

# Lesson 4

# Silent E Book and Fourth Job of Silent E

## Objective

This lesson introduces the Silent E Book and how to identify the first four jobs of Silent E.

## You Will Need

☐ *Roar into Spelling* pages 31-44

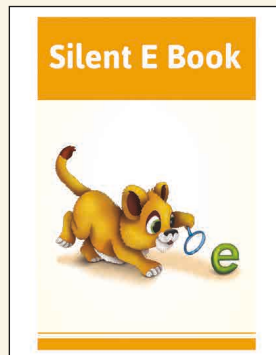
☐ Homophones Book

☐ Jobs of Silent E poster

☐ Word Cards 11-20

## Before You Begin

## Preview the Silent E Book



Today's lesson introduces the Silent E Book, which will help your student recognize, categorize, and internalize the jobs of Silent E. Throughout Level 3, your student will add new Silent E words to this book as he encounters them.

Some students add Silent E to words that do not need it. The step of identifying the job of Silent E will prevent its indiscriminate use. Allow your student to refer to the Silent E Book to remind himself of the jobs of Silent E when necessary.

To assemble the Silent E book, remove pages 31-40 from the activity book. Stack the pages, fold in half, and staple in the middle where indicated.

## Preview the Fourth Job of Silent E



Take out the Jobs of Silent E poster.

In Level 2, your student learned the first three jobs of Silent E. This lesson teaches the fourth job of Silent E: to prevent a singular word from looking like a plural word.

Take a look at the following examples:

<b>false</b>	<b>nurse</b>	<b>goose</b>	<b>noise</b>
<b>pause</b>	<b>glimpse</b>	<b>horse</b>	<b>sparse</b>
<b>cheese</b>	<b>rinse</b>		

Without the Silent E, these singular words look like plurals: *fals*, *nurs*, *goos*, and so on.

Phonogram  
Cards

Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.

Sound  
Cards

Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in his dictation notebook.

Rule  
Cards

Review a selection of Rule Cards from behind the Review divider.

Word  
Cards

Review a selection of Word Cards from behind the Review divider. Have your student write the words in his dictation notebook.



Read through the Word Bank for AY/AI.



Build the word **qu i t e**.

"How do we spell the sound of /kw/ at the beginning of a word?" *Qu*.

"Is the i long or short?" *Long*.

"Why is it long?" *Because of Silent E*.

"Read this word." *Quite*.

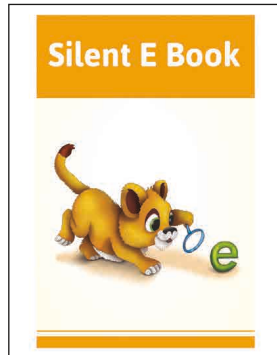
"How many vowel sounds do you hear?" *One*.

"Does the u act like a vowel here?" *No*.

"What would it say if we removed Silent E?" *Quit*.

"Label the syllable." *Student uses the Name Game tag*.

### Introduce the Silent E Book



Give your student the Silent E Book. "You have learned that Silent E has several different jobs. You will keep track of these jobs in this book."

Have your student write his name on the cover.

Read the headings for Jobs #1-#3 (pages 2-6) with your student.

"When you learn a word that has Silent E, you will add it to this book. Keep your eyes open for Silent E words."

Build the word **p l a t e**.

"What is this word?" *Plate.*

"What is the job of Silent E?" *It makes the a long (or, it makes the vowel say its name).*

Turn to Job #1 in the Silent E Book. Have your student write the word *plate* on line 2.

Build the words **d a n c e** and **l a r g e**.

Point to the word *dance*. "What does this word say?" *Dance.*

"What is the job of Silent E in this word?" *It makes the c soft.*

Point to the word *large*. "What does this word say?" *Large.*

"What is the job of Silent E in this word?" *It makes the g soft.*

Turn to Job #2 in the Silent E Book. Have your student write the words *dance* and *large* on lines 2 and 3.

Build the words **c l u e** and **g i v e**.

Point to the word *clue*. "What is this word?" *Clue.*

"What is the job of Silent E in this word?" *It keeps u from being the last letter in a word.*

## New Teaching

(continued)

Point to the word *give*. “What is this word?” *Give*.

“What is the job of Silent E in this word?” *It keeps v from being the last letter in a word.*

Turn to Job #3 and have your student write the words *clue* and *give* on lines 2 and 3.

Build the word **i c e**.

“Sometimes Silent E has two jobs. See if you can find them in this word.”  
*E makes i long and makes c soft.*

Have your student write the word *ice* under Job #1 and Job #2.

“When you spell a word with Silent E, I want you to be a detective and figure out which job Silent E is doing.”

Have your student write the following words in the correct section of the Silent E Book.

**twelve**

**smile**

**since**

**glue**

**hide**

**size**

**fence**

**hinge**

### Answer Key

#### Job #1

smile

hide

size

#### Job #2

since

hinge

fence

#### Job #3

twelve

glue

## Teach the Fourth Job of Silent E

Build the word **g ee s e**.

“In this word, Silent E is added to keep *geese* from looking like a plural word.”

Remove Silent E. **g ee s**

“Without Silent E, the reader would have to figure out whether *gees* is a plural word.”



Take out the Jobs of Silent E poster and read Job #4 with your student. “This is the fourth job of Silent E. Add the word *geese* to your Silent E book.”

“Today we covered the first four jobs of Silent E. We’ll cover another job in the next lesson.”

“In each of today’s spelling words, Silent E is added to keep the word from looking like a plural word.”

## Homophones Book: Add *sense/cents*

Build the word **s e n s e**.

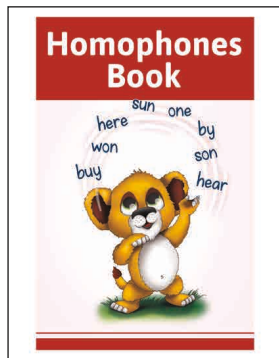
“Read this word.” *Sense*.

“Sense, as in *That makes sense*.”

Build the word **c e n t s**.

“Read this word.” *Cents.*

*“Cents, as in Two pennies equal two cents.”*



Take out the Homophones Book. “*Sense* and *cents* are homophones. Write these words in your Homophones Book.” *Student writes the words.*

Read the following sentences and make sure your student points to the correct word in the Homophones Book.

**“Does it make sense to buy postcards?” asked Naomi.**

**“They only cost a few cents,” said Raul.**

**“Plus a few cents for stamps. And we’re leaving today!”**

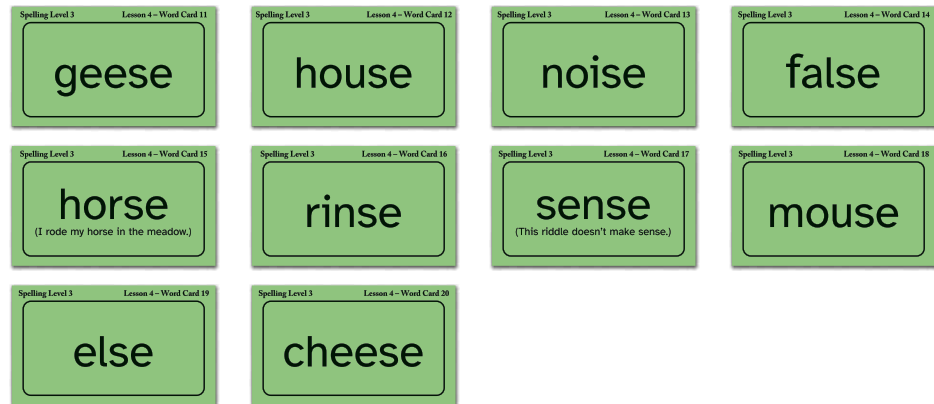
**“Then there’s no sense in wasting money,” said Raul.**

## New Teaching

(continued)

## Spell Word Cards 11-20

Dictate the words and have your student spell them in his dictation notebook.



Even though *geese* and *cheese* look like they should rhyme, they don't! S does double duty, representing the sounds of both /s/ and /z/.



S is the most common way to spell /z/. There is no hard-and-fast rule to tell us whether to use s or z for the sound of /z/, but as a general guideline, s is used more commonly than z.

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

## Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in his dictation notebook.

**verse**

**tense** (tense muscle)

**dense** (dense fog)

**raise** (raise goats)

**pause** (short pause)

**cause** (good cause)

If you wish, your student may add the homophone pairs *tense/tents*, *dense/dents*, *cause/caws*, *raise/rays*, and *pause/paws* to the Homophones Book since he knows how to spell words with these spelling patterns.



## Complete Activity Sheet (Optional)

“It’s time to fill a vase with flowers!”



### Fill the Vase

Remove pages 41-44 from the *Roar into Spelling* activity book.

Cut a slit in the vase as indicated by the dotted line. Cut out the flower cards and place them in a pile with the illustrations facing down.

Choose six words from this lesson that you think would most benefit your student to practice.

Dictate the words one by one and have your student write a word on each card. If he spells the word correctly, flip the card over to reveal a flower, and then slide the flower into the slit in the vase.

Continue until the vase is filled with flowers and your student has practiced all six words.

## Dictate Sentences

Dictate several sentences each day. Your student should repeat each sentence and write it in his dictation notebook.

**Did you rinse those five plates?**

**The geese like to skate on the ice.**

**That gray mouse is quite large!**

**My horse can jump over the fence.**

**What else do you want for lunch?**

**Her huge house is white and blue.**

**Our goldfish makes so much noise!**

**Why is Jake so tense today?**

**Those jokes do not make sense to me.**

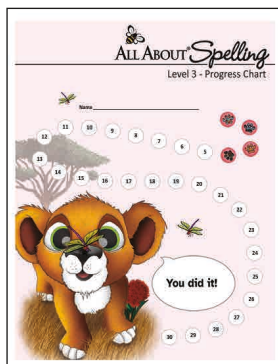
**The ship had to pause in the dense fog.**

**I got this wheel of cheese at the fair!**

**Is it true or false that sheep whine?**

## Track Your Progress

### Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have him mark Lesson 4 on the Progress Chart and move on to the next lesson!





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