

Vocabulary Strategy

Strategy: Add Silent *E* to Make New Words. The students will learn to read words containing the silent *e* word pattern.

Appropriate Grade Level: K-5

Materials Needed:

- Word cards with the following words on them: *pin, fin, hid, rob, con, tub, cut, man,* and *tap* (leave a space at the end of each card to add a silent *e* sticky note).
- Nine sticky notes with *e* printed on them.
- Instructional level book with silent *e* words.

Procedures/Steps: Explain to students that adding a silent *e* to the end of a word often changes the vowel sound in that word from a short sound to a long sound.

1. Review the short sound of each vowel.
2. Have the students read the word cards using short vowel sounds.
3. Explain that when you add an *e* to the end of these words, the vowel sound will change to say its name, or to make the long sound. Review the long sound of each vowel.
4. Add the sticky notes with the *e* to the end of the word cards and have the students reread the cards with the long vowel sounds.
5. Mix the cards, leaving some with the *e* and some without. Instruct students to pay close attention to the vowel sound and the presence or absence of the silent *e* as they reread the cards.
6. Read a book containing many silent *e* words for practice.

Comments/Tips:

- For extra practice, have students write the words in their notebook.
- Depending on the level of students' understanding, for additional reinforcement you may want to follow this lesson by only studying words with silent *e* containing the same, or at most, two different vowels (e.g., *_a_e* words or *_i_e* words). Some examples of these words are: *cake, rate, bike* and *file*.
- For *English language learners*, review letters that have sounds in English that are different from those in the students' first language. Also, be sure to clarify the pronunciation and meanings of all words introduced, as well as provide comprehension building activities (e.g., book preview, comprehension questions during and after reading) while reading the book.

Source: Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). *Extensive Reading Interventions in Grades K-3: From Research to Practice*.