

**Phonics Instructional Routine: Decode and Write Words with the “Silent e”**

Preparation/Materials: Words (e.g., mad/made, hid/hide, kit/kite), whiteboard, erasable markers, paper and pencil for each student.

# 1

- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under the underlined letter or word
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words that are in print are in “quotation marks”
- Sounds are noted using / /

**TEACHER EXPLAINS TASK**

We are going to read and write words with the “silent e.”

**TEACHER MODELS TASK**

Write the word “mad” on the whiteboard.

Listen and watch.

“**mad**”

Point to the letter “a” in the word “mad”

The sound of the letter “a” in “mad” is /ă/.

Write the letter “e” after “mad” to make the word “made.”

Point to the letter “e.”

When I write the letter “e” at the end of the word “mad,” it makes the letter “a” say its name, /ā/. Draw a line over the letter “a”. The “e” is silent and powerful, it changes the sound of the vowel from /ă/ to /ā/. Listen as I read the word.

“made”

**TEACHER & STUDENTS PRACTICE TASK TOGETHER**

Erase “made” and write “mad” on the whiteboard.

Listen.

Let’s read it.

• “**mad**”

Point to the letter “a” in the word “mad.”

What is the sound of the letter “a” in “mad”?

• /ă/

Write the letter “e” after “mad” to make the word “made.”

Point to the letter “e”. Draw a line over the letter “a.”

When I write the letter “e” at the end of the word “mad,” what is the sound of the letter “a”?

• /ā/

Yes, when I write the letter “e” at the end of the word “mad,” it makes the letter “a” say its name, /ā/.

Let’s read the word.

• “made”

Now let’s say the sounds in “made.”

• /m/ /ā/ /d/

On your paper, write each letter as we say its sound.

Remember, the letter “e” at the end of “made” is silent and makes the “a” say /ā/.

Let’s read the word.

• “made”

Yes. We read and wrote the word “made”.

**STUDENTS PRACTICE TASK**

Erase “made” and write “mad” on the whiteboard.

Your turn.

Read it.

“mad”

Point to the letter “a” in the word “mad.”

What is the sound of the letter “a” in “mad”?

/ă/

# EMPOWERING TEACHERS

## STUDENTS PRACTICE TASK (continued)

Write the letter “e” after “mad” to make the word “made.”

Point to the letter “e.” Draw a line over the letter “a.”

When I write the letter “e” at the end of the word “mad”, what is the sound of the letter “a”?

/ā/

Yes, when I write the letter “e” at the end of the word “mad,” it makes the letter “a” say its name, /ā/.

Read the word.

“made”

Now say the sounds in “made.”

/m/ /ā/ /d/

On your paper, write each letter as you say its sound.

Remember, the letter “e” at the end of “made” is silent and makes the “a” say /ā/.

Read the word.

“made”

Yes. You read and wrote “made.”

## INDEPENDENT PRACTICE

When students consistently decode and write the word with the “silent e”, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.

## SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are saying the correct sound for each letter, writing the correct letter for each letter-sound, and spelling the word correctly. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, draw an arrow from the “silent e” to the vowel for emphasis. The letter “e” can also be crossed out to illustrate that it is silent. If difficulties persist in writing, say each sound then write the letter. Additionally, after you write “mad” ask, “What letter do I write to make the letter ‘a’ say its name? I write an ‘e’ at the end of the word.”

### Adaptations using this instructional routine:

- Sound out each letter sound in the CVC word (e.g., mad, hid, kit) before explaining the “silent e.”
- Ask students to write CVC words (e.g., kit) and then write the word by adding a silent “e” (kite). Have students read the words.

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at [http://www.fcrr.org/curriculum/pdf/GK-1/P\\_Final\\_Part6.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part6.pdf)

- P.048