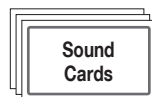
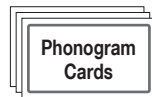


Step 4 – Silent E Book

In this lesson, your student will begin the Silent E Book and learn to identify the jobs of Silent E.

You will need: Silent E Book, third e letter tile (or substitute a blank red tile)

Review



Word Bank for AI/AY

Word Analysis

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 VCE tag.*

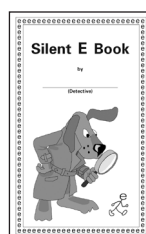
New Teaching

New!

The Silent E Book will help your student recognize, categorize, and internalize the jobs of Silent E.

Introduce 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.”



New Teaching

(continued)

Have your student write his name on the cover.

Read the headings on pages 1-3 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 *plate*.

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 page 1 in the Silent E Book. Have your student write in the word *plate* on line 2.

Build the words *fence* and *large*.

f	e	n	c	e
---	---	---	---	---

l	a	r	g	e
---	---	---	---	---

Point to the word *fence*. “What does this word say?” *Fence*.

“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 page 2 in the Silent E Book. Have your student write in the words *fence* and *large* on lines 3 and 4.

Build the words *clue* and *give*.

c	l	u	e
---	---	---	---

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.*

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 page 3 and have your student write in the words *clue* and *give*.

New Teaching

(continued)

Build the word *ice*. **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* on pages 1 and 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 the student place the following words in the correct section of the Silent E Book:

twelve **smile** **since** **glue** **hinge**
hide **size**

Answer Key

twelve: pg. 3

smile: pg. 1

since: pg. 2

glue: pg. 3

hinge: pg. 2

hide: pg. 1

size: pg. 1

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

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

Reinforcement

There are no new Word Cards for Step 4.

Dictate Sentences

Dictate several sentences each day.

Did you glue those five plates?

I made a hole in the ice.

The queen bee is safe in her hive.

I have quite a large face!

Bob gave me a ride.

Here is the blue fence.

The dog cannot hide in his wire cage.

I hope we can live in space!

That huge place is on fire.

Can you race for nine miles?

The pile of rope is on the stage.

I will carve my name in the tree.



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