

17. TEACH SILENT FINAL E PAGE. (Before *Wise Guide* Section D)

Objectives:

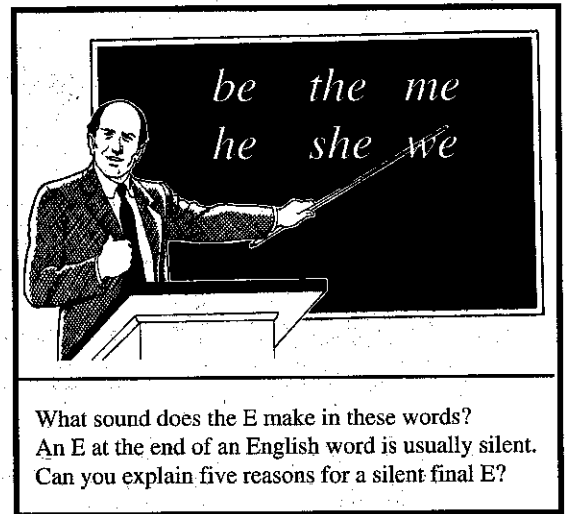
- Introduce Silent Final E's. (Mastery will come in application to words in *Wise Guide*.)
- Build the Silent Final E Page in the Learning Log annually, regardless of level.
- Teach five reasons for silent final E's in English words.

Prepare to Teach:

- View the sample completed page in Appendix C: P6/B9.
- Practice the dialogue for teaching Silent E's as you build your Silent Final E Page.
- (Optional) Have handy some plastic magnetic letters, especially U, V, E.

Review Rules Learned.

Teacher: *In Sections A - C we learned some words that end with E. Find them in your Learning Log-- be (12); the (28); me (52); he (54); she (56); we (59). Dictate them to me, so I can write them on the board. What sound did the E make in these words? (/E/) Why did the E say /E/? (E said /E/ at the end of a syllable.) Every word needs a vowel sound.*



We rarely sound the final E in multi-syllable words (*adobe, acne, apostrophe, catastrophe, epitome, recipe*). Many students make the common mistake of either adding an E where it does not belong or neglecting one that is required. These errors are minimized when a student knows the five specific reasons for adding a silent E at the end of a word. Most people, even professional linguists, have never learned this valuable information. As a result they view many regular words as rule-breakers.

In *Wise Guide* almost 25% of the words have a silent final E. Numerous other words on the list are derivatives of silent final E words. Throughout the program we will locate and analyze silent E's until the student can see and identify at a glance the reasons for the added E. This valuable, but little-known, concept will help clarify why we can or cannot drop the E in certain words. It will help students overcome the tendency to indiscriminately add E's after almost every word. Students will learn to logically explain what seems puzzling and strange to many scholars.

Follow Dialogue for Dictating Silent Final E Reference Page.

1. TYPE ONE SILENT FINAL E

Teacher: I will use the word "dime" to demonstrate the main reason for a silent final E. *I traded two nickels for a dime.* Write the sounds you hear in "dime."

Student: /d/-/I/-/m/

Teacher: Read what you have written.

Student: dim

Teacher: Add an E. The I can say /I/ because of the E. This type of E can work with any of the single vowels and will follow the pattern: a single vowel + consonant (s) + a silent E. In general we say, **The vowel sound changes because of the E.**

