



PARENT LITERACY NIGHT

Literacy Essentials: The Road from Spelling to Reading

What is a syllable?

- A syllable is a word or word “chunk” containing one vowel sound and all the consonants that are spoken with it.
- Since single vowels can represent more than one sound, knowing the rules about English syllable types and how the syllable type affects the vowel sound is a powerful tool when decoding and spelling words.

Let's Review:

Closed Syllable:

- ❖ Contains a single vowel followed by one or more consonants.
- ❖ The single vowel says its first sound.

Open Syllable:

- ❖ Contains a single vowel at the end of the syllable. No consonant to close in the vowel.
- ❖ A-E-O-U usually say their name.
- ❖ I & Y usually say /E/ or /I/ but may say /i/.



TONIGHT'S OBJECTIVE

Understanding the Jobs of Silent Final E and the next two Syllable Types.

Interrogate the E! Why are you here E?

There are many jobs for Silent Final E. In fact, there are six in total. It is helpful for scholars to have a good understanding of each job. This will assist in both spelling and decoding unfamiliar words.

Silent Final E Job 1: Vowel Consonant E

“The E makes the vowel say its name!”

- This job is also considered a syllable type (VCE). However, the silent final E is not counted as a vowel in the syllable count.
- This is the most frequent way we change the single vowel from saying its first sound to saying its second sound or “name”.
- We can transform a Closed Syllable to VCE Syllable by adding Silent Final E.

Silent Final E Job 1: Vowel Consonant E

“The E makes the vowel say its name!”

cap		cape
them		theme
fin		fine
hop		hope
cub		cube
tub		tube

When sounding these words for spelling it is important to ask yourself “What is making the vowel say its name?”

Although we’re done sounding our word, we’re not done writing it!



PHONOGRAMS 1-26

“My Turn, Your Turn”

Silent Final E Job 2: V & U

“English words do not end in V or U, so add SFe.”

How it sounds:

How it's spelled:

h a v (closed)

h a v e

v a l · u (open)

v a l · u e

s o l v (closed)

s o l v e

g l u (open)

g l u e

Although we're done sounding our word, we're not done writing it!

Silent Final E Job 3: C & G

“The E makes C and G say their second sound.”

This job of Silent Final E is in relation to two other Consonant Rules:

❖ C followed by E, I, or Y **says** /s/

For example: c i t y

{There is no question that the C is using its 2nd sound}

❖ G followed by E, I, or Y **may** say /j/.

For example: g e m

{Here if you are unfamiliar with the word you would try both sounds of G}

Silent Final E Job 3: C & G

“The E makes C and G say their second sound.”

When using SFe Job 3 the C and the G will **ALWAYS** say their second sound.

How it sounds:

d a n s (but we're using [c])

ch ar j (but we're using [g])

How it's spelled:

d a n c e

ch ar g e

Although we're done sounding our word, we're not done writing it!

Silent Final E Job 4:

“English syllables must have a written vowel, so add SFe.”

- ❖ This job is also considered a syllable type (L-E). Unlike Job 1, the silent final E is counted as a vowel in the syllable count.
- ❖ Something to remember: although there can only be one vowel sounded within a syllable, in this instance the vowel is not making a sound but **MUST** be present.

How it sounds:

t a · b l

i · d l

How it's spelled:

t a · b l e

i · d l e

Although we're done sounding our word, we're not done writing it!



PHONOGRAMS 27-55

“My Turn, Your Turn”

Silent Final E Job 5: S Job

“S is not a Suffix, so add SFe.”

- ❖ To form the plurals of most nouns and to form singular verbs we simply add S.

c a t s

h o p s

- ❖ When a main idea word ends with a single letter S, the Silent Final E is added to show the S belongs to the base word and is **NOT** a suffix.

Silent Final E Job 5: S Job

“S is not a Suffix, so add SFe.”

How it sounds:

How it's spelled:

m o u s

m o u s e

n u r s

n u r s e

p l e a z (but we're using [s])

p l e a s e

p r a i z (but we're using [s])

p r a i s e

Silent Final E Job 6: “Odd Job E!”

- ✓ Lengthening two letter main idea words.

are

axe

- ✓ Were pronounced at one point in time.

- ✓ Differentiating homophones, words that sound the same, but aren't spelled the same and have different meanings.

or

ore

- ✓ Other reasons.

Generally, when E is used at the end of a word we first consider the other 5 reasons that we know for Silent Final E, and by a process of elimination, if it is none of the other 5, it is likely Job 6.

Super E!

Sometimes a word may be using multiple jobs of SFe. In these instances Job 1 is always involved!

be · have ice vase



PHONOGRAMS 56-72

“My Turn, Your Turn”



WHAT CAN I DO AT HOME?

Supporting strategies to try with your scholar!

How can I improve my child's decoding skills?

- Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.
- Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before.

What the problem may look like from a parent's perspective...

- She often gets stuck on words when reading. I end up telling her many of the words.
- His reading is very slow because he spends so much time figuring out words.
- She's not able to understand much about what she's read because she's so busy trying to sound out the words.

What the problem may look like from a parent's perspective...

- It's as if he doesn't know how to put the information together to read words.
- Saying "sound it out" to her just seems to make her more frustrated.
- He guesses at words based on the first letter or two.

Modeling reading strategies is an effective way to support decoding skills.

- ✓ Struggling decoders may need more opportunities to see you model a strategy.
- ✓ They may also need more guided practice and prompting to use strategies.

Supporting strategies to try at home:

“My turn,
Your
turn!”

To encourage their confidence, try “choral” reading with your scholar, reading at the same time. This can help them sound out their words.

- ✓ Approaching difficult words together will help your child work through the process of decoding.
- ✓ As your child begins to recognize more words, experiment by “dropping out” of your choral reading practice.
- ✓ Begin by omitting a few words, then work your way up to trailing off and allowing your child to take the reigns.

Supporting strategies to try at home:

“Let’s
read
together!”

This is especially powerful when dealing with vowels.
All vowels have more than one sound.

- ✓ If your child tries a sound and it doesn't work, have them try another!

For example:

I **o**move from side **o** side.

She can **o** ten **u**sh ups.

The **ea**sant **ea**ther is **ea**t for ice **ea**m!

Supporting
strategies to try
at home:

“Try a
different
sound”

Bees

Beekeepers take care of bees.	5
The bees live in boxes called hives .	12
Beekeepers open the hives to check the bees.	20
But first, they put on special hats and gloves .	29
They put on boots and suits.	35
The bees are working inside the hive .	42
The bees store honey in the honeycomb.	49
The queen bee is bigger than the other bees.	58
Her job is laying eggs.	63
The eggs become bees.	67
Soon, the new bees are working, too!	74

Supporting
strategies to try
at home:

“Pre-read
to find
tricky
words!”

Prompting a child to attempt a word...

Try asking or saying one of these:

- We're using basic code.
- Do you see any multi-letter phonograms?
- What does a single vowel say in a closed syllable?
- What can a single vowel say in an open syllable?
- Why are you here E?
- What do we know about English words?

Final thoughts...

- ❖ This presentation will be available to access and I encourage you to revisit it as often as you need.
- ❖ Thank you for your time and efforts to support your scholars at home! Together we can make a difference!

~Learn the True, Do the Good, Love the Beautiful~



ON YOUR WAY OUT PLEASE TAKE A

Bookmark that will support your scholar while reading!