



## Description

This lesson is designed to teach students the phonics rule that when a Silent **e** occurs after a single consonant at the end of a syllable, it usually makes the first vowel “say its name” (long sound), as in the word *time*. These kinds of syllables are called *Silent e syllables*. Knowledge of the Silent **e** syllable type helps students apply word-attack strategies for reading and spelling.

### TEACHER TIPS

This lesson contrasts the Silent **e** syllable type (long vowel sound) with the closed syllable type (short vowel sound). When you pronounce the words, stretch out the medial vowel sound, whether it is short or long, so that students have more time to hear it. Sounds to stretch out will be shown in the lesson as repeated letters—such as *maaad* for *mad* and *maaade* for *made*.

For the letters **a**, **e**, **i**, and **o**, the long sound of the letter is also its name. Because long **u** can be pronounced /yoo/ or /oo/, it is presented later in this lesson.

### PREPARATION/MATERIALS

- Copies of the word cards from the end of the lesson
- Keyword Image Cards (provided in the Core5 Resources Hub on the Support for Instruction page.)

## Warm-up

Use a phonemic awareness activity to review short and long vowel sounds. Start by saying the short vowel sound for a letter and having students name the letter: /a/ (letter **a**); /i/ (letter **i**); /o/ (letter **o**); /e/ (letter **e**); /u/ (letter **u**). If students need support, use the Keyword Image Card for each short vowel.

Then, point to vowels on an alphabet chart and have students give the long vowel sound. Remind students that the long vowel sound is the same as the letter name (/ā/, /ē/, /ī/, /ō/, /ū/).

*say* I’m going to say the names of some people. After you hear each name, repeat the vowel sound you hear, and we’ll decide together if it’s the long sound or the short sound.

Names to use: Gabe, Lin, Rod, Luke, Eve, Buzz, Jen, Cole, Jan, Mike.

## Direct Instruction

*say* Today we are going to learn about Silent **e** at the end of a word.

Display the word card **mad**.

*say* The letters *m-a-d* spell the word *mad*. The middle sound in *mad* is /ă/, the short sound for *a*. Listen: *maaad*. Say the word with me: *maaad*.


Display the Silent **e** letter card.

*say* I’m going to add this **e** to the end of *mad* to make a new word.


Add **e** to the end to make **made**.

This word is made. See what happened when I added an **e** to the end of mad? Now the **a** makes a different sound. It says its name, **a**. Listen: maaade. What sound do you hear in the middle of made? (/ā/) This is the long sound for **a**.

Point to the **e** in **made**.

 You cannot hear the **e** at the end of made. You can only hear the first three letters. The **e** has no sound. It is silent.

Put your index finger up to your mouth to indicate silence.


 When you see an **e** at the end of the word, it makes the first vowel say its long sound. The Silent **e** makes the vowel say its name.

Make an arc with your finger from the Silent **e** to the first vowel as you say the name of the vowel. Then, say the word as a whole: maaade.


Follow a similar procedure for **Kit/Kite**, **Pet/Pete**, **Tim/Time**, and **Rob/Robe**.

## Guided Practice


Give each student the following word cards: **tap**, **tape**, **fin**, **fine**, **hop**, **hope**, **cut**, **cute**. Have students hold the **tap** card in one hand and the **tape** card in the other.

 *Remember, when you see a Silent **e** at the end of a word, the first vowel says its name. Which of these words is the word tape?*

Students should hold up the **tape** card. If students hold up the **tap** card, prompt them:


 *Listen to the word again, tape. Does a says its name in the word tape? (yes) There has to be a Silent **e** at the end of the word if the vowel says its name.*

Hold up the card that says **tap**.


 *Is there an **e** at the end of this word? (no) No, this is the word tap. This word is the word tape. Let's read both of these words together: tap, tape.*


Follow a similar procedure with the word cards for **fin/fine**, **hop/hope**, and **cut/cute**.

You may want to help students understand that long **u** can stand for two sounds:

 *The letter **u** says its name in the word cute. Listen: cuuute. But **u** can have another long sound: /oo/. Say the sound with me: /oo/.*

Display the word **rule**.

 *This word has a Silent **e** at the end. Let's see if the **u** says its name. Listen: /r/ /oo/ /l/. Does u say its name in rule? (no) What sound do you hear in the middle of ruuule? (/oo/)*

 *Long **u** can spell two sounds: In cute, it spells its name, /yoo/. Listen: cuuute. In rule, it spells this sound: /oo/. Listen: ruuule.*

## Independent Application

Have students work independently or in pairs. Give each student or student pair the following five sets of word cards, one set at a time: (1) **tab, mad, wave, came**; (2) **wet, ten, Pete, Zeke**; (3) **dig, sit, wide, pile**; (4) **dot, hop, joke, note**; (5) **bug, gum, tube, mule**.

Have students sort each set of words into two columns by short vowel sounds and long vowel Silent **e** sounds, reminding students that Silent **e** at the end of a word makes the first vowel say its name. Once students have sorted the words, have them read the words in each column and explain why the vowel sound is long or short.


If students struggle to read the words correctly, have them make the arc with their finger from the Silent **e** to the first vowel while saying the vowel name and then the word as a whole.

## Wrap-up

Check students' understanding. Display the word card **not**.

 *What is this word? (not)*

As you ask the second question, add the **e** letter card to the end of not to make note.

 *What happens if I add an e to the end of the word not? (Students may identify the new word as note; say that the e makes the first vowel say its name; or point out that the o is now long. They may also mention that the e is silent.)*

Based on the accuracy and completeness of students' responses, choose an appropriate activity from the Adaptations section on the following page.

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

Work on one vowel at a time and focus attention on associating the long vowel sound with Silent **e** at the end of the word.

Give each student a card with a Silent **e** on it. You can also use a tongue depressor with an **e** on the end of it (a wand; you can say that the Silent **e** is sometimes called a “magic **e**” because it magically makes the first vowel say its name).

Review the short and long vowel sounds. Remind students that the long vowel sound is the same as the letter name.

Tell the students to listen for a word with a long vowel sound and hold up their Silent **e** card (or their magic **e** wand) to show that the word will have a Silent e (or magic **e**) on the end. If the word has a short vowel sound, they should stay as still as a statue.

Stretch out the vowel sound in each word you say. Suggested words:

(for **a**) sale, same, map, make, tab, late, wave, came, at, ate

(for **i**) like, hid, ride, dig, sit, wide, mile, lip, wipe, bite

(for **o**) hole, top, box, role, bone, hot, rope, joke, fog, note

(for **e**) Pete, net, here, web, led, eke, set

(for **u**) use, up, mule, hum, cube, pure, rug, tube, cup, cute

### FOR STUDENTS READY TO MOVE ON

Say a list of short vowel words, one at a time.

- Have students identify the medial short-vowel sound in the word and then identify the long sound for that vowel.
- Ask students to come up with a word that has the same consonant sounds as the short vowel word but with this long vowel sound.
- Work together to spell each word in the pair.
- Challenge students to use various pairs of words in the same oral sentence.

Possible words (with their long-vowel equivalents in parentheses): tap (tape), rip (ripe), tub (tube), plan (plane), scrap (scrape), spin (spine), slid (slide), slop (slope), glob (globe), plum (plume), shin (shine).

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.



**pet**

**tape**

**hope**

**Kit**

**tap**

**hop**

**mad**

**Rob**

**fine**

**e**

**Tim**

**fin**



**wave**

**Pete**

**wide**

**tab**

**ten**

**sit**

**cute**

**wet**

**dig**

**cut**

**came**

**Zeke**



**note**

**mule**

**joke**

**tube**

**dot**

**gum**

**pile**

**bug**

**not**