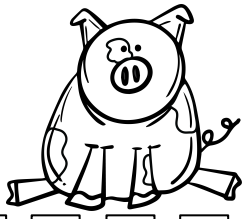
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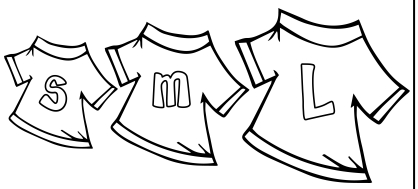
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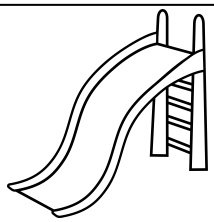
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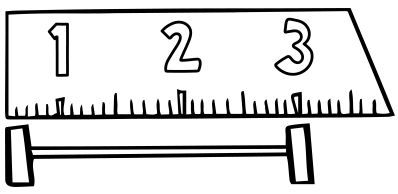
s w i n e



s i z e



s l i d e



w i d e

The pattern I found in each word is Every word ends with a silent e. They all have the i-consonant-e pattern.

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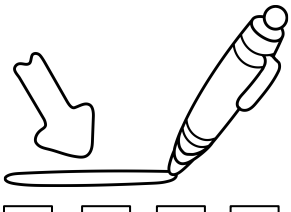
Silent 'e' Makes long 'i'

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Name: _____ Date: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

hike	tide	ice	line	vine	rice
slide	mice	dice	spine	glide	like



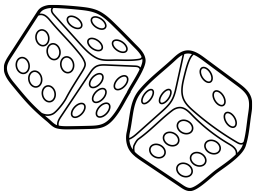
l i n e



g l i d e



h i k e



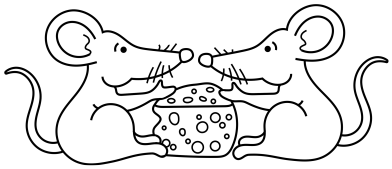
d i c e



v i n e



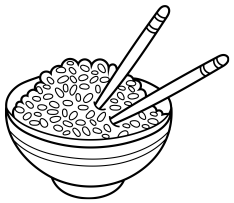
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m i c e



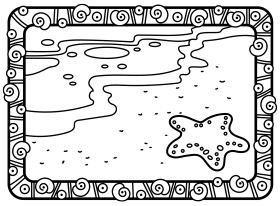
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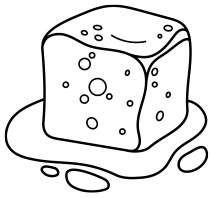
r i c e



l i k e



t i d e



i c e

The pattern I found in each word is Every word ends with a silent e. They all have the i-consonant-e pattern.

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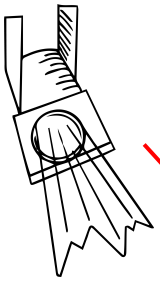
Silent 'e' Makes long 'i'

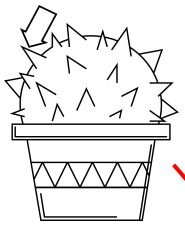
Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

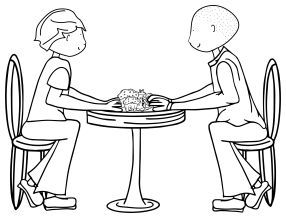
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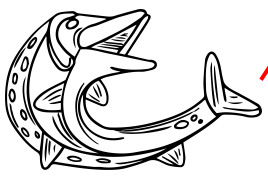
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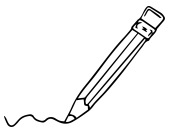












line

dine

chime

bride

like

pike

shine

side

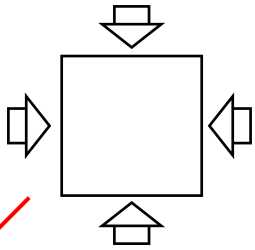
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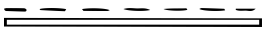
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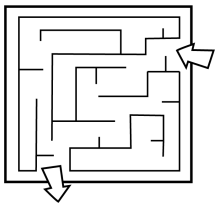
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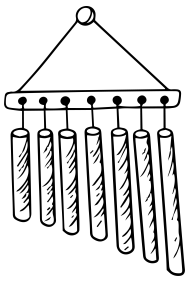
twine

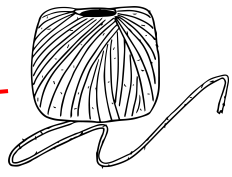












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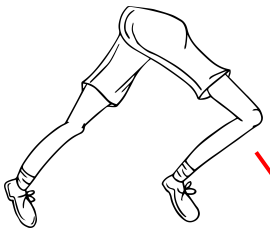
Silent 'e' Makes long 'i'

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

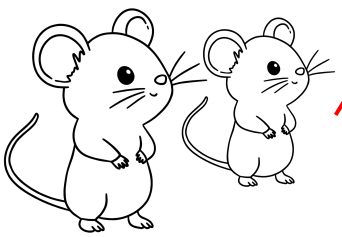
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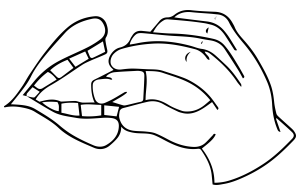












hide

dive

knife

chime

dice

mice

stride

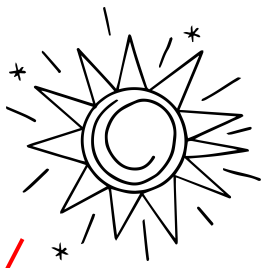
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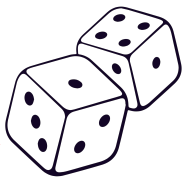
shine

prize

invite

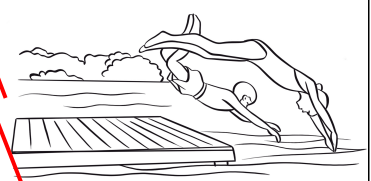
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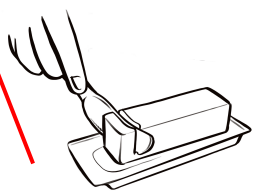












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Silent ‘e’ Makes long ‘e’	**Rule:** When a word has an e-consonant-e pattern, the first e makes the long vowel sound, and the last e is silent.

Name: _____ Date: _____

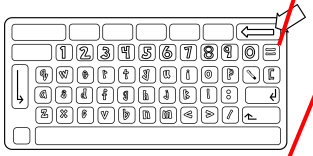
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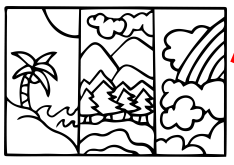












complete

delete

compete

concrete

scene

these

athlete

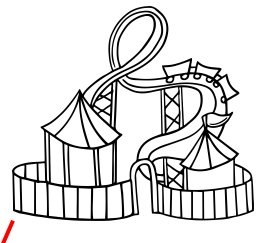
eve

here

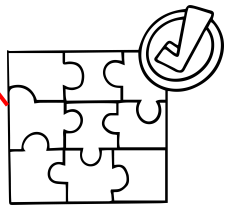
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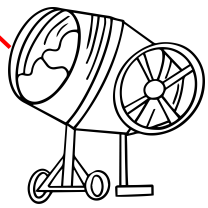
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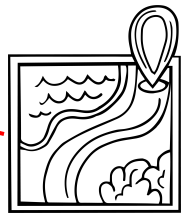
Chinese

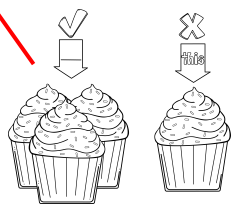












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Silent 'e' Makes long 'i'

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

PERFECT MATCH

Find and match the words together. Read all the words. Match the number for each word. Write the number in the empty space that matches teach word.

			Number ⬇
1	bike	drive	2
2	drive	kite	7
3	time	five	9
4	line	line	4
5	shine	sunrise	10
6	bride	bite	11
7	kite	bike	1
8	hide	bride	6
9	five	hike	12
10	sunrise	time	3
11	bite	hide	8
12	hike	shine	5

			Number ⬇
1	concise	collide	11
2	describe	inquire	10
3	dislike	devise	8
4	incline	concise	1
5	frontline	describe	2
6	chime	paradise	9
7	arise	unite	12
8	devise	describe	2
9	paradise	incline	4
10	inquire	arise	7
11	collide	dislike	3
12	unite	chime	6

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Name: _____ Date: _____

PERFECT MATCH

Find and match the words together. Read all the words. Match the number for each word. Write the number in the empty space that matches teach word.

			Number
1	swine	pipe	7
2	wide	beehive	10
3	slide	grime	8
4	pine	mile	11
5	nine	slide	3
6	size	lime	9
7	pipe	swine	1
8	grime	dice	12
9	lime	nine	5
10	beehive	size	6
11	mile	wide	2
12	dice	pine	4

			Number
1	organize	despite	4
2	provide	realize	7
3	aside	outline	10
4	despite	chastise	8
5	skyline	provide	2
6	confide	timeline	9
7	realize	transpire	12
8	chastise	sublime	11
9	timeline	organize	1
10	outline	skyline	5
11	sublime	confide	6
12	transpire	aside	3

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Silent 'e' Makes long 'i'

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____



Read the words inside each shape carefully. Color the shapes with words that match the e-consonant-e pattern. Answer the challenge question.

bright	quiet	shine	style	wild
idea	apply	aside	pilot	final
tide	bike	rice	size	unite
child	type	glide	pie	kind
hype	night	dislike	lie	tight
fight	item	spine	cry	lion

CHALLENGE

What letter do the colored in shapes spell? t



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Silent e Makes Long i

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____



Create a story by filling in the blanks with words from your word bank. Be sure to spell your words correctly. Read your story out loud and have fun!

bike	drive	time	dislike	aside
sunrise	mile	glide	line	hide

The sky was still dark when Lena rolled her b i k e out of the garage. She wanted to see the s u n r i s e before anyone else was awake. Her friend Luis said he didn't like early mornings. "I totally d i s l i k e waking up before the sun," he always said. But Lena didn't mind. She liked the quiet. She pushed her worries a s i d e and started to g l i d e down the road. The cool air rushed past her face as she pedaled faster. After about a m i l e or two, the first thin l i n e of orange light stretched across the sky. Lena stopped for a moment to watch. She didn't h i d e how happy she felt — she smiled so wide it almost hurt. By the t i m e the sun climbed higher, she knew it was worth the early ride. "Next weekend," she thought, "I'll have to d r i v e somewhere new and do this again."

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Silent 'e' Makes long 'i'

Rule: When a word has an i-consonant-e pattern, the first i makes the long vowel sound, and the last e is silent.

Name: _____ Date: _____



Directions: Find each word. Circle or highlight each word. Words appear left-to-right or top-to-bottom.

bike	file	bride	smile	rice	spine
drive	mine	nice	line	alive	arrive

M	H	S	K	P	L	F	L	L	B	C	I	H	N	J	O
E	M	Z	U	W	B	I	G	S	P	I	N	E	P	Z	W
G	S	C	G	C	O	L	G	X	N	B	H	A	B	H	M
G	N	I	C	E	Z	E	W	A	L	Q	A	V	A	D	I
C	U	Y	Z	Q	C	H	H	R	V	Y	N	U	L	E	N
W	X	S	Z	T	D	X	F	R	U	K	Q	L	I	G	E
O	J	L	M	G	W	A	I	I	G	U	S	E	V	G	V
D	R	I	V	E	I	R	D	V	P	H	M	I	E	C	D
X	B	I	B	Q	K	I	W	E	N	H	I	J	Y	Y	N
W	Y	B	I	I	P	C	G	C	N	O	L	Y	T	U	V
E	O	A	K	D	R	E	Q	N	W	S	E	L	A	T	Z
K	E	R	E	J	V	N	R	O	N	B	A	X	B	C	D
J	L	I	N	E	H	M	P	A	F	J	A	P	R	G	T
D	H	H	K	U	N	W	G	U	Z	Q	W	T	I	Z	R
D	U	R	X	X	B	J	L	D	G	S	V	F	D	S	U
U	B	Y	Y	X	J	O	N	G	P	P	Y	X	E	O	M

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Silent 'e' Makes long 'i'

Rule: When a word has an i-consonant-e pattern, the first i makes the long vowel sound, and the last e is silent.

Name: _____ Date: _____



Directions: Find each word. Circle or highlight each word. Words appear left-to-right or top-to-bottom.

mice	vine	hike	ride	slime	prime
hive	pile	five	tile	swine	arrive

E	E	M	S	W	B	Q	L	H	T	B	V	E	B	H	R
Y	A	M	I	C	E	C	G	I	U	Q	U	R	D	C	S
Q	P	B	M	D	E	Q	W	V	E	D	N	L	W	D	L
X	U	H	Q	P	N	H	A	E	F	S	H	S	B	T	I
Y	Z	P	R	I	M	E	H	Q	G	R	Y	W	C	T	M
H	R	E	B	M	R	E	G	B	E	F	U	I	Y	R	E
S	W	D	D	B	Q	F	P	I	C	C	P	N	Z	O	X
R	Z	C	O	G	F	W	Z	I	C	N	V	E	G	G	G
H	Z	K	M	W	H	T	F	P	I	L	E	Q	J	U	S
I	P	X	B	Q	M	C	L	G	I	K	Q	L	P	N	V
K	A	P	C	E	J	L	D	U	V	I	N	E	N	H	W
E	R	L	A	F	I	V	E	W	A	G	A	I	V	S	A
D	R	N	L	G	C	T	K	L	W	R	I	D	E	G	A
E	I	Q	B	Z	A	K	Z	F	R	W	E	Z	E	U	Y
M	V	E	R	T	T	K	T	I	L	E	C	R	B	Z	S
O	E	W	H	A	O	T	D	Z	B	U	Q	U	T	L	X

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Silent 'e' Makes long 'i'

Rule: When a word has an i-consonant-e pattern, the first i makes the long vowel sound, and the last e is silent.

Name: _____ Date: _____



Directions: Find each word. Circle or highlight each word. Words appear left-to-right or top-to-bottom.

hide	strike	prime	crime	ice	abide
pike	dime	lime	wide	dice	mile

L	E	E	I	M	R	G	L	M	I	L	E	N	Z	D	G
P	M	Q	L	N	U	H	I	D	E	C	W	H	A	I	E
P	R	I	M	E	B	R	N	Q	Y	C	R	I	M	E	W
M	H	G	X	Z	I	E	N	H	E	B	P	T	W	S	D
Z	I	D	D	L	E	I	C	E	M	K	Y	H	A	P	U
Y	Y	Y	I	W	S	G	B	T	M	I	F	N	X	Q	E
A	O	M	A	B	I	D	E	P	L	I	M	E	I	N	S
X	Y	J	H	Y	S	Z	O	A	J	C	B	O	W	Q	T
Q	T	V	E	E	F	N	W	B	Z	J	S	X	I	T	R
B	B	K	L	B	W	Y	L	R	R	Z	O	F	D	U	I
E	R	Y	Z	K	Q	H	I	L	K	Q	Q	B	E	V	K
V	D	I	C	E	V	V	N	R	J	P	Q	Q	U	G	E
O	S	R	I	V	D	N	I	S	P	I	K	E	O	O	O
D	L	T	N	R	N	S	G	H	O	V	U	Q	Q	O	X
Y	M	R	Y	Q	S	X	J	K	M	H	C	C	F	W	K
Y	O	W	D	J	Y	F	D	I	M	E	A	I	K	Y	L

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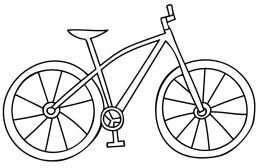
Silent 'e' Makes long 'i'

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____

ATTENTION PLEASE!

Read the social media posts carefully. Circle the thumb's up if the post a word with the pattern and can be approved. Circle the thumb's down if there is no word that matches the pattern. Underline all the words that match the pattern.



Took my bike out for a spin this morning. 🚲



Just chillin staying outta trouble 😎



Just had to file all my homework online… 📱



Trying to smile through Monday like it's Friday



That song hit me right in the spine. Instant chills 🎶



Good mood, good music, good day 🎧✨



Caught the sunrise on my morning hike 🌄



That 'I actually finished my homework' feeling 🙌



Today just feels right 😊

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Silent 'e' Makes long 'i'

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

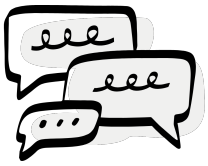
Name: _____ Date: _____



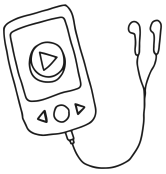
Read the social media posts carefully. Circle the thumb's up if the post a word with the pattern and can be approved. Circle the thumb's down if there is no word that matches the pattern. Underline all the words that match the pattern.



Friends who make you laugh till you cry



crazy how one line can change the whole vibe



Staying hopeful… one playlist at a time 🎶



Reminder: you're doing better than you think 💫



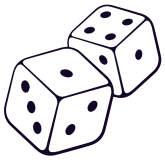
Drinking lime soda because water is basic 🍋



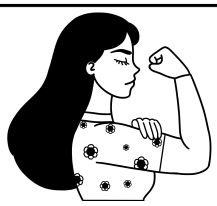
Sunset walks hit different 🌅



On a drive with windows down and music up 🚗



Rolled a five on the dice and somehow still lost.



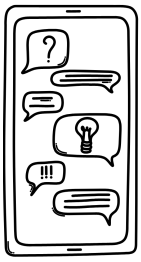
Small wins still count 💪

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Silent e Makes Long i

Rule: When a word has an i-consonant-e pattern, the vowel i makes the long vowel sound, and the vowel e is silent.

Name: _____ Date: _____



TEXT ME!

Read the text messages. Circle all the words that match the pattern of:
i + consonant +e
Rewrite the words in the spaces provided.

Are you still down for the hike this weekend?

Yeah, as long as it's not a 1,000 miles long 😅

Lol it's only five, chill. Bring your bike for the ride back.

Deal. If I survive, I'm getting a smoothie with lime after.

That's the spirit 😂 We'll arrive early so it's not too hot.

h i k e

m i l e s

f i v e

r i d e

s u r v i v e

l i m e

a r r i v e

Bro I just spilled my ice latte all over my notes 😭

Again?? You got zero drive to keep that cup upright 💀

Don't test me. My bag's a crime scene rn.

Lol you're gonna need like a mop and a prayer.

I'll just hide the evidence before my mom sees. 😅

i c e

d r i v e

c r i m e

l i k e

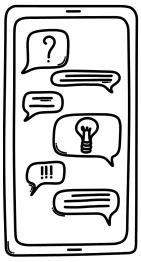
h i d e

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Silent e Makes Long i

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Name: _____ Date: _____



TEXT ME!

Read the text messages. Circle all the words that match the pattern of:
i + consonant +e
Rewrite the words in the spaces provided.

Guess who rolled a five and still lost at dice 😭

I can't hide my smile. You, obviously 😂

I swear it's a crime the way my luck works.

At least you didn't spill your ice drink all over like last time 😆

True. My cards still smell like soda.

f i v e

d i c e

h i d e

s m i l e

c r i m e

i c e

l i k e

t i m e

l i k e

You going to the drive-in tonight?

Yeah, I'll arrive around 7. You bringing snacks?

Got a whole pile of popcorn bags and candy 😋

Nice! I'll bring ice for the drinks.

Sweet. Let's get a good line of cars before it gets packed.

d r i v e – i n

a r r i v e

p i l e

n i c e

i c e

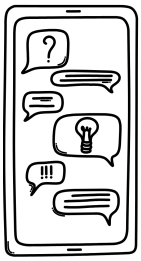
l i n e

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Silent e Makes Long i

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Name: _____ Date: _____



TEXT ME!

Read the text messages. Circle all the words that match the pattern of:
i + consonant +e
Rewrite the words in the spaces provided.

Bet I can beat u to the end of the mile on my bike 🚲

Lol yeah right, you'll be tired by halfway 😆

Nah, this time I got prime energy 💪

Sure u do. I'll abide by the rules when I pass u 😂

You talk big… we'll see who's still alive at the finish line 😤

m	i	l	e

b	i	k	e

t	i	r	e	d

p	r	i	m	e

a	b	i	d	e

a	l	i	v	e

l	i	n	e

My art project looks like slime and sadness 😭

Haha mine's worse. My tile broke in half 💀

Bro we're like doomed.

At least yours has color. Mine's just gray and nice-try vibes.

I'll trade u a dime if u fix it for me 😂

Not even for a pile of dimes.

l	i	k	e

s	l	i	m	e

t	i	l	e

l	i	k	e

m	i	n	e'	s

n	i	c	e

d	i	m	e

d	i	m	e	s

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