

LIT KIT 3: SILENT E

Phonics

Kit 3 helps your child read silent E syllables (sometimes called "Magic E"). In silent E syllables, "e" appears at the end of a syllable after the consonant and makes the vowel long (the letter says its name). Silent E syllables include words like "cake," "hope," "ride," "tube" and "cute".

WHAT'S INSIDE?

This kit includes nine decodable books and one Magic E Flip Book, covering three important skills:

- **Skill 1: a_e, i_e.** Your child will learn how silent E makes the vowel long in words like "cake" or "kite." They'll also recognize how an ending of "ce" (race) makes the "s" sound and an ending of "ge" (huge) makes the "j" sound.
- **Skill 2: o_e, e_e.** This skill helps your child understand how silent E makes the sounds of "o" and "e" long in words like "home" or "theme."
- **Skill 3: u_e (yoo and oo sounds).** Your child will explore the two sounds of long U in silent E syllables: "yoo" as in "cute" and "oo" as in "tube."

HOW TO USE THIS KIT:

READ

Refer to the back of this guide for more on reading decodable texts together.

- **Start with Skill 1:** Begin by reading the books that focus on silent E patterns with "a" and "i." Help your child notice how silent E makes the vowel long in each word. Point out specific patterns like ending "ce" and ending "ge." When "e" follows "c," it will usually say an "s" sound (e.g. "race" or "slice"). When "e" follows "g," it will usually say a "j" sound (e.g. "cage" or "huge").
- **Move to Skill 2:** Move to books with "o" and "e" words. Encourage your child to practice sounding out the long vowel in words like "home" or "theme."
- **Practice Skill 3:** The final skill focuses on the two sounds of long U. Help your child read the "yoo" sound in words like "cute," "use" and "huge", and the "oo" sound in words like "tube," "rule" and "flute". Practice reading these words and saying them aloud to hear how long U can make two different sounds.

PLAY

- **Use the Magic E Flip Book.** Take turns flipping the beginning, middle and ending letters to form new words. Read the word aloud together.
- **Try a Magic E Gallery!** Create several Magic E words.
 1. Have your child draw illustrations for each word.
 2. Create a "Magic E Art Gallery" by displaying the drawings along with the corresponding words.

EXTEND

Try this writing activity to reinforce the skills in this kit!

- **Magic E Makeover.** Help your child understand how silent E changes both the sound and meaning of words by rewriting simple sentences with Magic E words.
 1. Start with a short, simple sentence using CVC (short vowel) words from earlier reading practice (e.g., *The man has a cap.*)
 2. Ask your child to "add some magic" by swapping out one or more short vowel words for silent E words they've learned (e.g., *The man has a cape.*)
 3. Illustrate the before and after! Let your child draw both versions of the sentence—before the Magic E and after the transformation.

TIPS FOR CAREGIVERS:

- **Make Connections:** When reading with your child, point out words with a silent E and ask them how the silent E changes the sound of the vowel.
- **Practice Patterns:** Find everyday examples of silent E words in your home or community. Use labels, signs or objects to reinforce the patterns.
- **Sound It Out Together:** Break down words that contain silent E and practice blending the sounds together. Ask questions like, "What happens to the vowel sound when we add a silent E?"
- **Encourage Writing:** Have your child write their own silent E words and explain the vowel sound they hear. Writing helps reinforce the skills they are learning.



Learn more about our
Lit Kit Phonics collection.
<https://www.slpl.org/lit-kit/>



HOW TO USE DECODABLE TEXTS:

Decodable texts give children the opportunity to practice the phonics strategies they have learned in the classroom. When children read these books, they use their blending and segmenting abilities to decode the words in the text.

Before reading the book:

1. Look at the cover and ask your child to read the title or read the title with your child.
2. Ask your child what they think the book will be about.
3. Look at the inside front covers and back covers of the book to see if there is a practice word list.
4. Ask your child to read these words first as a review before reading the book.

During reading:

1. Encourage your child to slide their index finger under the words as they read them.
2. If your child gets stuck on a word, wait a few seconds before you step in to help.
3. If your child needs help or asks for help, try 1-2 of the strategies below to help them figure out the word.

"Look at the letters in the word. What letters do you see? Can you say the sounds?"

(This prompt encourages children to focus on the printed letters and connect them to sounds.)

"Say the sounds in the word slowly as you slide your finger under them."

(If your child struggles with saying the sounds, you can say the sounds and ask them to repeat them after you.)

"Blend the sounds together as you slide your finger under them."

(After saying each sound separately, your child can try to put the sounds together.)

"I will read this word, and you say the word back to me."

(Use this prompt for words your child does not know and cannot sound out after trying the other prompts.)

After your child figures out the word they were stuck on, make sure they go back to the beginning of the sentence to build fluency and improve comprehension of the text.

If your child reads a word incorrectly and they don't correct themselves, ask them to go back to that word. You can help them with any of the suggested prompts above. Remember to keep it positive. If you or your child start to feel frustrated, it might be time for a break!

Please keep this insert inside the kit.

