

Magic E

VOWEL-CONSONANT-E (VCE) WORDS



92NY DEL Dance Education Laboratory



VIDEO CONNECTION:

In this [video](#), Kayla and Scarlett journey into the clouds and discover a new rainbow superpower: the power of Magic E! Together, they show how Magic E **jumps** over the consonant at the end of a word to help the vowel say its name.

COMPONENT:

Phonics



SUBCOMPONENT FOCUS:

- Vowel-Consonant-e (VCe) words, or Magic E words

DEL DANCE FRAMEWORK COMPONENTS:

- [Action Words](#)
- [Guided Exploration](#) using all components of the [DEL Dance Framework](#): Body, Effort, Space, Relationship

LEARNING OBJECTIVES:



Students will...

- Identify words that follow the VCe (Vowel-Consonant-e) spelling pattern, in which a silent 'e' at the end makes the preceding vowel say its name (i.e., long vowel sound). For example, "rat" becomes "rate."
- Recognize that the silent 'e' changes the vowel sound from short to long (i.e., when a vowel says its name), even though the 'e' itself is not pronounced in VCe words.

ACTIVITY STATEMENT:

Students will engage in a **Guided Exploration** to experience how the Magic E **"jumps"** like a rainbow over the consonant to transform a word. They will then dance like the transformed word to embody its meaning.

PHONICS CARDS:

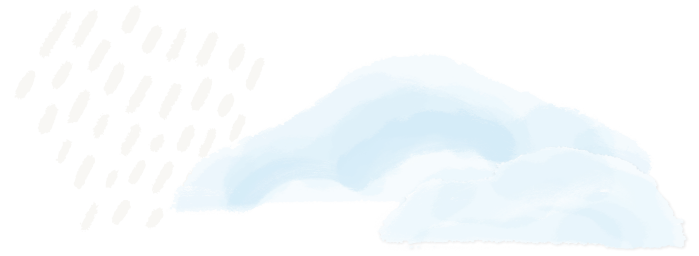
Magic E Cards:
[Magic E and VCe Words](#)

NOTE TO TEACHERS:

For this activity, invite your students to bring some rainbow magic into your classroom - or imagine any environment where they can discover the power of Magic E!



ACTIVITY STEPS:



1. Review rules for safe movement in your classroom.
2. Facilitate a **Guided Exploration** of the Action Word (verb) **jump**. Encourage students to explore infinite movement possibilities! Use the **DEL Sentence Frames for Guided Exploration** document as well as the **DEL Dance Framework** for ideas. Try to include elements from all four categories of the **DEL Dance Framework** (Body, Effort, Space, and Relationship) in your exploration. For example:
 - a. Let's **jump**! Can you **jump** in a wide shape? Can you **jump** in a narrow shape? Can you **jump** in a twisted shape? Can you **jump** and turn? Can you **jump** with your shoulders? Can you **jump** with your fingers? Can you **jump** forward? Can you **jump** backward? Can you **jump** in a powerful way? How else can you **jump**? Now, let's all try to **jump** around in a circle together.
 - b. Narrate students' movement choices. For example, *I see April **jump** from high to low. I see Ezra **jump** with his elbows.*
 - c. Highlight certain movement choices and have the whole class try them. For example, *watch April **jump** from high to low. Let's all try it!*
3. Show the Magic  card. Review or explain the concept of the Magic E: *Magic E is a vowel's best friend! It is silent when it joins a word. Magic E loves to jump! It jumps over the consonant and makes the vowel say its name.*
4. Show the  card and have students say the word.
5. On the count of 3, let's do a Magic E **jump**. Ready: 1, 2, 3, **jump**! Narrate how you see students **jump**.
6. Reveal the  card. Cue the class to say the new word: **cape**. *What's the new word?* Yes, **cape**!
7. Facilitate a **Guided Exploration** of **cape** by connecting the word to movement and imaginative play. Intersperse moments of stillness, asking students to freeze and make a shape (a still pose). For example:
 - a. *Imagine you are wearing a superhero **cape** that gives you special powers. Your **cape** gives you super power! Can you show me a powerful shape? Can you stomp in a powerful way? Now your **cape** gives you the power of invisibility. Tiptoe quietly so no one can hear you or see you. Now your **cape** creates a force field around you. A force field is an invisible bubble that surrounds and protects your body, and it moves with you wherever you go. You can dance near others, but your bubble keeps you from touching them, and they can't touch you. Can you travel through the room with your superhero **cape**, keeping your force field strong and your body aware of the space around you? What other superpowers does your **cape** give you? Show me with your dancing!*
 - b. Throughout the Guided Exploration, narrate students' movement choices. You can also highlight certain movement choices and have the whole class try them.

8. Repeat steps 4-7 with the following words: some ideas for each **Guided Exploration**:

plane

kite

bite

hope

. Below are

a. **Plane:**

Imagine you are an airplane getting ready to take off. Make a wide, low-level shape with your arms stretched wide, like wings of a **plane**. Your engine is starting. Can you make small movements as your **plane** warms up? Now begin to travel forward. Can you travel quickly in a straight pathway like a **plane** taking off? Leap as your **plane** lifts off into the air. This wall of our classroom is the beach. Let's all fly our **plane** towards the beach! This wall is the city. Let's all fly our **plane** towards the city. Let's all fly our **plane** together, following one leader. How else can you fly your **plane**?

b. **Kite:**

Pretend that you are a **kite**. Start in a symmetrical low-level **kite** shape. Symmetrical means that your shape is the same on both sides. This will help your **kite** fly! Rise up slowly as the wind lifts you. Imagine you are a **kite** flying in the sky. You feel so light as the wind carries you. Can your **kite** find places to fly where there are no other **kites**? How else can you fly like a **kite**? Find a partner. One person is the **kite**, and one is the flyer holding an imaginary string. Flyer, gently move your hand to guide the **kite** up, down, side to side, and far away or close. **Kite**, follow the movement, staying connected and responding to changes in speed and direction. Switch roles and try again.

c. **Bite:**

Imagine you take a big **bite** of something delicious. What does your mouth do? Can you open wide, then close and chew? Can you pretend to **bite** with different body parts? **Bite** quickly with your fingers. **Bite** slowly with your hands. **Bite** with your legs. Can your fingers gently **bite** your ears? Can your hands **bite** your legs? Can you pretend to **bite** something up high? Can you pretend to **bite** something down low? How else can you pretend to **bite**?

d. **Hope:**

Imagine you are feeling full of **hope**, like something good is about to happen. What does **hope** look like to you? Can you jump with **hope**? Can you turn with **hope**? Can you reach with **hope**? Can you reach up high? Can you reach down low? Can you reach forward? Can you reach side to side? Can you and a partner make a shape together that shows **hope**? How else can you show **hope** through your dancing?



ADDITIONAL LITERACY APPLICATIONS:

- Introduce additional words that adhere to the VCe pattern, but do not have a stand-alone base word (e.g., blame, brake, flame).
- Emphasize or provide distributed practice opportunities for words featured in your current ELA units/modules or cross-content areas such as math, science, and social studies.

ACTIVITY EXTENSION: MAGIC E FREEZE DANCE

- When the music plays, use the **Action Word** chart to guide students in traveling through the space with different Action Words, such as **fly**, **gallop**, **skip**, or **slide**. When the music stops, invite students to freeze in a shape, such as **wide**, **narrow**, **round**, or **twisted**.

- While frozen, hold up a CVC card, such as , and have students say the word

together. Then show the Magic  card and invite the class to chant, “*Magic E, jump!*” as everyone jumps.

- Reveal the new VCe word  and discuss how Magic E changed the word.
- Play the music and invite one student leader to embody an Action Word inspired by the new VCe word. For example, after revealing **cape**, the student might **fly** around the room as though they are wearing a cape. The rest of the class follows the student leader, copying their movement.
- Pause the music and invite students to freeze in a **wide**, **narrow**, **round**, or **twisted** shape!
- Repeat the process with a new VCe word, inviting new student leaders to embody corresponding Action Words each time.
- Continue playing freeze dance, exploring the vocabulary words, jumping with Magic E, and leading a follow-the-leader freeze dance with VCe words!

