

Lesson 14 The First Job of Silent E

Objective

This lesson teaches how Silent E makes a vowel long in vowel-consonant-e words.

You Will Need

☐ *Leap into Reading* pages 99-110

☐ pencil

☐ Jobs of Silent E chart

☐ Word Cards 61-70

Before You Begin

Locate the Jobs of Silent E Chart

Jobs of Silent E Lesson 14 - Job of Silent E

★ The starred jobs are very common.

Job	Explanation
1	Silent E can make the vowel before it long.
★ 2	Silent E does the job in 95% of words ending in a.
★ 3	Silent E can make e and i long.
★ 4	Silent E makes u and y from being the last letter in a word.
★ 5	Right when we start with a, e, i, or y.
★ 6	Silent E makes the vowel in the word to not change.
★ 7	Silent E adds a vowel to a CVC syllable.
★ 8	Silent E makes it say its second sound, /ch/.
★ 9	Silent E changes the meaning of the word.

• Silent E can be added to Plable Words, such as come, one, where, when, where, and one. In these words, the reason for Silent E isn't obvious.

• Silent E can be two jobs in a word. For example, in the word sea, Silent E makes the e long and makes the c soft.

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Turn to page 99 in the activity book. The Jobs of Silent E chart will be used in future lessons so you may want to bookmark it, tuck it into the back of the Teacher's Manual, or attach it to a bulletin board for future reference.

Today's lesson will cover the first job of Silent E. For a listing of all the jobs of Silent E and when they are first introduced, see Appendix F.

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

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

h o p e

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

Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each 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 blending procedure shown in Appendix C.



Your student may enjoy practicing Word Cards by typing a selection of them on a computer. This activity is especially good for kids who struggle with handwriting.

New Teaching

Introduce Silent E

Build the word *mad*.

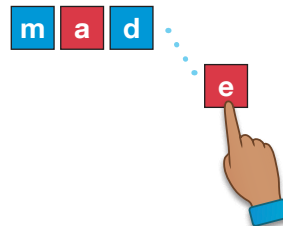


"We can change the word *mad* to *made* by adding e to the end of the word."



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."

New Teaching (continued)

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.”

Lesson 14: Jobs of Silent E

★ The starred jobs are very common.

Job	Explanation
1	Silent E can make the vowel before it long. h o p e
2	Silent E can make a word ending in a vowel sound into a consonant sound. h o p e
3	Silent E can make a word ending in a vowel sound into a consonant sound. h o p e
4	Silent E can make a word ending in a vowel sound into a consonant sound. h o p e
5	Silent E can make a word ending in a vowel sound into a consonant sound. h o p e
6	Silent E can make a word ending in a vowel sound into a consonant sound. h o p e
7	Silent E can make a word ending in a vowel sound into a consonant sound. h o p e

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Take out the Jobs of Silent E chart, found on page 99 of the *Leap into Reading* activity book. Point to the first job on the chart and read it with your student. “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.”

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 under the d and say /d/.

d i m e



Touch under the i and say /ī/.

d i m e



Touch under the m and say /m/.

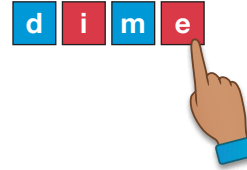
d i m e



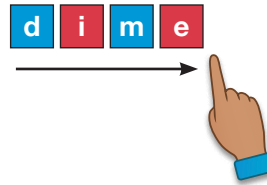
New Teaching

(continued)

Touch under 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 help Detective Dog find some Silent E’s.”



Help Detective Dog

Remove pages 101-105 from the 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 next to 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 *kite*) and long vowel sounds (as in *kite*).

New Teaching (continued)

“Good work! Now let’s discover some more Silent E words.”



Kit or Kite?

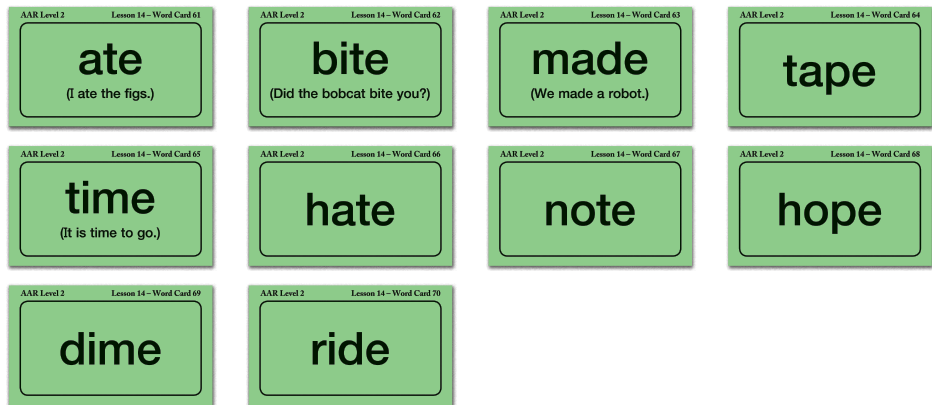
Remove page 107 from the activity book.

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.

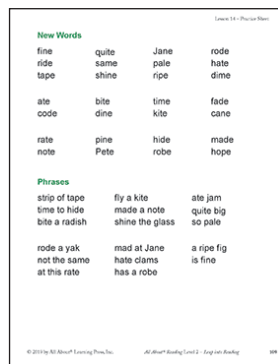
Practice Reading Words

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



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

Practice Fluency



Turn to pages 109-110 in the activity book.

Have your student read from the Practice Sheets.

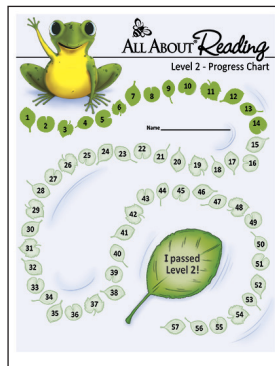
Read-Aloud Time

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.



Good work helping
Detective Dog decode those word cards.
He sent me a coded message saying that he was
very grateful to have you on the case. Without your
help, that Silent E would probably still be under
investigation.

I hereby award you the
Golden Ribbit Award
for Excellence in Silent E Investigations!

You'd make a great detective!