

Lesson 14 - The First Job of Silent E

In this lesson, students will learn how Silent E makes a vowel long in vowel-consonant-e words.

You will need: *Leap into Reading* pages 99-110

Jobs of Silent E chart

Word Cards 61-70

Before You Begin

Preview the First Job of Silent E

When e occurs at the end of a word, it is usually silent, and we call it Silent E. Silent E can perform several different jobs. Today's lesson teaches the first and most common job of Silent E: Silent E can make the preceding vowel say its name, or its long vowel sound. Consider the following example of how Silent E affects the preceding vowel.

In the word *hop*, o says its short sound.

h	o	p
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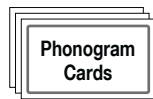
When we add Silent E, o says its long sound.

h	o	p	e
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This pattern is often referred to as the vowel-consonant-e pattern (or VCE pattern).

The remaining jobs of Silent E will be taught later in the program. If you'd like to see an overview of all the jobs of Silent E, take a look at Appendix E or page 99 of the activity book.

Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show the card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the decoding procedure shown in Appendix C.

New Teaching

Introduce Silent E

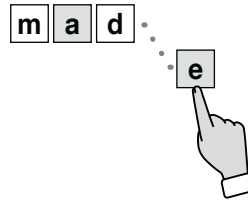
Build the word *mad*. **m a d**

“We can change the word *mad* to *made* by adding e to the end of the word.”

m a d e

Point to the e. “When e is added to the end of a word, it is usually silent. We call it Silent E. It can also make the vowel before it say its long vowel sound, or its name. So in this word, a says /ā/.”

Remove the e. “If we take away Silent E, what does this word say?” *Mad*.



“The a no longer says its name. Instead, it goes back to its short sound.”

Build the word *hop*. **h o p**

“We can change the word *hop* to *hope* by adding Silent E.”

h o p e

“The job of Silent E in this word is to make the vowel before it long.”

Take out the Jobs of Silent E chart on page 99 of your student’s activity book. Point to the first job on the chart. “This is the first and most common job of Silent E. Silent E does other jobs as well, and you will learn about those in later lessons.”

The Jobs of Silent E chart will be used again in Lessons 39, 40, 42, 44, and 46. You may wish to tuck it back into the activity book for safekeeping.

Teach Words with Silent E

Build the word *dime*. **d i m e**

Demonstrate your thought process as you decode the word.

“This word ends in Silent E, so I know that the i will probably be long. I will sound out this word.”

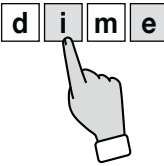
Touch the d and say /d/. **d i m e**

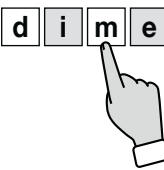


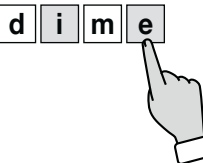
New Teaching

(continued)

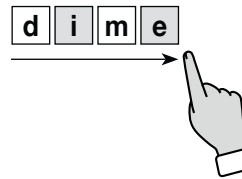
Excerpted from *All About Reading Level 2*

Touch the i and say /i/. 

Touch the m and say /m/. 

Touch the e. "This is Silent E." 

Now go back to the beginning of the word. Slide your finger under the letters d-i-m-e and say *dime* slowly.



Finally, read the word *dime* at a normal pace, as we do when we speak.

Using the same procedure for blending, have your student sound out the word *kite*.



Complete Activity Sheets

"Let's practice reading words with Silent E."



Help Detective Dog

Remove pages 101-105 from the *Leap into Reading* activity book.

Cut out the word cards and place them in a pile.

Have your student select a word card from the pile and read the word aloud. He should then place the card in the empty box before the Silent E on the sheet with Detective Dog and read the new word that has been created. This activity gives your student practice with short vowel sounds (as in *kit*) and long vowel sounds (as in *kite*).

New Teaching

(continued)



Kit or Kite?

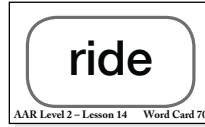
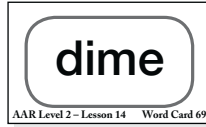
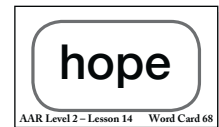
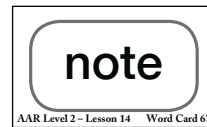
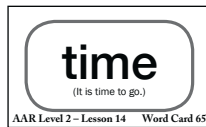
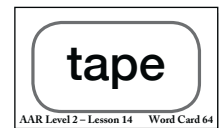
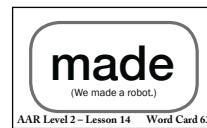
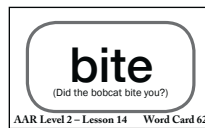
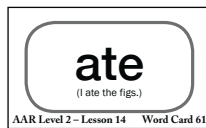
Remove page 107 from the activity book.

Beginning with the first square, have your student read the pair of words aloud. He should then select and circle the word that matches the illustration.

Continue until all the squares have been completed.

Practice Reading Words

Have your student practice reading the words on Word Cards 61-70.



File the Word Cards behind the Review divider in the Reading Review Box.

Practice Fluency



Turn to pages 109-110 in the activity book.

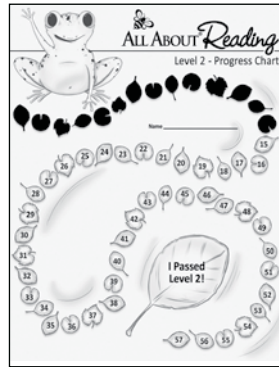
Have your student read from the Practice Sheets.

Read-Aloud Time **Read a Story or Poem**

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 14 on the Progress Chart.

