



About the Book

Text Type: Fiction/Fantasy Page Count: 10 Word Count: 76

Book Summary

What happens when your tub becomes a tube? *Silent e* demonstrates how the letter e can change the sound and meaning of a word when added to the end. It provides illustrated examples throughout the text, as the young superhero zaps the letter e onto the end of words with hilarious results.

About the Lesson

Targeted Reading Strategy

- Retell


Objectives

- Use the strategy of retelling to understand the text
- Identify cause and effect
- Discriminate initial consonant /w/ sound
- Identify initial consonant Ww
- Identify and use the pronoun I
- Understand and arrange words in alphabetical order

Materials

Green text indicates resources that are available on the website.

- Book—*Silent e* (copy for each student)
- Chalkboard or dry-erase board
- Sticky notes
- Dictionaries
- Sheets of paper
- Cause and effect, initial consonant Ww, pronoun I worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *how*, *into*, *what*
- Content words:
Story critical: *change* (v.), *hears* (v.), *mean* (v.), *silent* (adj.), *sound* (v.), *words* (n.)

Before Reading

Build Background

- Ask how many students know what a silent letter is. Have students turn to their neighbor and discuss what letters they know that are sometimes silent and what words they can think of that have silent letters.
- Have students share their words and letters with the group. Write the words on the board and underline the letters that are silent.

- Explain to students that they will be reading a book that demonstrates how the silent letter e can change the way a word sounds and what it means.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's names, illustrator's name).

Introduce the Reading Strategy: **Retell**

- Explain to students that effective readers stop periodically while they are reading to think about and retell what has happened so far in the story in order to remember what they have read.
- Remind or introduce to students that retelling is something they do already in their everyday life. Explain that people are always retelling stories when they describe what happened at school or explain what happened in the movie they just saw. Point out that when retelling, students need to remember to give the details in order.
- Model retelling a familiar story in detail such as *Goldilocks and the Three Bears*.
Think-aloud: *In Goldilocks and the Three Bears, there is a little girl named Goldilocks who decides to go for a walk one morning and wanders too far into the forest. She finds a little cottage that belongs to a bear family, but they are not home because they went for a walk while their morning porridge was cooling off. She walks into their house and finds their porridge on the kitchen table. Goldilocks is very hungry, so she takes a bite of the porridge from Papa Bear's big bowl, but it is too hot! Ouch! Then, she tries a spoonful from Mama Bear's medium-sized bowl, but it is too cold. Brrrrr! Finally she tries a bite from Baby Bear's small bowl, and it is just right, so she eats it all up!*
- Invite volunteers to finish retelling the story with details.
- Distribute sticky notes to students to stick on pages 4, 6, 8, and 10 of the book. Explain to students that after they read the pages with the sticky notes, they need to stop, think, and retell in their mind what has happened in the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Explain to students that as they read, it can be very helpful to think about what happened and why it happened. This helps readers better understand what they read. Explain or review that a *cause* is an action that makes something happen, and an *effect* is what happens because of the action.
- Model how to identify cause and effect.
Think-aloud: *When I read, I always try to think about what happened and why it happened. For example, if a character in the story is laughing, I read on to find out why she is laughing. Her friend might have told a funny joke. The effect would be that she is laughing because her friend told a funny joke. The joke was the cause of the laughter.*
- Write an example on the board such as *The boy was all wet*. Ask students to brainstorm to generate a list of causes, or reasons why, the boy was all wet. Write all answers on the board. Examples of answers could include *he got caught in the rain, he was swimming or playing in a sprinkler, a friend poured a bucket of water on him as a joke*, and so on.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *What is the girl in the mask and cape doing? That's right, she is changing the man's hair. The word change begins with the consonant blend /chl/. Point to the word change in both places on page 4.*

- Write the following story-critical words on the board: *change, hears, mean, silent, sound, words*.
- Read them to students, and then have students read them aloud chorally as you point to them. Point out that these words can be found in the story.
- Have students turn to their partner, and assign a word to each pair. Have them discuss, write, and draw what they think the word means. Invite students to share their definitions and drawings with the group. As a group, create a definition for each word.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *silent* in the dictionary. Ask a volunteer to read the definition of *silent*. Have students compare the dictionary definition with the definition the group wrote.
- Have students follow along on page 10 as you read the sentence in which the word *silent* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about the silent letter e. Remind them to pause at the end of the pages with sticky notes to retell, in their mind, what has happened so far in the story.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to turn to page 3. Have them stop at the end of page 4. Remind them to use their finger to point to each word as they read. If a student finishes early, encourage him or her to go back and reread.
- Model retelling.
Think-aloud: I stopped at the end of page 4 to retell in my mind what I read so far. I learned that the letter e can be seen but not heard. When it's placed at the end of certain words, their meaning and sound are changed. I wonder what other words it can change.
- Have students read page 5. Explain that the cause on this page is the letter e being added to the word *cap*. The effect is what happens because the letter e was added to the word *cap*. Have a volunteer tell the effect of the cause (*cap* became *cape*, which changed the meaning and sound of the word).
- Draw a two-column chart on the board with *Cause* as the heading of the first column and *Effect* as the heading of the second column. Say: *I will write "The letter e was added to the word cap," under the Cause heading. Then, I will write, Cap became cape, which changed the meaning and sound of the word, under the Effect heading.*
- Introduce and explain the [cause-and-effect worksheet](#). Have students write the information about the cause-and-effect relationship that was just completed together on their worksheet.
- **Check for understanding:** Have students read to the end of page 8. Ask them to retell what they have read so far with their neighbor. Under the *Cause* column on the board, write *What caused the words to change their sounds and meanings?* and have students write it on their worksheet along with the effect (*adding silent e*). Encourage them to continue to write any other cause-and-effect relationships on their worksheet.
- Have students read the remainder of the book. Remind them to retell what they have read so far and to think about all the cause-and-effect relationships to help them remember and comprehend the events in the story.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- With details, retell the events of the story after *tub* was changed to *tube*.
Think-aloud: The girl with the e wand changed can to cane. Then, she changed twin to twine. After that, she told us that she changes the meaning and sound of a word and that her name was silent e.
- Have students turn to their partner and take turns retelling the story from the beginning. When you walk around and listen, make sure students are retelling the correct details in sequential order and include the main characters, problems, and solutions.

Reflect on the Comprehension Skill

- **Discussion:** Have students look at their cause-and-effect worksheet and discuss what they wrote in each column.
- **Independent practice:** Have students write any other causes and effects that they can think of on their worksheet. Have them share their answers, if time allows.
- **Enduring understanding:** *In this book, you learned that when the letter e is added to the end of certain words, it changes their sound and meaning. The e makes the other vowel in the word a long vowel. Do you think this information will help you know how to read a word when it ends in a silent e?*

Build Skills

Phonological Awareness: Initial consonant /w/ sound

- Say the word *words* aloud to students, emphasizing the initial /w/ sound. Have students say the word aloud and then say the /w/ sound.
- Have students practice making the /w/ sound aloud with a partner. Then, have them work with their partner to come up with a list of other words that begin with the /w/ sound. Ask students to share their list with the class.
- **Check for understanding:** Say the following words one at a time and have students touch their finger to their nose if the word begins with the /w/ sound: *week, wild, mail, rest, whip, twin, wish.*

Phonics: Initial consonant Ww

- Write the word *words* on the board and say it aloud with students.
- Have students say the /w/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /w/ sound in the word *words*.
- Have students practice writing the letter *Ww* on a separate piece of paper. Tell them to make the sound of the letter as they write it.
- **Check for understanding:** Write the following words that begin with the /w/ sound on the board, leaving off the initial consonant: *win, will, went, walk*. Say each word along with the students. Invite volunteers to come to the board and write the initial consonant *Ww* to the beginning of the words.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant Ww worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Pronoun I

- Have students turn to page 10 of the book. Have them follow along with their finger as you read the page. Ask students who the word *I* is referring to (the girl in the cape and mask). Explain the word *I* is used throughout the book because the girl is the one telling the story. Point out that whenever they tell a story about something that happened to them, they use the word *I*. Say: *When I stands alone, it should always be capitalized.*



Ask students to go back through each page in the book and underline the word that shows who is telling the story or that stands for the girl.

- **Check for understanding:** Say an / statement about yourself. Invite students to share / statements.
- **Independent practice:** Introduce, explain, and have students complete the [pronoun / worksheet](#). If time allows, discuss their answers.

Word Work: **Alphabetical Order**

- Explain to students that sometimes words are put in a list in alphabetical order. This is a way to organize words so they can be easily found. Remind or explain that to put words in alphabetical order, they need to look at the very first letter of each word and figure out which one of those letters comes first in the alphabet.
- Write the words *silent* and *change* on the board. Underline the first letter in each of the words. Ask students which letter comes first in the alphabet, s or c. Explain that because c comes before s in the alphabet, the word that starts with c, *change*, would come first in an alphabetical list.
- **Check for understanding:** Write the words *hears* and *mean* on the board. Invite volunteers to underline the first letter of each word. Have students explain which word would come first in alphabetical order and why.
- **Independent practice:** List these words in the following order on the board: *sound*, *words*, *change*, *mean*, *hears*. Have students write the words in alphabetical order on a separate sheet of paper. When they have finished, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them retell the story from the beginning to someone at home.

Extend the Reading

Writing and Art Connection

Have students write their own page to add to the book. Write the following sentence frame on the board: *Watch me work. I change _____ into _____.* Explain that each student will need to pick a word that changes when an e is added to the end, such as *slim* into *slime*. Then, have students draw pictures to illustrate the first word and the word it changes into.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can**

- accurately and consistently retell the story during discussion to understand text;
- accurately identify cause-and-effect relationships during discussion and on a worksheet;
- accurately discriminate initial consonant /w/ sound during discussion;
- identify and write the letter symbol that represents the /w/ sound in text, during discussion, and on a worksheet;
- correctly identify and understand the use of the pronoun / during discussion and on a worksheet;
- understand how to alphabetize words during discussion.

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)