

JOB #1 OF Final Silent E

Script:

“What is the most common letter in the English language?” (THE LETTER E)

“Did you know that the letter *e* is very powerful? You may have heard it called ‘Magic E’ or ‘Bossy E’ before, because of all the things it does. Now we are going to look at *e* and all the things it can do there.”

Write the word *cane* and show it to your students.

“What does this word say? (CANE)

“Which vowel is making a sound? (A)

“What sound? (/AY/)

“Is that its first sound or its name?” (NAME)

Now cover the letter *e*.

“If I take away the *e* at the end of this word, what does it say now? (CAN)

“What sound does the vowel make?

(/A/ AS IN CAT)

“Is that its sound or its name? (SOUND)

“So what did the *e* do to that word?

(IT MADE THE A SAY ITS NAME)

“Where did the *e* come in this word?

(AT THE END)

“That is why we call it *Final E*.

Did *e* make a sound of its own in this word?” (NO)

“That is why we call it *Final Silent E*.”

Ask your students to turn to the next double page and number them as pages 6 and 7.

“The title of the next page is *Final Silent E*. Because it is a title, what do the words begin with?”

(A CAPITAL LETTER)

“Write the title on the top line in the middle and underline the vowels in the two words.”

Show the students how to write the title words if they do not know how to spell them. This lesson is about Final Silent E, not about spelling those words, so keep the focus on the task at hand.

“How many vowels did you underline in the word *Silent*?” (TWO)

“So how many syllables are there in the word *Silent*?” (TWO)

“How many vowels did you underline in the word *Final*?” (TWO)

“So how many syllables are there in the word *Final*?” (TWO)

“Now skip a line and write down the following word: *can*.”

Dictate the remaining four words in the first column of page four. These are, *pet*, *pin*, *hop* and *cut*.

“We are now going to add Final Silent E to each of these words. Let’s see what happens when we do.”

A

“Draw a short arrow from *can* in the direction that we write. At the end of the arrow, write *can*, but this time, add Final Silent E in red. Now what does the word say?” (CANE)

“This is because Final Silent E makes a vowel say its name, even if it has to jump over a consonant to do it.

Draw an arrow from Final Silent E to the letter *a* to show it jumping over the consonant. Now write down the rule.”

JOB 1: Final Silent E makes a vowel say its name, even if it has to jump over a consonant to do it.

OWNWORK:

Find another word where Final Silent E jumps over a consonant to make the letter *a* say its name. Write it next to *can* and *cane*.

NOTE: Unlike the example word given here, the students do not have to find a word that exists independently as a word without Final Silent E.

For example, an acceptable answer would be the word *game*. Without Final Silent E, the word would be *gam*, which is not an English word. This does not matter. The focus is on words *with* Final Silent E.

E

Orient your students to page 6.

“Draw a short arrow from *pet* in the direction that we write. At the end of the arrow, write *pet* with a capital, and this time, add Final Silent E in red. Now what does the word say? (PETE)

“This is short for the name *Peter*.”

“Why does the first *e* say its name in this word?”

(BECAUSE FINAL SILENT E MAKES A VOWEL SAY ITS NAME, EVEN IF IT HAS TO JUMP OVER A CONSONANT TO DO IT)

“Draw an arrow from Final Silent E to the letter *e* to show it jumping over the consonant.

What job?”

(JOB 1, FINAL SILENT E MAKES A VOWEL SAY ITS NAME, EVEN IF IT HAS TO JUMP OVER A CONSONANT TO DO IT.)

OWNWORK:

Find another word where Final Silent E jumps over a consonant to make the letter *e* say its name. Write it next to *pet* and *Pete*.

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Orient your students to page 6.

“Draw a short arrow from *pin* in the direction that we write. At the end of the arrow, write *pin*, but this time, add Final Silent E in red. Now what does the new word say?” (PINE)

“What job?”

(JOB 1, FINAL SILENT E MAKES A VOWEL SAY ITS NAME, EVEN IF IT HAS TO JUMP OVER A CONSONANT TO DO IT.)

“Draw an arrow from Final Silent E to the letter *i* to show it jumping over the consonant.”

OWNWORK:

Find another word where Final Silent E jumps over a consonant to make the letter *i* say its name. Write it next to *pin* and *pine*.

o

“Draw a short arrow from *hop* in the direction that we write. At the end of the arrow, write *hop*, but this time, add Final Silent E in red. Now what does the word say?” (HOPE)

“What job?”

(JOB 1, FINAL SILENT E MAKES A VOWEL SAY ITS NAME, EVEN IF IT HAS TO JUMP OVER A CONSONANT TO DO IT.)

“Draw an arrow from Final Silent E to the letter o to show it jumping over the consonant.”

OWNWORK:

Find another word where Final Silent E jumps over a consonant to make the letter o say its name. Write it next to *hop* and *hope*.

u

Refer your students to page 5.

“Draw a short arrow from *cut* in the direction that we write. At the end of the arrow, write *cut*, but this time, add Final Silent E in red. Now what does the word say?” (CUTE)

“What job?”

(JOB 1, FINAL SILENT E MAKES A VOWEL SAY ITS NAME, EVEN IF IT HAS TO JUMP OVER A CONSONANT TO DO IT.)

“Draw an arrow from Final Silent E to the letter *u* to show it jumping over the consonant.”

OWNWORK:

Find another word where Final Silent E jumps over a consonant to make the letter *u* say its name. Write it next to *cut* and *cute*.

JOB #2 OF Final Silent E

Orient your students to page 6 in their books.

“Skip a line and write the word *dance*. What would this word sound like if you took the Final Silent E away?” (DANC)

“But the word we want is *dance*, isn’t it?”

So can you tell me what the Final Silent E is doing in the word *dance*?”

(FINAL SILENT E IS MAKING THE C SAY /S/)

“This is the next job. Write it down.”

JOB 2: Final Silent E makes c say /s/

OWNWORK:

Find another word where Final Silent E makes the c say /s/

“Next to *dance*, write the word *large*. What would this word sound like if you took the Final Silent E away? (LARG)

“But the word we want is *large*, isn’t it?”

“So can you tell me what the Final Silent E is doing in the word *large*?”

(FINAL SILENT E IS MAKING THE G SAY /J/)

“This is the second part of job 2. Write it down.”

Job 2: Final Silent E makes c say /s/ and

Final Silent E makes g say /j/.

OWNWORK:

Find another word where Final Silent E makes the g say /j/.

FINAL SILENT E WITH TWO JOBS

“Skip a line and write the word *race*. What would this word sound like if you took the Final Silent E away?” (RAC, RHYMING WITH SACK)

“But the word we want is *race*, isn’t it? So can you tell me what Final Silent E is doing in the word *race*?” (FINAL SILENT E IS MAKING THE A SAY ITS NAME AND MAKING THE C SAY /S/)

“In this word, Final Silent E is doing two jobs. It is such a powerful letter that it can do that. To show you what I mean, write the word *rage* next to *race*.

What would this word sound like if you took away the Final Silent E?” (RAG)

“But the word we want is *rage*, isn’t it? So can you tell me what Final Silent E is doing in the word *rage*?” (FINAL SILENT E IS MAKING THE A SAY ITS NAME AND THE G SAY /J/)

“In this word, Final Silent E is doing two jobs. It is such a powerful letter that it can do that. This should be noted. Skip two lines and write it down.”

NOTE: Final Silent E can do two jobs at the same time.

OWNWORK: Find two other words where Final Silent E does two jobs at the same time.

JOB #3 OF Final Silent E

“Turn to the next page and number it as page 7. The title is still *Final Silent E*.

Skip a line and write the word *due*. Make the Final Silent E red. What would this word sound like if you took the Final Silent E away?" (DUE)

"It would sound the same, because we know that *u* at the end of a syllable will say its name. But what would be wrong with the word according to the rules that you've learned so far?"

(YOU MAY NOT USE THE LETTER *U* AT THE END OF A WORD. IT IS ILLEGAL.)

"So how do you fix that when there is a /yoo/ sound but you cannot have *u* at the end?"

(PUT A FINAL SILENT E ON THE END OF THE WORD)

"Next to *due*, write the word *give*. Make the Final Silent E red. What would this word sound like if you took the Final Silent E away?" (GIVE)

"It would sound the same, wouldn't it? But what would be wrong with the word according to the rules that you've learned so far?"

(YOU MAY NOT USE THE LETTER *V* AT THE END OF A WORD. IT IS ILLEGAL)

"So how do you fix that when there is a /v/ sound but you cannot have *v* at the end?"

(PUT A FINAL SILENT E ON THE END OF THE WORD)

"This is the next job, skip a line and write it down."

JOB 3: Final Silent E stops words from ending with illegal letters.

OWNWORK:

Find two other words where Final Silent E stops the words ending with illegal letters.

Write them next to *due* and *give*.

JOB #4 OF Final Silent E

THEORY

There are many instances where Final Silent E goes together with a consonant and the letter *L* to form the final syllable of a word. For example, the word *able* consists of two syllables. The first is the syllable *a-*. The second is the syllable *-ble*. As you can see, Final Silent E combined with the consonant b and the consonant *L* form the syllable *-ble*.

This is a visual, rather than purely auditory rule. The letter *L* is making the principle sound in the second syllable. This is known as *syllabic L*.

Words ending with *syllabic L* used to be pronounced with clearer vowel sounds but ended up with *-le* spellings in many cases.

A common syllabic L error is to put the letters *-al* at the end of the word, such as “marbal” for *marble*.

Many of the consonants in the alphabet combine with the ending *-le* and it is useful for your students to know this and to find and learn words where this applies.

This lesson, then, is about getting students to be competent at and familiar with these endings.

THE LESSON

Ask your students to turn to the next double page and to number them
as pages 8 and 9.

Ask them to write the following title in the middle of the top line and underline the vowels
as usual:

“Consonant Plus –le”

Then ask them to skip a line and write the first consonant in the alphabet, which is *b*.

Ask them to put a dash before the *b* and the letter *L* after it. Then ask them to write the
letter e in red after the *L*.

Their first line should look like this:

-ble

“This is a very common word ending in English. When you see it in a
word, what will it say?” (BLE)

Next to *-ble*, ask your students to write the word *able*. This time, don’t spell it for them if
they say they don’t know. They now have enough knowledge to be able to work this word
out for themselves. Help them only by asking for the sounds in the word. The sooner they
realise that they can do this themselves, the sooner they become independent.

When they have written *able*, say:

“In the word *able*, how many syllables do you hear?” (TWO)

“What is the first syllable?” (A-)

“What is the second syllable?” (-BLE)

“What would the word sound like if we took away the Final Silent E?”
(ABLE)

“That’s right, it would sound the same, so Final Silent E is not changing
the sound of anything here. Is it stopping the word from ending with
an illegal letter?” (NO)

“That’s right, so what would be wrong with the second syllable if we took away the Final Silent E?” (IT WOULD HAVE NO VOWEL, AND EVERY SYLLABLE MUST HAVE A VOWEL)

You have touched on this before, when explaining the importance of vowels. Now ask your students to write it down as a rule at the end of page 8.

RULE: Every syllable must have a vowel.

“So we can fix syllables that don’t have a vowel by adding Final Silent E. This is the fourth job, write it down.”

JOB 4: Final Silent E can give the last syllable a vowel.

“Next to *able*, write the word *babble*.”

In the word *babble*, how many syllables do you hear?” (TWO)

“What is the first syllable?” (BAB-)

“What is the second syllable?” (-BLE)

“What would the word sound like if we took away the Final Silent E?”
(BABBLE)

“That’s right, it would sound the same, so Final Silent E is not changing the sound of anything here.

Is it stopping the word from ending with an illegal letter?” (NO)

“That’s right, so what would be wrong with the second syllable if we took away the Final Silent E?” (EVERY SYLLABLE MUST HAVE A VOWEL)

“So how would we fix that?” (ADD FINAL SILENT E)

“There is something else you should know about words like this.

The word *able* has one b but *babble* has two b’s together. Let’s see why this is.

“What is the first syllable in *babble*?” (BAB-)

“What’s the second syllable?” (-BLE)

“Now let’s take one of those b’s away. The second b belongs to the last syllable, so we can’t take that away. The syllable –ble is a whole unit and can’t be split up. That is the next rule. Write it down.

RULE: A consonant plus –le cannot be split up.

“So let’s take the first *b* away. What would that first syllable now sound like?” (BAY)

“Why would it sound like that?”

(BECAUSE THE LETTER A WOULD BE AT THE END OF THE SYLLABLE AND THEREFORE WOULD SAY ITS NAME, PAGE 2.)

“So what would that word sound like with just one *b*?” (BABLE, WHICH RHYMES WITH TABLE)

“So we fix the problem by doubling the b. This is one of the main reasons why we have double consonants in some words and single consonants in others.”

Ask your students to skip a line and write the second consonant in the alphabet, which is *c*.

Ask them to put a dash before the *c* and the letter *L* after it. Then ask them to write the letter *e* in red after the *L*. Their second line should look like this:

-cle

“This is a very common word ending in English. When you see it in a word, what will it say?” (CLE)

Next to *-cle*, ask your students to write the word *uncle*. This time, don’t spell it for them, ask them to say the sounds and work with what they know as before.

When they have written *uncle*, say:

“In the word *uncle*, how many syllables do you hear?” (TWO)

“What is the first syllable?” (UN-)

“What is the second syllable?” (-CLE)

“What would the word sound like if we took away the Final Silent E?” (UNCLE)

“That’s right, it would sound the same, so Final Silent E is not changing the sound of anything here. Is it stopping the word from ending with an illegal letter?” (NO)

“That’s right, so what would be wrong with the second syllable if we took away the Final Silent E?” (IT WOULD HAVE NO VOWEL, AND EVERY SYLLABLE MUST HAVE A VOWEL)

Then ask them to skip a line and write the third consonant in the alphabet, which is *d*.

Ask them to put a dash before the *d* and the letter *L* after it. Then ask them to write the letter *e* in red after the *L*.

Their third line should look like this:

-dle

“This is a very common word ending in English. When you see it in a word, what will it say?” (DLE)

Next to *-dle*, ask your students to write the word *idle*. This time, don’t spell it for them if they say they don’t know. They now have enough knowledge to be able to work this word out for themselves.

Check the definition of the word. It means “not doing any work”. When you turn your engine over in the car but don’t drive it, you are making the engine idle.

Help them only by asking for the sounds in the word. The sooner they realise that they can do this themselves, the sooner they become independent.

When they have written *idle*, say:

“In the word *idle*, how many syllables do you hear?” (TWO)

“What is the first syllable?” (I-)

“What is the second syllable?” (-DLE)

“What would the word sound like if we took away the Final Silent E?”
(IDLE)

“That’s right, it would sound the same, so Final Silent E is not changing the sound of anything here.

“Is it stopping the word from ending with an illegal letter?” (NO)

“That’s right, so what would be wrong with the second syllable if we took away the Final Silent E?” (IT WOULD HAVE NO VOWEL, AND EVERY SYLLABLE MUST HAVE A VOWEL)

“So we can fix syllables that don’t have a vowel by adding Final Silent E. We have already written this rule down.”

“Next to *idle*, write the word *fiddle*.”

“In the word *fiddle*, how many syllables do you hear?” (TWO)

“What is the first syllable?” (FID-)

“What is the second syllable?” (-DLE)

“What would the word sound like if we took away the Final Silent E?”
(FIDDLE)

“That’s right, it would sound the same, so Final Silent E is not changing
the sound of anything here.

“Is it stopping the word from ending with an illegal letter?” (NO)

“That’s right, so what would be wrong with the second syllable if we
took away the Final Silent E?” (EVERY SYLLABLE MUST HAVE A VOWEL)

“So how would we fix that?”

(ADD FINAL SILENT E)

“There is something else you should know about words like this.

“The word *idle* has one d but *fiddle* has two d’s. Let’s see why this is.

“What is the first syllable in *fiddle*?” (FID-)

“What’s the second syllable?” (-DLE)

“Now let’s take one of those d’s away. The second d belongs to the last
syllable, so we can’t take that away. The syllable –dle is a whole unit
and can’t be split up. So let’s take the first d away. What would that
first syllable now sound like?”

(*FIE*, RHYMING WITH *PIE*)

“Why would it sound like that?”

(BECAUSE THE LETTER I WOULD BE AT THE END OF THE SYLLABLE AND THEREFORE WOULD SAY ITS NAME.)

“So what would that word sound like with just one *d*?” (*FIDLE*, WHICH RHYMES WITH *IDLE*)

“So we fix the problem by doubling the *d*. This is one of the main reasons why we have double consonants in some words and single consonants in others.”

You are now ready to continue in the same way with the letters *f* and *g*. I have written some example words in the Student Spelling Notebook model page.

By this time, your students should be getting the idea.

When you get to the letter *h*, follow the procedure up to the point where the student writes

-hle

Then follow the script below:

“In English, you do not see these three letters at the end of a word.

This is not a legal ending. Therefore, I would like you to take your pen and cross it out.

There are some other illegal endings like this. Your job is to work out which ones are legal and which ones are illegal.

For all the legal ones, you are to provide an example.

“Cross out all the illegal ones.”

OWNWORK:

Have your students fill in the rest of the endings so that their page looks like notebook page 8. There are no limits on the amount of legal endings they are allowed to produce. However, each example word must be spelled correctly, the student also must be able to read it and define it.

Examples of consonant + L + Final Silent E words can be found in Appendix 5.

NOTE: Words with silent t's in them like *whistle*, *wrestle* etc. can be put on the line between -sle and -tle, as they are representative of both letters.

WORKSHEETS

Final Silent E Jobs 1-3

1. Add Final Silent E.

		new word	examples
can	+e =		
pet	+e =		
pin	+e =		
hop	+e =		
cut	+e =		

Final Silent E Job 1

2. Take away Final Silent E.

		new word	example
dance	-e =		
large	-e =		
race	-e =		
rage	-e =		

Final Silent E Job 2

Note:

3. Take away Final Silent E.

		new word	example
due	-e =		
give	-e =		

Final Silent E Job 3

are	-e =	
house	-e =	

Sometimes, Final Silent E...

Final Silent E Job 4

ENDING	EXAMPLE 1	EXAMPLE 2	EXAMPLE 3	EXAMPLE 4	ALTERNATIVE SPELLING
-b					
-c					
-d					
-f					
-g					
-h					
-j					

-k					
-l					
-m					
-n					
-p					
-q					
-r					
-s					

-t					
-v					
-w					
-x					
-y					
-z					

FINAL SILENT E JOB 4

RULE: Every syllable must have a _____.

RULE: A consonant +le cannot _____.