

# THE READING ROAD



## Chapter 3: Silent-E

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# Introduction to Silent-e

You already know that each vowel letter can make at least two sounds: long and short. Chapter 2 was all about words that always have short vowels.

In this chapter we are going to talk about long vowels. We are going to review which short and long vowel sounds go together, and we are going to learn all about silent-e, which turns short vowels into long ones.

The silent-e rule is one of the most useful tricks for reading. There are two important things to know about silent-e words. The first one is, the **e** at the end of the word is silent. The second thing is, the vowel in the middle of the word is long.

The really tricky thing about reading silent-e words is you have to look at the whole word before you start to sound it out. That's because the **e** at the end of the word tells you the sound of the vowel in the middle. If you don't know if there is an **e** at the end, you won't know if the vowel in the middle is long or short. So it's important to check for silent-e *before* you start reading the word.

The silent-e words in this chapter are orange. So when you see an orange word, make sure you stop and think about the silent-e rule before you read the word.

# Reading Silent-E Words

The silent-e rule tells you how to read certain words that end in **e**. There are some very short words where the **e** at the end is the only vowel, like **me**, **be**, and **we**. In those words, the vowel sound is **long-e**. But when a word ends in **e** and there is **another** vowel in the word, then the **e** is **silent**. If a word has silent-e, you have to look at the whole word before you read it. This is what you do:

1. First look at the whole word and see if there is an **e** at the end. If there is, then that **e** is silent.

cake

2. Next, go back to the vowel in the middle of the word. The silent-e at the end makes the middle vowel sound long. Say the name of this letter: that's its long vowel sound.

cake

3. Now read the word starting from the beginning. But remember, the vowel in the middle is long and the **e** at the end is silent!

cake



# Short & Long Vowels

Do you remember all of the short vowel sounds?

Do you remember which sound goes with which letter?

How about the long vowels?

The a in **cap** is short.

The a in **cape** is long.

The e in **pet** is short.

The e in **Pete** is long.

The i in **bit** is short.

The i in **bite** is long.

The o in **hop** is short.

The o in **hope** is long.

The u in **hug** is short.

The u in **huge** is long.

Listen for the vowel  
sound in each word. Then  
say that sound out loud.



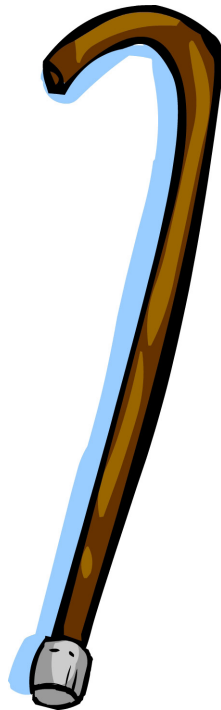
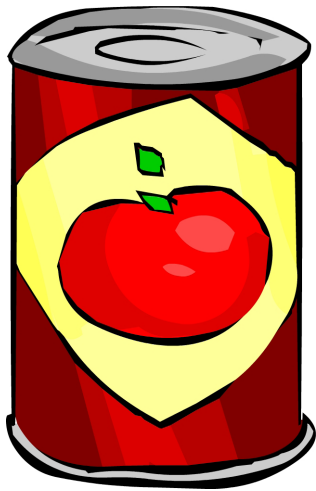
# Adding Silent-E to CVC Words

Remember, CVC words have a consonant at the beginning, a consonant at the end, and a short vowel in the middle.

You can turn a CVC word into a silent-e word by adding silent-e to the end. The silent-e turns the vowel in the middle into a long vowel.

For example, when you add silent-e to **can**, it makes **cane**.

When you say **can** and **cane** out loud, notice how the only difference is the vowel sound in the middle. Both words end in the same n sound because the e at the end of **cane** is silent.

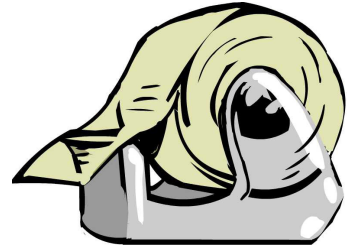


**can** + **e** = **cane**

## Word Math: Long-a

When you add silent-e to the end of a CVC word with short-a, the short-a turns into long-a. Try adding silent-e to these words:

tap + e =



rat + e =

cap + e =

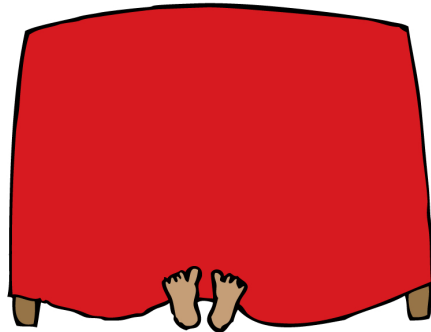


mad + e =

## Word Math: Long-i

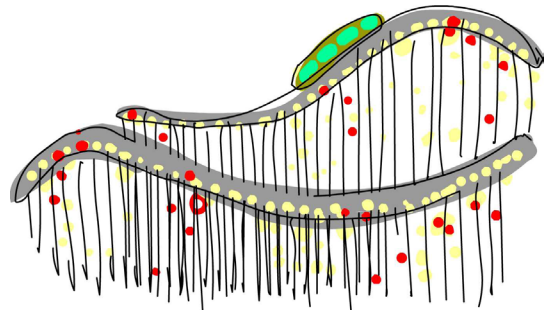
When you add silent-e to the end of a CVC word with short-i, the short-i turns into long-i. Add silent-e to these words:

hid + e =



bit + e =

rid + e =

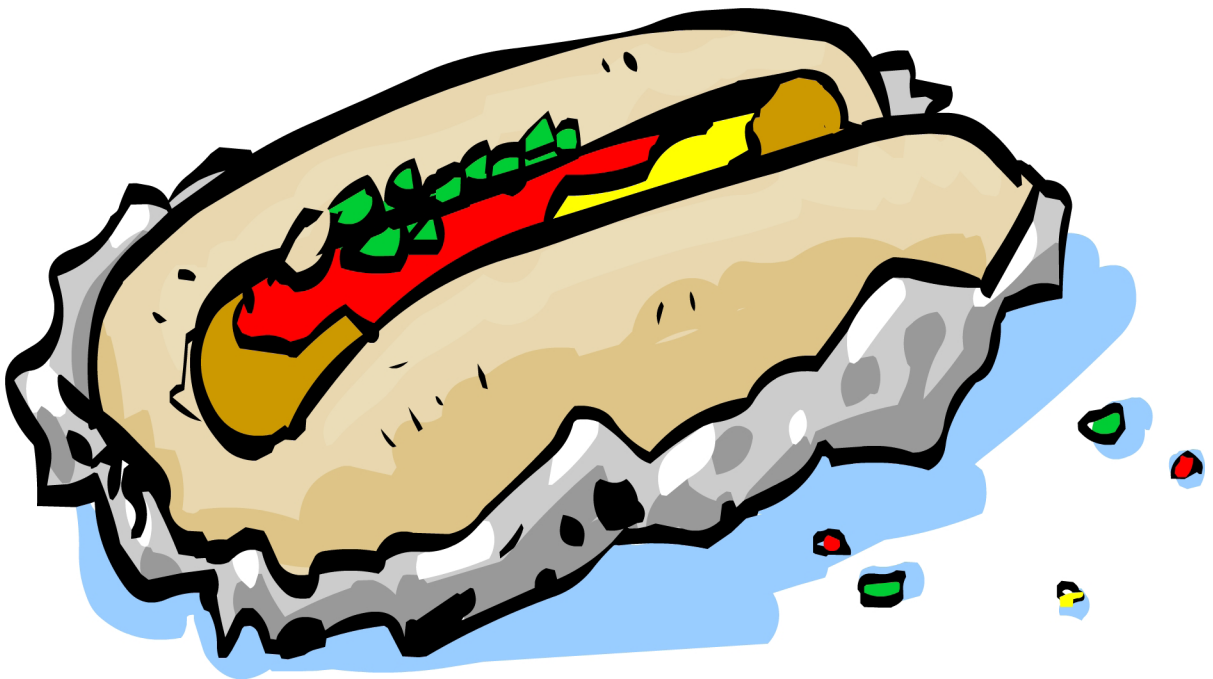


## Introduction to *My Hot Dog*

*My Hot Dog* is about a kid named Steve getting pushed around by a bigger kid named JoJo.

It has a bunch of silent-e words. Did you notice that the name **Steve** has a silent-e?

When you read the story, think about how you would feel if you were in Steve's place. What would you do?





When my mom went with me  
to the ball **game**, I got a hot  
dog. I took one **bite**, and let  
me tell you, it was good!





Then this big kid JoJo **came** up to me, and he says, “Give me some of that, **Steve**.” But he did not **take** a little bit. He took a big **bite**!

How could  
JoJo get away  
with that?







And then he took two even bigger  
**bites**. There was only a little bit left of  
my hot dog that he did not eat. I said,  
“I told you that you could have a little  
bit, but you **ate** up all my hot dog.”



So he said, “Well, I only **ate** a little bit.” I said, “Now you have to buy me a hot dog.” Then he says, “**Here** is a **dime** and that’s all I got.”

Is a dime  
enough to buy a  
new hot dog?



I was like, “How can I get a hot dog with a dime? You are no friend of mine!”

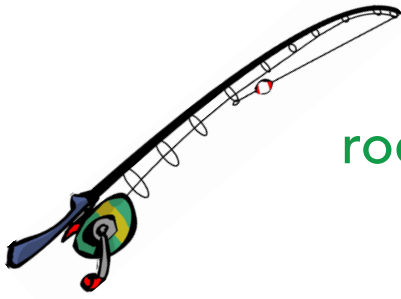
Next time he comes up to me I am going to say, “No!”



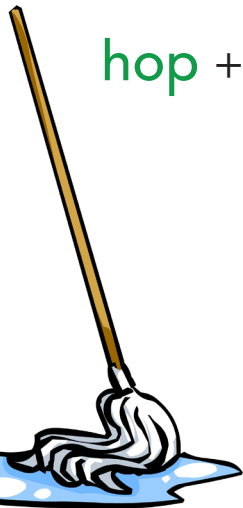
THE END

## Word Math: Long-o

When you add silent-e to the end of a CVC word with short-o, the short-o turns into long-o.



rod + e =



hop + e =

mop + e =



Read this paragraph:

Joe's brother decided to play a joke by tripping him with a rope. Joe fell down and yelled, "I think I broke my toe! Why don't you ever leave me alone?"

## Adding r to Silent-e Words

The silent-e rule is mostly for reading words that end with e. But some silent-e words have another letter that comes after the e.

When you talk, you can add sounds to end of some words to make bigger words. Remember when you learned how to turn **mad** into **madder** in Chapter 2? You doubled the **d** and added **er** to the end.

Writing silent-e words with the r sound at the end is easy. All you do is add the letter **r** after the silent-e.

For example, you can add **r** to the end of **fine** to make **finer**.

**fine** + **r** = **finer**

Even though the **e** is not at the end, it still makes the middle vowel sound long. Try adding **r** to these silent-e words:

**joke** + **r** =

**nice** + **r** =

**hate** + **r** =

**rude** + **r** =

## Introduction to *The Hater*

This story is about a kid who gets in a lot of trouble. But whose fault is it? See if you can figure it out.

### Challenge Words

There are a lot of big words in *The Hater*, so make sure to practice reading them before you start the story.

problem	dance
shorter	guess
wheelie	trouble
upstairs	afternoon
nowhere	ice cream



# THE HATER

SHANECE

THE HATER





I have a problem that's hard for you all to see.  
I'm **Shanece** and things aren't going so well for me.  
It's all been bad since I was four.  
That's when my little **blue** friend **came** to my door.





He said to have fun, all it would **take**  
was to put both my hands in the birthday **cake**.  
Me and the **Hater** have so much fun.  
We jump and play and dance and run.



**Hater** is little, way shorter than me  
but he does things that I never did see.  
Me and the **Hater** are just **alike**.  
I even let him **ride** my brand new **bike**.



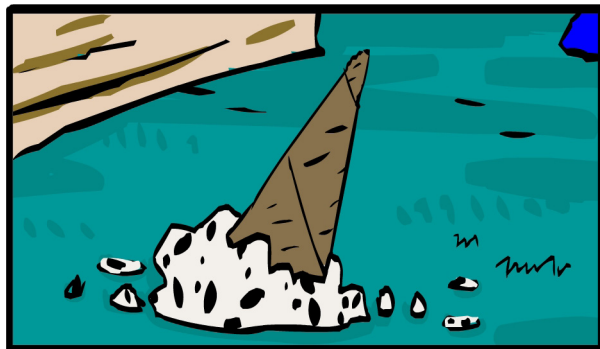
I bet you all can guess what the **Hater** did.  
He popped a wheelie and **made** me bump my head.  
No one can see my blue best friend  
when he gets me into trouble again and again.

Why can't  
anyone see the  
Hater?





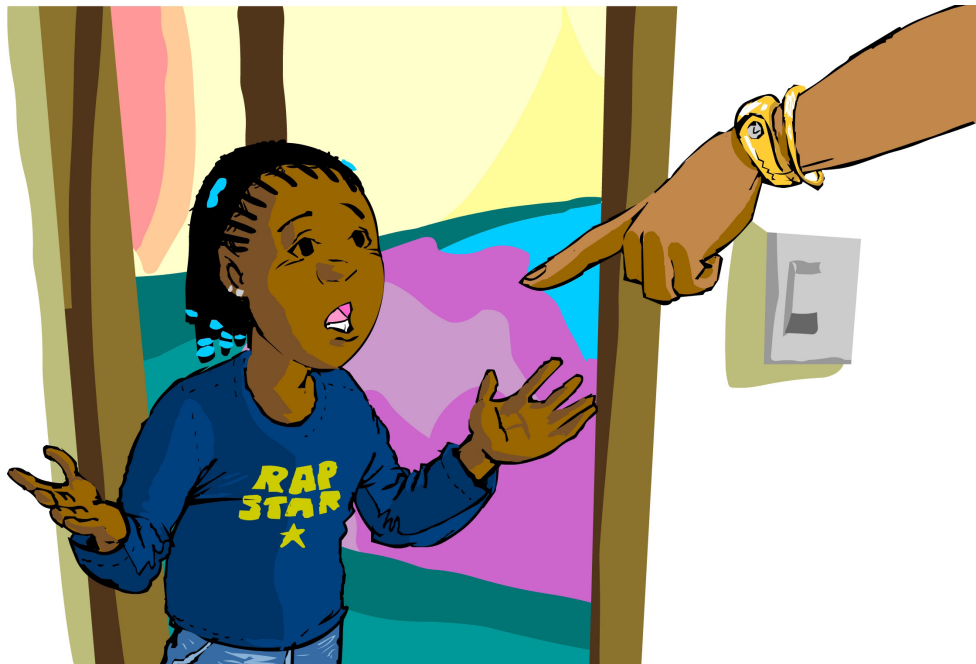
He knows that Mama will yell and yell.  
That's kind of why things aren't going so well.  
When **Hater** comes, he leaves a big mess.  
And we play so much, I do bad on my tests.  
He **made** me eat a bug,  
and he was the one...



...who put **ice** cream on the rug.

I did not push mud into little Dave's face.  
And Hater left my toys all over the place.  
I tried to tell Mom, but she did not care.  
When the teacher called, she sent ME upstairs.





No toys, no **games**, the end of my T.V. show.  
Now that I think about it, where did the **Hater** go?  
See, when all the trouble went down,  
that little **Hater** was nowhere to be found.

Hater would tell me that he could fly  
but now I see that it was just another  
old Hater lie.



I have not seen him all afternoon.  
I don't think I'll see him any time soon.



The fun ran out when **Hater** went away.  
All I had wanted to do was play.  
I mean, he was **cute**, but I wanted all to see  
**Hater made** all the mess and it got **blamed** on me.



Have you ever  
had a friend like  
the Hater?

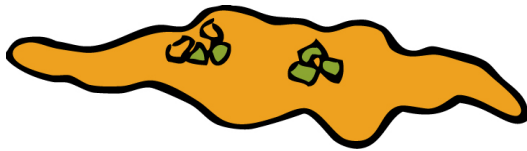
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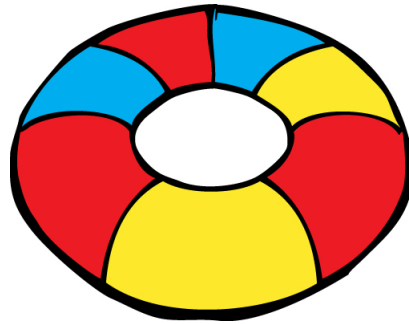
## Long-u

When you add silent-e to the end of a CVC word with short-u, the short-u turns into long-u. Silent-e words with u are tricky because there are two different long-u sounds.

Say the vowel sound in these words:



puke



tube

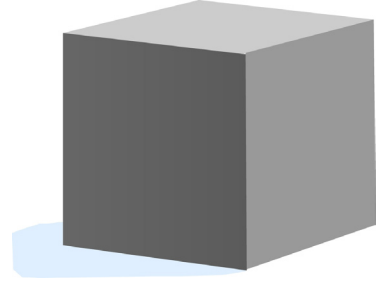
Can you hear the difference between the two long-u sounds?

**Puke** sounds like it has a **y** after the **p**. It seems like it could be spelled **pyuke** (but it's not!). Some long-u words have the **y** sound, and some don't.

It's hard to tell which long-u sound a word has just by looking at it. So when you see a silent-e word with **u**, first try reading it with one long-u sound. If that doesn't work, try it with the other one.

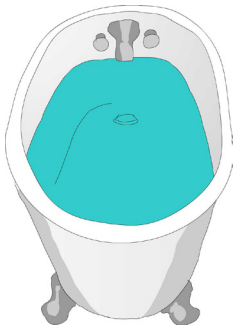
## Word Math: Long-u

cub + e =



cut + e =

dud + e =



tub + e =

Now read this sentence:

Jules wore his blue and white t-shirt on Tuesday.

## Double Consonants

Most silent-e words have one consonant between the vowel and the silent-e. For example, the silent-e in **made** makes the a sound long, even though the letter d comes between the a and silent-e.

But if there are **two** consonants between the vowel and silent-e, the vowel is short.

You can tell if the vowel sound is long or short by looking at the letters that come next. Read these words:

- |                  |              |
|------------------|--------------|
| 1. <b>bitter</b> | <b>biter</b> |
| 2. <b>hatter</b> | <b>hater</b> |
| 3. <b>dinner</b> | <b>diner</b> |
| 4. <b>supper</b> | <b>super</b> |

Did you know that  
a hatter is a person  
who sells hats?



Now try this paragraph:

Janelle was **bitter** because Omar had **taken** her to a **diner** for **dinner**. **Later**, she asked him why she had to eat **supper** somewhere cheap, when he had **taken** her friend Alyssa to a **nice place**. Janelle was **madder** than ever when Omar replied, "Don't be a **hater**. Alyssa is **cuter** than you!"

## Introduction to *Dealing with Zeke*

This story is about two boys. One of them is named Zeke. He is the kind of kid who pushes other people around. The other boy, Jamaal, has to figure out what to do when Zeke messes with him.

When you read the story, imagine yourself in Jamaal's place. Think about how you could handle the situation without getting in trouble yourself.

### Challenge Words

follow	chance	act
pump	deal	allowed
fool	proud	sure
taught	shove	some
wise	use	those

A few of the words in the story don't really follow the silent-e rule. Even though they have a silent-e, **shove** and **some** don't have a long-o sound. Also, notice that the **s** sounds like **z** in **use**, **wise**, and **those**. You will learn more about these silent-e words in the next chapter.



# DEALING WITH ZEKE





My mom used to say, “Boy, don’t play the fool.  
You know I work all day so you need to be in school.  
So I went to school to have a good week.  
It would have been **fine** if not for that **Zeke**.”



That very **same** day I got sent **home** from school,  
because I forgot to **take** the **advice** my mom taught.  
She would get on my **case** and say, “Jamaal, **use** your head.”  
Then I got in trouble for using my hands instead.



This was my last chance before it was Mom's turn to act **like** a teacher and **make** sure that I learn. "Don't get sent **home**! Follow the **rules**! I don't want any **more** calls from the school."

What does  
Jamaal's mom  
want him to do?







So this **time** my mom **made** me vow.

I **gave** her my word that I'd **make** her proud.

I went back to school as I saw the sun **rise**.

It was **time** to see if I was **more wise**.



I walked across the street, into the school yard.

**Zeke** was standing there, acting all hard.

I tried to walk by, but **Zeke** was an **ace** at bumping into kids, and then he'd make a mean **face**.

I thought, "Never walk around him and never look **scared**."

**Zeke** like to shove **those** that **dared**.



So when I **came** by, I **hoped** the mean **face** was it.  
Oh, but not this kid **Zeke**, he does not like to quit.



When we got to the steps to go to our class,  
**Zeke** gave me a shove and wouldn't let me pass.  
He shoved me one **more time** and **made** me drop my book.  
So I went up to him and **gave** him a hard look.

Why did Zeke shove Jamaal?



Zeke did not like me acting like I was the man.

I made him so mad, he said, “Time to put up your hands.”

I said, “This is not the **time** or the **place**!  
I will see you some **time** after school **face** to **face**.”



When I got **home** I said, “Mom, you were right.  
School is not the **place** for a kid to have a fight.”



The very next day, I saw Zeke in line,  
not bumping any kids. He was acting all fine.  
The kids came up to me to ask why Zeke was all new.  
I said, “I met him after school.”  
They asked, “But what did you do?”



I did what I had to do to **make** my mom proud,  
because fighting in school just ain't allowed.

THE END



# The Detective Game



Now you are almost finished with this chapter, and it's time to play the Detective Game!

Detective Mack Jackson is very busy, so he needs more people on his team to help get the facts straight. Use your memory and your detective skills to help him get some answers!



You read three stories in this chapter: **My Hot Dog** (Page 8), **The Hater** (Page 17), and **Dealing with Zeke** (Page 31). Pick your favorite story and find Detective Jackson's list of questions about it.

You might want to spend a couple minutes reviewing the story with your tutor before moving on, and you might need to look at it again after you start the questions. That's okay! The better you know the story, the better your answers will be.

Before you start, read the directions and make sure you know the meaning of all of the words in the **Detective Game Dictionary**.

# The Tower Game

Let's play the Tower Game! You get two dominoes to start. Every time you read a word right, you get another domino from your tutor. See how tall you can make your tower and don't let your tutor win!



1. cave
2. net
3. poke
4. cute
5. dive
6. rake
7. hope
8. side
9. wag
10. fade
11. fine
12. joke
13. lake
14. led
15. woke
16. tame
17. rude
18. tone
19. bit
20. save

## The Tower Game 2

Let's play the Tower Game! You get two dominoes to start. Every time you read a word right, you get another domino from your tutor. See how tall you can make your tower and don't let your tutor win!



1. wave
2. set
3. joke
4. rude
5. hive
6. make
7. rope
8. wide
9. rag
10. lake
11. lime
12. lone
13. rake
14. fed
15. fake
16. lame
17. tune
18. vine
19. fate
20. sack