

PHASE 06 · MAGIC-E SUMMIT · READER SET

06 Magic-E Words

The silent e that reaches back and changes the vowel in front of it, shown instead of explained.

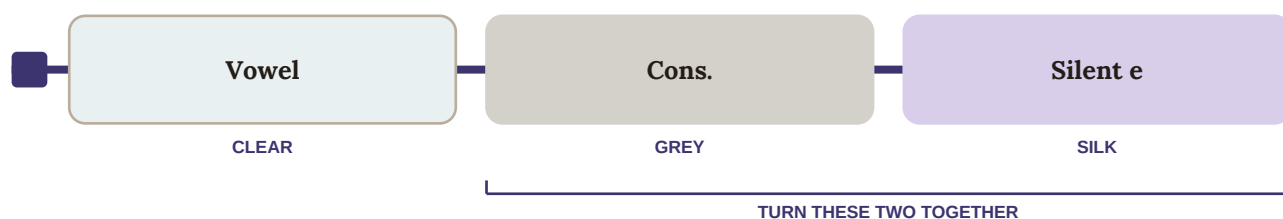
TOOL: MAGIC-E FLASH CARDS + THE MAGIC-E NUTS

Most programs teach Magic-E as a sentence: a silent e at the end of a word makes the vowel say its name. The e itself stays silent, but it reaches back and turns the short vowel long. **Cap** becomes **cape**. **Hop** becomes **hope**. **Fin** becomes **fine**. Children nod at the rule and then forget it the moment they meet it in a real word, because they were handed a rule instead of shown a change. Word Nuts makes the change happen right in front of them.

Cards come first, as always, and you have likely been previewing them since the last phase. The five cards are **a_e**, **e_e**, **i_e**, **o_e**, and **u_e**, each one a long vowel the silent-e pattern produces. The idea gets its time to land before it becomes physical.

The first setup: three-letter words

For Magic-E the bolt is arranged in a new way, though it is still only three nuts. A single clear vowel goes in front, in the launch spot it first took during the early bolt work, only now it will sound long. One grey nut takes the middle, its faces chosen for the most common vowel-consonant-e words. The silk e nut sits silent at the very end. What you are building is exactly the three-letter pattern on the Magic-E cards, a vowel, then a consonant, then a silent e, made real on the bolt. The trick is in the turning: rotate the grey nut and the silk nut together, as a pair, so the consonant changes while the silent e stays put behind it.



Hold the front vowel still and turn the grey-and-silk pair through its four faces, four new words like **ate**, **ace**, and **ape**. Then turn the vowel a single face and run the four again. Worked that way, every vowel meets every consonant, and you arrive back where you started without ever pulling a nut off the bolt.

The second setup: four-letter words

Once the three-letter words are steady, you build longer ones by returning to the shape your child knows best. A beige launch consonant, a clear vowel, and a two-letter pink nut whose faces end in a silent e: **ke**, **te**, **le**, and the like. Beige **b**, clear **i**, pink **ke**, and the bolt reads **bike**. There are two of these pink nuts, and they are Magic-E nuts, not digraphs, because that final e is silent structure rather than a sound of its own.



The power here is that your child sees it happen. They watch the vowel change its sound because of a letter they cannot even hear, and seeing it is what makes Magic-E stick where a memorized rule often slips. As everywhere, a nonsense word blended cleanly is the surest sign the pattern has taken. And the silk nut earns its strangeness: it is the only nut covered in e on every face and the only one with its own texture, so when your child picks it up, something is clearly not like the others. That is the point.

Expect a wobble, it is a good sign

One thing to expect here, because almost no one warns about it. As your child learns to tell a long vowel from a short one, they often overshoot for a while and start hearing the long sound everywhere, turning short words long. It looks like going backward. It is the opposite: the overshoot is the discrimination forming, and it settles with practice.

Steady it by folding in plain CVC days, the short-vowel work from early on, which should feel easy now, even a little boring. That is fine. Easy, boring, and correct is exactly what you want sitting under the new skill. Real words and real reading firm up the rest.

MOVE ON WHEN

There is no seventh phase. From here the work turns from sounding words out to chasing what they mean, and that turn has a name in this system: **Fluency Falls**. The next page has a few ways to help your child make it.

BEYOND THE SUMMIT

Turning reading into meaning

Take a moment here, and look at the ground your child has covered. They started in the Sound Garden with single letters, walked the Blending Trail building their first words, climbed through Digraph Pass into bigger sounds, crossed the Sight Word Bridge, and reached the Magic-E summit. A child who has the sight words down and the essence of Magic-E in hand begins to read Level 1 texts with real ease and confidence. You did that, five minutes at a time, one sound at a time, one rotation at a time, and you have set your child up for an easier road at school and more confidence in their own thinking.

From here the work changes. Your child can decode almost anything, so the goal becomes meaning, turning all that decoding toward what the words actually say. None of what follows needs the full session. They are short and playful, a way to keep the bolt connected to real books. Keep it out and keep coming back. The system is cumulative, and the old work stays warm every time you return to it.

The one-minute word hunt

Hand the bolt over with at least one digraph nut mounted, set a timer for a minute, and have your child turn the faces to find and write down as many real words as they can. When the minute is up, pick a few and look up what they mean together. The hunt rewards decoding, and the writing and the dictionary quietly turn it toward meaning.

Build a sentence

Have your child choose one real word from the hunt and make a sentence around it, out loud or on paper. A word a child can define and use is a word they own, not just one they can sound out.

Spot the pattern in a real book

While you read a favorite book together, ask your child to point out a Magic-E word, or a digraph, or whatever pattern you have been working on. Catching a phase in the wild connects the bolt to the page in a way no worksheet can.

Read it, then tell it back

After a page or a short passage, ask your child to tell you what happened in their own words. Decoding every word and missing the story is common at first. Telling it back moves their attention off the letters and onto what the letters were saying.

And keep asking the question that matters most. In the pilot, right after a word clicked, I would ask: how did that feel? Does it feel good to be reading? The children almost always lit up. That feeling, more than any single sound, is what makes a reader.