

STEPS:**Tutor:**

Brings out the 7 Silent-E Unit tiles.

“Tell me the sound it makes, then tell me an example word.”

Student:

Pronounces a unit.

Says an example word.

A: Sounds of Units

TUTOR NOTE: Try doing all the procedures withOUT having the Unit page visible. If your student cannot answer the questions without them, you may bring out the next page.

- *Tutor brings out TURE, ICE, ACE, AGE, ATE, ITE, INE*

“These are the Silent-E Units. Pick one of them.”

- *Student pulls out one of the tiles*

“What does that say at the end of a multi-syllable word?”
student makes appropriate sound

“As in what word?” student says word

- *Tutor repeats this process until no tiles remain*

Silent-E Units

ice = office

ace = palace

age = package

ine = engine

ite = opposite

ate = chocolate

ture = picture

STEPS:

Student:

Word frame is optional.

Read the word.

If unsure or inaccurate:

With a pencil, put a dot below each vowel.

Count the letters between the dots.

Draw a dividing line.

Pronounce each syllable exactly as it is divided.

Say it fast like a word.

B: Read Words on Paper

“Now you’re going to read words on paper. Would you like to use the Word Frame?”

*****OPTIONAL*****

After your student has read all the words, have him put a checkmark in front of words that end in a Silent-E Unit.

Then have him put a box around words that end with a Consonant-LE syllable.

On the remaining words, have the student tell you how many jobs the Silent-E is doing. Have him tell you each job.

Posttest
READ THESE WORDS
Word Frame is optional

budge

integrate

receptive

stance

drive

menace

cellophane

image

appetite

savage

existence

resemble

swindle

refuse

delicate

justice

masculine

capture

Bryce

cringe

hypocrite

Dictate Words

pro-VOKE

HENCE

FLANGE

sub-FICE
(Suffice)

PLEDGE

SPRUCE

SOLVE

re-FUZE
(Refuse)FRAC-/cher/
(Fracture)OH-fis **
(Office)ex-PIRE
(Expire)EN-jin **
(Engine)SMUH-gl
(Smuggle)

ad-HE-sive

OB-stih-nit **
(Obstinate)CLAV-ih-cl
(Clavicle)**WARN STUDENT:** These are
Greek Words:FRAZE
(Phrase)SIL-luh-bl
(Syllable)PROF-eh-see
(Prophecy)C: Spell Real Words with Tiles

“Now you’re going to spell real words with tiles. You can look at the Silent-E Spelling Rules page whenever you wish.”

TUTOR NOTE: Try to get your student to use the reliable spelling rules on the page instead of the spell checker—except on those words marked with **. Those words must either be known from memory or looked up.

“The first word is PRO-VOKE.”

“Repeat that word.”

“Tap the syllables.”

“Go ahead and build that word.”

“That word says?”

Silent-E Spelling Rules

Jumps over 1 blue tile to make a vowel long (luck, Luke)

**Long vowel plus one consonant or digraph
one-syllable word:**

A, I, O, or U = Silent-E (safe, pine, rope, rude)

E = EE (feet)

last syllable of multi-syllable word:

A, E, I, O, or U = Silent-E (complete)

/z/ at end = se (rise)

/s/ at end = ce most of the time (rice)

/j/ at end = huge bridge

/jee/ at end = gy (strategy)

/v/ at end = ve (give)

/iv/ at end = ive (expensive)

/cher/ at end = ture (nature, natural)

only consonants at end = consonant-LE (bottle)

/cl/ at end = sprinkle vehicle (but not uncle, cycle, circle)

unless it's a suffix: tropic, tropical

STEPS:**Student:**

Word frame is optional.

Say just the baseword.

Read the entire word

If unsure or inaccurate:

With a pencil, put a dot
below each vowel.

Count the letters between
the dots.

Draw a dividing line.

Pronounce each syllable
exactly as it is divided.

Say it fast like a word.

D: Read Words on Paper

“Now you’re going to read words on paper. Would you like to use the Word Frame?”

“Each word has a suffix. Some also have a prefix.”

“Say just the Baseword, then say the entire word.”

*****OPTIONAL*****

Put a checkmark in front of words that used the Doubling rule.

Circle words in which the Y was dropped from the Baseword, or the E was dropped from a Vowel Team.

Put a box around the three Greek words.

Posttest
READ THESE WORDS
Word Frame is optional

diner

apologize

pined

pinned

tidal

lecturing

sloping

diner

continual

rarity

deciphering

puzzling

momentous

structural

misgivings

recital

symphonic

indigestible

slopping

manageable

impurity

Dictate Words

GRIH-ping
(Grip, Gripping)

GRI-ping
(Gripe, Gripping)

BUH-king
(Buckle, Buckling)

TRA-suble
(Trace, Traceable)
Don't drop E due to CE

STRUC-cher-ul
(Structure, Structural)

ad-van-TA-jus
(Advantage,
Advantageous)
Don't drop E due to GE

EN-vee-us
(Envy, Envious)

VAL-u-able
(Value, Valuable)

e-CON-o-mize
(Economy, Economize)

E: Spelling Words with Suffixes

“Now you’re going to use the tiles and spell real words that have suffixes. You can look at the Silent-E Spelling Rules page, or the Suffix Spelling Rules whenever you wish.”

“The first word is GRIH-ping.”

“Repeat that word.”

“What’s just the Baseword?” Grip

“Build the Baseword first.”

“That word says?”

“Now make it say GRIPPING.”

Suffix Spelling Rules

Plural:

Add S

Add ES if Baseword ends in S, X, Z, SH, CH, TCH

Add ES if Baseword ends in O (most of the time)

Doubling Rule:

If syllable is accented, ends with CVC + Vowel suffix
(tapping, regretted)

Change Rule:

Change Y to I before adding *any* suffix (copier, plentiful)

Use ES (puppies)

But not if:

Suffix starts with i (crying)

Vowel Team (stayed)

Dropping Rule:

Drop a Silent-E before adding a Vowel suffix (taping, changed)

But not if:

Baseword ends in CE or GE

And suffix does not start with Watch-Out vowel

(traceable)

UE (continuous, valuable)

Y if IZE or IC (economize, economic)

STEPS:

Student:

- Word frame is optional.
- Read the entire word.
- Say the smaller, related word.

If unsure or inaccurate:

- With a pencil, put a dot below each vowel.
- Count the letters between the dots.
- Draw a dividing line.
- Pronounce each syllable exactly as it is divided.
- Say it fast like a word.

F: Read Words on Paper

“Now you’re going to read words on paper. Would you like to use the Word Frame?”

“After you read each word, tell me what the smaller, related word would be.”

“The first word says?”

“What’s the smaller, related word?”

Posttest
READ THESE WORDS
Word Frame is optional

elevation

supression

dictation

decision

quotation

confusion

vibration

invasion

regulation

collision

injection

suspension

eruption

computation

procrastination

tension

admission

speculation

explosion

definition

expression

Dictate Words

AC-shun

(Act, action)

de-VO-shun

(Devote, Devotion)

ex-PAN-shun

(Expand, Expansion)

e-RO-zhun

(Erode, Erosion)

in-SPEC-shun

(Inspect, Inspection)

ex-eh-CU-shun

(Execute, Execution)

con-FU-zhun

(Confuse, Confusion)

com-bih-NA-shun

(Combine, Combination)

con-FEH-shun

(Confess, Confession)

FIC-shun

(no related word, Fiction)

G: Spell TION/SION Words with Tiles

“Now you’re going to spell real words that end in T-I-O-N or S-I-O-N.”

“Here are the spelling rules you learned during this lesson.”

- *Tutor gives the TION or SION Spelling Rules page to the student.*

“Remember, if you can think of a smaller related word, build that first, then use the rules at the top of the page.”

“Use the rules at the bottom if there is *no* related word.”

“Ready? The first word is de-VO-shun.”

“Repeat that word.” Devotion

“What’s the smaller, related word?” Devote

“Build that related word first.”

“Now use the rules and change it to Devotion.”

TION or SION Spelling Rules

if related word ends with:

consonant = drop it, use TION

d = SION (expand, expansion)

s = SION (regress, regression)

mit = S + SION (admit, admission)

Silent-E = drop 2 letters, use TION

de = SION (decide, decision)

se = SION (precise, precision)

or sometimes change E to A + TION

if NO related word

/zhun/ = SION

/shun/ after *most* consonants = TION

After L = SION

After N = look it up with a ?

/shun/ after a Long vowel = TION

/shun/ after *most* Short vowels = TION

Or else S+SION

if unsure, look it up using your best guess

STEPS:

Student:

Put word frame around word.

Read the word.

H: Read Sight Words

“Now you’re going to read sight words through the word frame.”

“You can NOT sound out these Sight Words.”

“So as soon as you see the word, just sayit.”

*****TUTOR NOTE*****

I don’t expect your student to know how to *spell* all of these yet, but he should be comfortable reading them..

If there are any he has trouble with, be sure to add them to your Sight Word Reading Deck.

Posttest
READ THESE SIGHT WORDS
using the Word Frame

women

arrange

country

shall

lose

usual

prove

taste

sign

rough

minute

really

strength

danger

bury

during

though

machine

half

waste

special

STEPS:**Tutor:**

Review each retired Sight Word Spelling Card.

Student:

Read the card.

Explain why the letter is red.

“See and spell” once on wall.

“See and write” once on table.

Tutor:

After all retired cards have been reviewed, dictate each word once.

Student:

Says the word.

Writes it on paper.

Underlines the red letter.

I: Review Sight Word Spelling Cards

“Let’s review all the Sight Words that we’ve retired during this book.”

- *Tutor pulls out the Sight Word Spelling Cards that were retired during this book.*

“What’s this word?”

“Why is that letter in red?”

“Stare at it until you can see it in your mind with your eyes closed.”

“Look at that blank wall and see that word. How do you spell (sight word here)?”

“Good. Now write that word on the desk using your index and middle finger as the pen.”

- *Tutor repeats the above procedure for each Sight Word Spelling card.*

“Now I’m going to dictate each of these sight words. Repeat the word, write it down, then underline the red letter.”