

## Phonics First® Lesson 4-19

### Spelling Rule for Silent-e Plus Suffix

#### Concept Introduction:

- This spelling rule applies if the base word ends in a silent-e. In this rule, the emphasis is on the letter that starts the suffix. When adding a suffix that begins with a vowel, hide\* the silent-e and then add the suffix. When adding a suffix that begins with a consonant, keep the silent-e in the base word and then add the suffix.

hope + ing hoping pure + ly purely  
stare + ing staring like + ness likeness  
safe + er safer safe + ty safety

- Give students base words and suffixes on separate index cards (add color coding for more visual input). Have them spell words with the cards while verbalizing the rule as they spell the words. They can literally “hide” the silent-e card behind the suffix card.

\*The term “drop” is often used in teaching this rule. However, it is more correct to say the silent-e is “hiding behind the suffix.” It is still “there” making the vowel in the middle retain its long vowel sound.

- Before writing the words, have students say the whole word, say the base word, think about the suffix and then, decide if the e needs to be hidden or not.

Silent-e Plus Vowel Suffix Rule Poster:

**Silent-e + Vowel**  
**Suffix Rule**

If the base word is:  
Silent-e...

*and you add a suffix which  
begins with a vowel...*

**Hide the “e”**  
*but*

*if you add a suffix which  
begins with a consonant...*

**Keep the “e”**

**Multisensory Activities:**

- **To “e” or Not to “e”? Activity:** (*Copy and cut apart the To “e” or Not to “e”? cards on the following pages.*)
  1. Give students the pile of Silent-e base words (*black*) and set aside.
  2. Give students the pile of suffixes (*blue*) and ask them to find suffixes which begin with a vowel and make a pile.
  3. Now place the pile of base word cards on the left and the suffix pile (which starts with a vowel) to the right with a space in between.

<b>hope</b>
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<b>ing</b>
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4. Go through the piles of cards by flipping them over and making new words. Every time a new word appears, ask your student to slide the suffix card over the Silent-e of the base word to “hide” it; practice reading the word.
- **To “e” or Not to “e”? Activity Extension:** (*Copy and cut apart the To “e” or Not to “e”? cards on the following pages.*)
    - Once students have practiced applying the Silent-e Rule, repeat the activity (above) but this time challenge students by using all the suffix (*blue*) cards. Now students must decide whether or not to apply the rule based on the suffix (hide the “e” if the suffix begins with a vowel, push the cards together if the first letter of the suffix is a consonant); read each word.
  - **Hide and Seek:**
    - Ask 4 students to line up at the front of the room and give each child a letter card which will spell a Silent-e word (*ex: hope*).
    - Ask more students to line up to the right of the Silent-e word to make up a suffix (*ex: ed*). Have the groups stand a few feet apart.
    - Tell students the person holding the Silent-e card only likes to play “*Hide and Seek*” with vowels (not with consonants).
    - The students who are holding the suffix cards now shuffle (in a line, in order) to their right toward the Silent-e word. As they get closer, the student holding the Silent-e card looks at the first letter of the suffix. If it is a vowel, the “e” hides behind the first letter of the suffix. If the suffix begins with a consonant, the students all stand shoulder to shoulder. Students read the word.

- **Put Your Fingers in the Air:**
  - Once students have extended practice with this rule, ask them to listen to words which use the 1-1-1-v Doubling rule and Silent-e words with suffixes. If the word uses the 1-1-1-v Doubling Rule, students put two fingers in the air; if it needs the Silent-e rule, students hide their eyes.
    - Word List: hopping, liked, making, slipping, reddest, cutest, braver, topped, graded, slimy, thinning, hoped (*notice the first vowel is short in the 1-1-1-v Doubling Rule words and long in the Silent-e words.*)
  
- **Which Word? Bingo:**
  - Give each student one of the *Which Word? Bingo Boards on the following pages*. Make a copy of the *Which Word? Bingo Cards on the following pages, cut apart, mix and stack*. Take turns picking a card and then read the word and syllable. Find the completed word on one of the bingo boards and cover the bingo space with the card. Keep picking cards until one person has their board covered.
  
- **When Do I Hide? Card Pop:**
  - Give each student an index card and ask them to design a Silent-e (*Magic-e*). Say different suffixes and ask students to listen to the first sound (*letter*) in the suffix. When students hear a vowel at the beginning of the suffix, they are to “hide” their Silent-e card. If they hear a consonant, they “pop” their Silent-e card into the air.
    - Suffixes: *-en, -ed, -ful, -ish, y (pronounced /ē/), -less, -ment, -ing, -er, -ness, -est, -ful, -ly, -like*

To "e" or Not to "e" Base Word Cards:

<b>fine</b>	<b>joke</b>
<b>wave</b>	<b>bike</b>
<b>chase</b>	<b>bake</b>
<b>bone</b>	<b>hide</b>
<b>like</b>	<b>wire</b>

To "e" or Not to "e" Base Words with Blends Cards:

<b>smile</b>	<b>brave</b>
<b>trade</b>	<b>snake</b>
<b>plate</b>	<b>slide</b>
<b>scrape</b>	<b>pride</b>
<b>stripe</b>	<b>spoke</b>

To "e" or Not to "e" Suffix Cards:

<b>est</b>	<b>ed</b>
<b>less</b>	<b>ness</b>
<b>ly</b>	<b>y</b>
<b>er</b>	<b>ish</b>
<b>ing</b>	<b>ful</b>

Which Word? Bingo Boards:

<b>hoping</b>	<b>ridding</b>	<b>matted</b>
<b>riding</b>	<b>planed</b>	<b>scrapped</b>
<b>scraped</b>	<b>mated</b>	<b>planned</b>

<b>griping</b>	<b>moping</b>	<b>striped</b>
<b>stripped</b>	<b>cutter</b>	<b>mopping</b>
<b>cuter</b>	<b>gripping</b>	<b>hopping</b>

Which Word? Bingo Cards:

<b>hope + ing</b>	<b>rid + ing</b>	<b>mat + ed</b>
<b>ride + ing</b>	<b>plane + ed</b>	<b>scrap + ed</b>
<b>scrape + ed</b>	<b>mate + ed</b>	<b>plan + ed</b>
<b>gripe + ing</b>	<b>mope + ing</b>	<b>stripe + ed</b>
<b>strip + ed</b>	<b>cut + er</b>	<b>mop + ing</b>
<b>cute + er</b>	<b>grip + ing</b>	<b>hop + ing</b>

**Dictation Words Activities:** *(Use the Dictation Word Cards on the next pages for the following activities):*

- **Go Fish:** *(Make **two** copies of the Dictation Word Cards and cut apart.)* Mix the cards, deal 3 to each player, and place the rest face down on the desk. When playing “Go Fish”, students ask for the match to one of the cards in their hand. If the other player has it, he/she must hand it over. The first player lays that pair to the side and it is the other person’s turn. If the other player does not have it, the person who asked picks a card from the card pack.
  - **Challenge:** Use the word in a sentence or define.
  
- **Memory:** *(Make **two** copies of the Dictation Word cards and cut apart.)* Place cards face down on the table. Students take turns flipping over two cards. Students say each word. If the words are a match, the student keeps the pair. Play passes to the next player. If the cards are not a match, the cards are replaced, and it is the next person’s turn.
  - **Challenge:** students define or use the word in a sentence when they have a match.
  
- **Word Sort:** *(Words and Sort Charts on the following pages.)* Sort Dictation Word cards into categories (Keep the ‘e’, Hide the ‘e’; noun/verb/adjective, etc.)
  
- **Tic-Tac-Toe:** *(Make **one** copy of the Dictation Word cards and cut apart.)* Draw a Tic-Tac-Toe board on a white board or paper. Play “Tic-Tac-Toe” by placing the Dictation Word Cards face down in a pile and choosing two different colored markers (anything except red). Players take turns picking a word card and reading it to the other player. The other player must then pound, fingertap, and write the word in a space of his/her choice. Continue taking turns until someone gets 3 in a row of their color or the game is a tie.
  
- **Sentence Savvy:** *(Make **one** copy of the Dictation Word cards and cut apart.)* Students select a Dictation Word Card and create a sentence using that word. Students then write the sentence\* on lined paper while gluing the word card into the sentence.
  - **Challenge:**
    - Ask students to use 2 or more words in one sentence\*
    - Ask students to use these words in questions\*, exclamations\*, titles\*, quotes\*, etc.    *\*Remember to only make corrections on phonetic words*

- **Race to Read:** (Make **one** copy of the Dictation Word cards and cut apart.) Place cards in a stack face down. Use a stopwatch to time students as they read the Dictation Word cards (correctly) one at a time. Record their time. Repeat often as students constantly try to “beat” their old records.

### **Fingertapping:**

- **Teacher says:** "baking"
- **Students say:** "baking" (pound 2x)
  - *Note: as students are pounding the word, draw their attention to the suffix. Remind them if the suffix begins with a vowel, they will need to add the suffix without the e on the base word (hide the e).*
- **Teacher asks:** “base word...?”
- **Students say:** “bake” (pound and fingertap): "/b/, /ā/, /k/", Write.
- **Teacher asks:** “suffix...?”
- **Students say:** “ing” (pound and write)
  - (Read the clean copy)

Dictation Word Cards:

<b>baking</b>	<b>pureness</b>	<b>bravely</b>	<b>safety</b>
<b>likely</b>	<b>smiling</b>	<b>widen</b>	<b>cuteness</b>
<b>sameness</b>	<b>taming</b>	<b>hateful</b>	<b>mover</b>
<b>awful</b>	<b>sharing</b>	<b>tireless</b>	<b>joker</b>
<b>icy</b>	<b>broken</b>	<b>placement</b>	<b>smoky</b>
<b>shining</b>	<b>rarely</b>	<b>smoking</b>	<b>poker</b>
<b>shaving</b>	<b>useful</b>	<b>hiring</b>	<b>frozen</b>
<b>whining</b>	<b>stony</b>	<b>skater</b>	<b>movement</b>
<b>safest</b>	<b>riding</b>	<b>striped</b>	<b>rider</b>

**Dictation Words Sorts:**

<b><u>Keep the 'e'</u></b>	<b><u>Hide the 'e'</u></b>

**Dictation Words Sorts (Parts of Speech):**

<b><u>Noun</u></b>	<b><u>Verb</u></b>	<b><u>Adjective</u></b>

**Dictation Sentences Activities** (Make **one** copy of the *Cut-Apart Dictation Sentences* on the following page and cut apart to use with the following activities.)

- **Dictation Sentence Match:** Give students the sentence parts and match to create correct sentences while practicing fluency and comprehension.
- **Match Me:** Give the first part of the *Cut-Apart Dictation Sentences* (starts with a capital letter) to half of your group and the last part (ends with punctuation) to the other half. Students then find their “match”.
- **Memory:** Place *Cut-Apart Dictation Sentence Cards* face down on the table. Students take turns flipping over two cards. Students read each phrase. If the phrases are a match (makes a Dictation Sentence), the student reads the sentence and keeps the pair. Play passes to the next player. If the cards are not a match, the cards are replaced, and it is the next person’s turn.
- **Sentence Savvy:** Students select one part of a *Cut-Apart Dictation Sentence* and create a different beginning/end for that sentence. Students may then write their new sentence\* on lined paper while gluing the sentence part card into the sentence.
  - **Challenge:**
    - Ask students to write a sentence which may come before/after their sentence\*
    - Ask students to create questions\*, exclamations\*, titles\*, quotes\*, etc. using their sentence part.

*\*Remember to only make corrections on phonetic words and Red Words which have already been taught.*

**More Dictation Sentences Activities:**

- **Find the Sound:** (Make **two** copies of the *Find-the-Sound Dictation Sentences*.) Give one copy of the Sentences and a highlighter to each person. At, “One, two, three, Go!” both participants race to find and highlight the words with *suffix -e*. Practice reading the highlighted words and sentences.

*Cut-Apart* Dictation Sentences:

The skater liked icy weather.

My friend is tireless in her work.

Is the joker in the deck of cards?

The likely answer is to widen the road.

Was your dad baking a birthday cake?

The woman already hired the safest mover.

Ed stored the frozen fish in his freezer.

They caught Sam riding the pony in the rain.

*Find-the-Sound* Dictation Sentences:

**The skater liked icy weather.**

**My friend is tireless in her work.**

**Is the joker in the deck of cards?**

**The likely answer is to widen the road.**

**Was your dad baking a birthday cake?**

**The woman already hired the safest mover.**

**Ed stored the frozen fish in his freezer.**

**They caught Sam riding the pony in the rain.**