



Part 2: Introduction

7 Silent E Spelling Rules

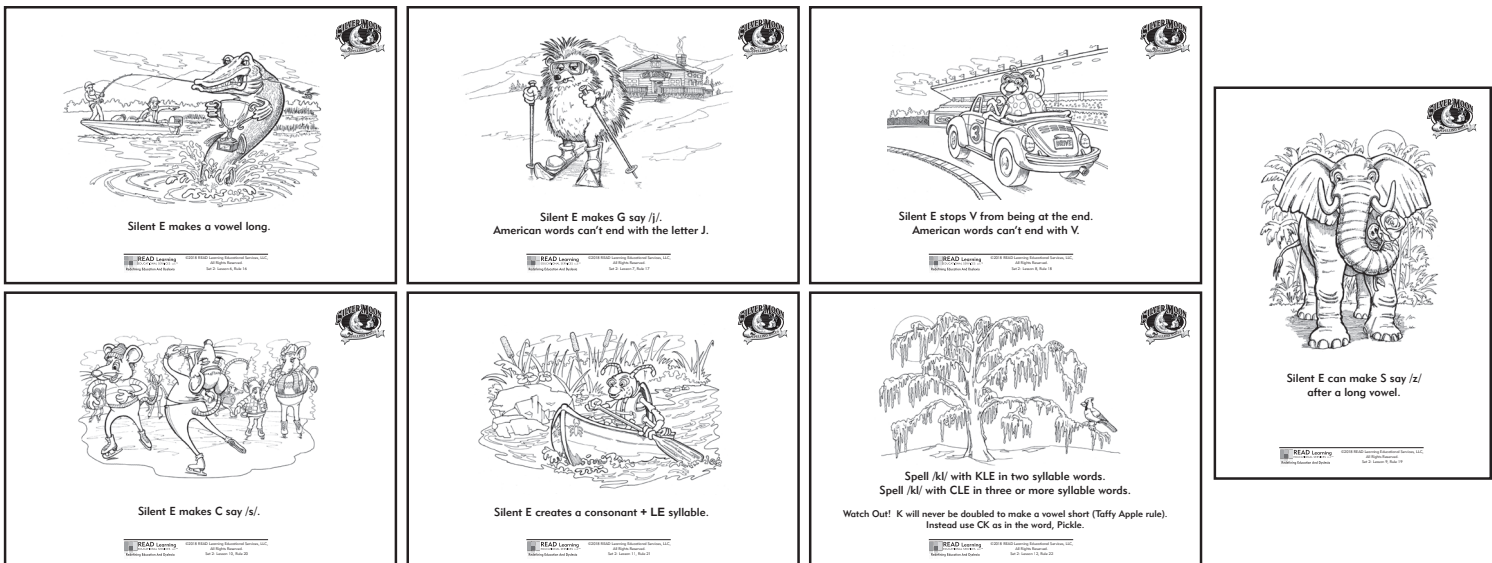
Silent E is a mystery for many struggling spellers. In part 2, students learn that Silent E is never used solely because it “looks right”. Instead, students learn that silent E is always used for a reason. Silent E is most commonly known for making a vowel say its long sound, but there are 6 other reasons for silent E.

In lessons 6 - 12, students learn all 7 reasons for silent E. They will also learn that, at times, silent E can have more than one “job” in a single word. Silent E becomes logical when students are equipped with silent E spelling rules. There has to be a reason for silent E.

Using our complementary syllable guides to support your teaching (referenced below), students will learn how to identify Silent E syllables including the consonant + LE syllable pattern. Students will also learn how to divide words that contain silent E.

Please visit www.SilverMoonSpellingRules.com to download the “Silver Moon 7 Types of Syllables Guide” and the “Syllable Division Rules Guide”.

Don't forget! Students will earn each spelling rule card after showing mastery of the corresponding rule. Students will collect all of the spelling rule cards and use them as a reference for other writing activities.





Silver Moon Spelling Rules® Form A

Part 2: Pretest

Administer the Part 2 Pretest (Form A) before teaching lessons 6-12.

See the references section, page 120, for a reproducible master copy of the entire pretest. The master copy should be used to record student responses and percent correct.

Important Note! Don't show students the correct spellings of the given words after the pretest is completed. If a student asks how they did, you can share their score, but, at this point, do not explain their errors to them. Let them know that you are looking forward to comparing their pretest with their posttest after part 2 is completed. This will allow them to see their growth.

Directions

The following nonsense words contain all 7 silent E spelling rules that will be taught in lessons 6-12. Nonsense words are used to prevent students from spelling by memory alone. This requires an understanding of silent E and its application to spelling. Clear and accurate pronunciation of words is important to get an accurate score. Pronunciations are provided for tricky words. Syllable division lines are provided for your reference. Some words can be spelled multiple ways. If the student spells a word with a different spelling pattern that produces the same sound, prompt them by saying, "Can you show me another way to spell that word?" For instance, the nonsense word, "flube" could be spelled, "flood".

Ask students to number a blank piece of paper, 1-21. Dictate the following nonsense words. Students spell the dictated words on paper. Record their score and keep the student copy to compare to their posttest (Form B), which you will give after you have taught lessons 6-12.

- | | | |
|--------------------------------|---------------------------------|--------------------------------|
| 1. spote (Prize Pike) | 8. com/tive (Live to Drive) | 15. ruce (Mice on Ice) |
| 2. clive (Prize Pike) | 9. tru/tuve (Live to Drive) | 16. dro/gle (Paddle Beatle) |
| 3. flube (Prize Pike) | 10. blise (/blize/ Rose Nose) | 17. qua/zle (Paddle Beatle) |
| 4. pinge (Huge Hedgeog Pudgy) | 11. clase (/claze/ Rose Nose) | 18. plum/ple (Paddle Beatle) |
| 5. stodge (Huge Hedgeog Pudgy) | 12. strise (/strize/ Rose Nose) | 19. chick/le (Sparkle Icicle) |
| 6. noge (Huge Hedgeog Pudgy) | 13. sprace (Mice on Ice) | 20. ran/kle (Sparkle Icicle) |
| 7. mi/bave (Live to Drive) | 14. re/vince (Mice on Ice) | 21. ta/bi/cle (Sparkle Icicle) |

_____ % correct _____/21



Lesson 6

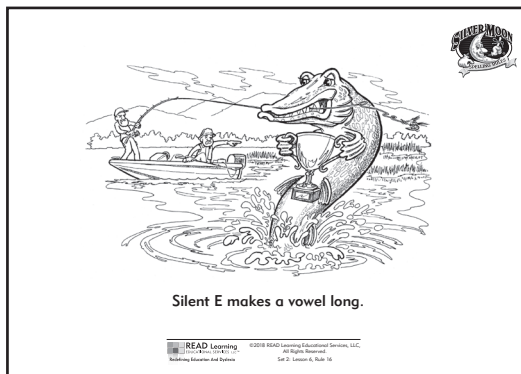
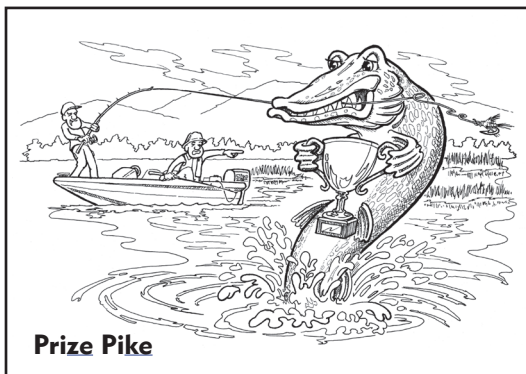
Rule 16: Prize Pike

Learning Targets

- Silent E can jump over one consonant to make a vowel say its long sound.
- Silent E syllables contain the pattern: Vowel, consonant, silent E. (sometimes shown as VCe or v_e)
- E, at the end, is silent and does not create a separate syllable.
- Silent E syllables can be combined with other types of syllables to create a multi-syllable word.

Special Notes

- Download a copy of “7 Types of Syllables” and “Syllable Division Rules” at www.silvermoonspellingrules.com. These guides will support your instruction as you work through the lessons.
- For this lesson, you will need the instructor card and student card for rule16, as pictured below.
- Students will earn the, Prize Pike rule card (small student size) after showing mastery of the rule.





Part 2, Silent E Syllables

Lesson 6

Step 1 - Review

- Review closed syllables, open syllables, and unit syllables.

Step 2 - Student Goals

Share the following student-friendly goals with the student(s).

Today we will

- Learn the first reason (spelling rule) for silent E. You will also learn how to identify a silent E syllable and the syllable division rule for silent E.

Any questions before we begin?

Step 3 - Model

Let's start by reading these words. On a whiteboard, show students the words: Tap, cap, rat, cub, and win. Have them read each word out loud.

Are the vowels in these words saying a short sound or a long sound? Short sound. **Why are they short?** Because they are closed syllables.

Watch this. I'm going to put an E on the end of each word. The E, at the end, will be silent and will make the first vowel say its long sound (name sound). This is because silent E is able to jump over one consonant in order to make a vowel shout their name.

After adding silent E to the end of each word, draw an arrow starting at the top of silent E, going over one consonant and pointing (ending) over the vowel it's making long. This depicts silent E "jumping" over a letter. Put a line through silent E to indicate that it is not voiced - it's silent. Explain this to the students.

t a p e c a p e r a t e c u b e w i n e

With silent E at the end, tap will become tape. What will the rest of the words say? Students read the words out loud. **By the way, when silent E is at the end of a word, it creates a silent E syllable. What kind of syllable?** Silent E. **How many consonants can silent E jump over?** One **What sound does it make the first vowel say?** Its long sound.

Show students the following table. **In the 1st column, why are the words rack, mack, and luck spelled with a "ck" at the end?** Because there's a short vowel in front of it - the Sick Elk rule. **Look at the words in the second**



TIPS & TRICKS

Many students get the terminology "long" and "short" mixed up. If this is a problem, use the term "name sound" instead of saying, "long sound". This reminds students that the long sound is the letter's name.



TIPS & TRICKS

To visualize silent E jumping, paint an image of silent E being on a track team. E has been practicing, but he can only jump over one letter. E's not very good at the long jump, which would be jumping over more than one letter.

Lesson 6, Rule 16



column. I've added silent E to the end of each word but what happened to the spelling of the /k/ sound? It's spelled with the letter K. Why can't we use CK? Because you can only use CK after a short vowel, and now the vowel is long. You're right, and silent E can only jump over one consonant, not two.

Closed Syllables	Silent E Syllables
rack	rake
mack	make
luck	Luke
lick	like

Let's look at some more examples. Show students the table below. *Using this table, I'd like you to change the silent E syllables in the first column to closed syllables in the second column. Be careful, the spelling on some words might change.* Show the table below and have students complete the task. Check their work and guide them when necessary. Answers are: Kit, lack, pin, hop, duck, cub.

Silent E Syllables	Closed Syllables
kite	
lake	
pine	
hope	
duke	
cube	

It's important to know that although these words have two vowels, that are not next to each other, they still only have one syllable. This is because E is silent. Only "talking" vowels (vowels that are voiced or make a sound) create a new syllable. Show examples as needed.



Part 2, Silent E Syllables

When dividing words into syllables, silent E always stays in the same syllable as the vowel it's making long. Write the word, "behave" on white board or paper. *For instance, the word, behave would be divided as: be / have. What kind of syllable is the first syllable? Open syllable. The second syllable? Silent E syllable.*



TIPS & TRICKS

In C+LE syllables, the E will be silent, yet make a new syllable. This will be taught in lesson 11.

Silent E can also be used in multi-syllable words. In multi-syllable words, silent E is usually in the last syllable. In compound words, silent E can be in both syllables. Let's look at some examples. Show students the following list of words on paper or whiteboard. **Divide each word into syllables and mark the vowels.** Students should divide the words into syllables, putting a line through silent E to indicate that it's silent and a short (breve) or long (macron) mark over the other vowels. **Read the words out loud and tell me the syllable types.** The table below contains syllable division lines for your reference.

Real Words	Nonsense Words
shore / line	nud / vite
ig / nore	scram / robe
re / quire	tri / bate
ex / pose	sep / tile
pave / ment	Sho / zude
base / ball	quin / trine

Take out the Prize Pike rule card and show the front of the card to the students.

The rule you just learned is called, Prize Pike. This is the first silent E spelling rule. What's the name of the rule? Students respond, Prize Pike.

Give students a minute to look at the picture and ask, *What do you see in the picture? Why are the words Prize and Pike used in this rule's name? Can you find the hidden letters in the picture?*

Students should connect the logic that both "prize" and "pike" contain the silent E pattern they just learned. If they don't answer correctly, explain the connection to them. Bring their attention to the colored letters in the rule's name.

Lesson 6, Rule 16

Flip the card over. Read the rule aloud while the students follow along.

Next, the students should read or repeat the rule with you. Lastly, the students should read or repeat the rule independently.



Do you have any questions before we practice spelling words with this rule?

Step 4 - Lead

Guided Practice with Real Words

Follow the steps below for each real word. The extra real words list can be used if additional practice is needed or to repeat the lesson.

Note, syllable division marks have been provided for your reference. Students do not need to include syllable division marks when they are spelling.

A. Dictate a word from the list below.

B. **Repeat the word.** Have students repeat the word aloud to ensure they heard it correctly.

C. **Tap each syllable.** This step is only used for multi-syllable words. If students tap the syllables incorrectly, model the correct tapping.

D. **Write the word.**

E. **Check your work.** Students check their work. Did they use silent E correctly?

Real Words

1. bale
2. rode
3. male
4. in/vite
5. ex/hale
6. case

Extra Real Words

1. tribe
2. fe/male
3. con/crete
4. grime
5. gave
6. life/time

Step 5 - Lead

Guided Practice with Nonsense Words

Now let's practice using nonsense words.

Follow step 4, parts A-F again. This time use nonsense words. The extra nonsense words can be used for additional practice or to repeat the lesson.



TIPS & TRICKS

- If students substitute a vowel team or unit syllable instead of using silent E, validate their knowledge and ask them how they'd spell the word using the Prize Pike rule.
- If students use a vowel team instead of an open syllable, explain that a vowel team is not necessary if the syllable is already saying a long sound.



Part 2, Silent E Syllables

Nonsense Words

1. strave
2. be-made
3. shive
4. mis/tride
5. tove
6. queve

Extra Nonsense Words

1. tes/bine
2. spote
3. du/tribe
4. chole
5. wa/strale
6. clive

Step 6 - Wrap Up & Test

Let's review what you've learned. Your new spelling rule is called...? If prompting is needed, show the front of the card, but cover the rule's name.

Try your best to tell me the rule without looking at the back of the card. Give it your best try. Short and concise is important. Don't let students ramble. Encourage them to use the same wording as on the back of the card. If needed, offer the first few words in the rule to get them started.

If they can't recite the rule or the wording is awkward, have them look at the back of the rule card to review and read aloud. Then flip the card over so they can see only the front of the card. They should try again to recite the rule from memory. Make sure not to let students flounder. Support them in this process so they don't get frustrated and overwhelmed. Some students will do very well with this, while others will have trouble. Differentiate as needed.

Since there are several spelling choices, when it comes to long vowel sounds, we're going to keep track of them on your Spelling Choices Chart. Have students fill in the first row of the Spelling Choices Chart (both tables).

Great! Let's look at your practice pages.

The independent practice pages can be photocopied and used as an exit card or test to see what students can do on their own. Use the extra real and nonsense word lists to dictate words for the spelling test in Part 2. This page also can be used at the beginning of the next lesson for review. Students need to master these concepts before moving on. Mastery is considered 90% accuracy.

Step 7 - Extension

Research shows that spelling instruction should complement reading instruction. Spelling rules should be related to and applied during your reading lessons.

Extension activities and their descriptions can be found in the beginning of this manual.

Additional activities, practice pages, informational blogs, and video demonstrations can be found at www.SilverMoonSpellingRules.com.



Lesson 6: Rule 16

Independent Practice Page

Part 1 - Finish the table. Add silent E to make a new word. Is it a real word? Read each word out loud when you are done. Make sure to check your spelling. The first row has been done.

Closed Syllable	Silent E Syllable	Real Word?	
plan	plane	Yes	No
rut		Yes	No
cut		Yes	No
grim		Yes	No
shin		Yes	No
prim		Yes	No
win		Yes	No
than		Yes	No
Ron		Yes	No
tin		Yes	No
chin		Yes	No

Part 2 - Spell real and nonsense words. *Number a piece of paper 1-15. Spell the words I dictate.*