# Vowel-Consonant-e Syllables

# Lesson 6

## OBJECTIVES

- Students will read and spell words with vowel-consonant-***e*** (VC***e***) syllables.
- Students will discriminate between VC***e*** syllables and closed syllables.

## MATERIALS

- Letter cards from previous lessons (one set each for teacher and students)*
- Lesson 6 word cards*
- Word sort category cards*
- Dice
- Roll and Read game board*
- Round robin spelling worksheet*
- Picture ID worksheet*
- VC***e*** ID worksheet*
- Pentagon spelling worksheet*
- Pocket chart (optional)
- Board and markers or chalk for teacher
- Personal whiteboards and markers for students
- Notebook paper

*Blackline master available on CD.


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## TIPS

- Refer to the Appendix for list of VC***e*** words.
- The VC***e*** pattern is familiar to many students. It is essential, therefore, to include closed, CVC syllables to ensure that students can discriminate between the two syllable types.
- Give direct feedback on student performance.

## DAILY REVIEW

### CLOSED SYLLABLES; SHORT AND LONG VOWEL SOUNDS

Write ***ret***, ***cranch***, ***trug***, and ***slith*** on the board. Review how to read closed syllables by blending sounds. Review that vowel sounds are short in closed syllables. Review and practice the short and long sounds of all the vowels.

**Teacher:** Let's read each of these nonsense words as I point to it.

*[Point to the words.]*

**Students:** *Ret*, *cranch*, *trug*, *slith*.

**Teacher:** Nicely done. Those are nonsense words, but you could read them anyway. How did you know how to do that?

**Christopher:** You know the sounds the letters make and you blend them. Like ***slith*** is just /s/ /l/ /i/ /th/.

**Teacher:** How did you know the vowel would be short?

**Christopher:** Because it's a closed syllable and vowels are short in closed syllables.

**Teacher:** What else do we know about closed syllables, Marcus?

**Marcus:** They have just one vowel, and the vowel is closed in with a consonant.

**Teacher:** Yes, and you can remember it this way, too: A consonant closes in the vowel, so it can take only a short walk before it bumps into the consonant. The vowel takes a short walk and says its short sound.


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We know that vowels have a long sound, too. We'll review all the vowel sounds today. What are the different vowels in the alphabet?

*[Students answer.]*

**Teacher:** That's correct: ***A***, ***e***, ***i***, ***o***, and ***u*** are the five vowels.

*[Write the vowels on the board.]*

**Teacher:** We know that the long sound of a vowel is simply its name. For example, the long sound of ***e*** is /ē/.

I'll point to a vowel and say "long sound" or "short sound," and you will tell me the answer.

*[Point to* **e**.*]*

**Teacher:** Short sound?

*[Pause for 1–3 seconds before gesturing for students to answer.]*

**Students:** /e/

That's right. The sound is /e/, as in ***egg***.

*[Point to* **i**.*]*

Long sound?

**Students:** /ē/

Continue until all short and long vowel sounds are reviewed.

## OPENING

**Teacher:** Today I will introduce you to a new syllable, in which the vowel sound is long. We will learn how to read words with long vowels. I'll also teach you a strategy for figuring out whether a vowel is long or short.


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## MODEL AND TEACH: ACTIVITY 1

### VCE CONCEPT (VOWEL IS LONG)
#### DECODING

Show students how adding ***e*** to a CVC word makes the vowel long. Use word pairs to demonstrate this concept (e.g., ***mad–made***, ***tap–tape***, ***tub–tube***, ***rid–ride***, ***pet–Pete***). Using letter cards, display ***mad*** and have students read it. Tell students ***mad*** is a closed syllable and, therefore, the vowel is short. Have students count the number of sounds. Add the ***e*** letter card, making ***made***. Read the word and count the sounds in ***made***. Tell students that although the number of sounds has not changed, the vowel sound changed from /a/ to /ā /. Adding ***e*** caused the vowel sound to change from short to long.

**Teacher:** Dae, please read this word and tell me how many sounds it has.

**Dae:** *Mad*, /m/ /a/ /d/: It has three sounds.

**Teacher:** What sound does the vowel make?

**Dae:** /a/

**Teacher:** Perfect.

*[Add* **e** *to the end of the word.]*

**Teacher:** This is a word you have seen many times, ***made***.

*[Count with your fingers.]*

**Teacher:** /m/ /ā/ /d/: It also has three sounds, but the vowel sound is long, /ā/. The vowel sound is long because of the ***e*** at the end. The ***e*** doesn't make its own sound, though. It is only there to tell us that the previous vowel is long. ***Made*** is an example of a new type of syllable: vowel-consonant-***e***, or VC***e***. In a VC***e*** syllable, there is a vowel...

*[Point to the* **a** *in* **made**.*]*

**Teacher:** ...a consonant...

*[Point to the* **d**.*]*


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**Teacher:** ...and an ***e*** at the end.

*[Point to the* **e.***]*

**Teacher:** Here is another example:

*[Write* **dim.***]*

**Teacher:** What word?

**Students:** *dim*

**Teacher:** I can make it a VC***e*** word by adding ***e*** to the end. The ***e*** makes the vowel long. So, what sound will ***i*** make?

**Students:** /ī/

**Teacher:** So the word is…

**Students:** *dime*

**Teacher:** Great! Let's read more words.

Continue with the other words. Ask questions to check students' understanding, such as the following:

- What does the ***e*** do to the vowel sound in a VC***e*** syllable? (It makes the vowel sound long.)
- What sound does the ***e*** make in a VC***e*** syllable? (The ***e*** is silent.)

TIP

See the Appendix for more closed-syllable and VC***e*** words.


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## MODEL AND TEACH: ACTIVITY 2

### VCE STRATEGY (IDENTIFY AND READ)
#### DECODING

Teach students how to identify and read VC***e*** syllables by following this sequence:

1. Determine whether the syllable ends in the VC***e*** pattern.
2. Determine whether the vowel sound is short or long.
3. Read the word, using the appropriate vowel sound.

**Teacher:** Let's read some more words. It's important for you to recognize different types of syllables. Some of the syllables you will read will be VC***e***, and some will be closed. Here is a three-step strategy to determine whether a syllable is VC***e***.

*[Using letter cards or writing on the board, display* **prime***.]*

**Teacher:** Step 1: Ask yourself whether the syllable ends in the VC***e*** pattern. I see a vowel...

*[Point to the* **i** *in* **prime***.]*

**Teacher:** ...a consonant...

*[Point to the* **m** *and then the* **e***.]*

**Teacher:** ...and an ***e*** at the end of the syllable. Yes, this syllable ends in the VC***e*** pattern.

Step 2: Determine the vowel sound. We just learned that vowels in VC***e*** syllables are long, so this vowel's sound is /ī/.

Step 3: Read the word, using the vowel sound. I will blend the sounds: /p/ /r/ /ī/ /m/: ***prime***. That worked. Let's try another one.

*[Display the word* **mop***.]*

**Teacher:** Let's follow the three steps with this word. Step 1: Does the syllable end in the VC***e*** pattern? I see a vowel...

*[Point to the* **o***.]*

**Teacher:** ...and a consonant...


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*[Point to the* **p***.]*

**Teacher:** ...but there is no ***e***. This syllable does not end in VC***e***. It is a closed syllable.

Step 2: What is the vowel sound? We have learned that vowels in closed syllables are short, so this vowel's sound is /o/.

Step 3: Blend the sounds and read the word: /m/ /o/ /p/: ***mop***.

*[Display* **slope***.]*

**Teacher:** Let's read some more words and practice this strategy. Tariq, does this word end in the VC***e*** pattern?

**Tariq:** There's the ***o***, the ***p***, and then ***e*** at the end, so yes, it's a VC***e*** syllable.

**Teacher:** Excellent job. What does that tell us about the vowel sound, Maribel?

**Maribel:** The vowel will be long. It will say /ō/.

**Teacher:** Dae, because we know it is a VC***e*** syllable and the vowel is long, blend the sounds.

**Dae:** /s/ /l/ /ō/ /p/: ***slope***.

**Teacher:** Good. Let's look at the next word and use the strategy to help us read it.

*[Display* **drench***.]*

**Teacher:** Christopher, does this word end in the VC***e*** pattern?

**Christopher:** Well, it has an ***e*** in the middle, but not at the end, so I don't think it's a VC***e*** word.

**Teacher:** Good, Christopher, that was a bit tricky. Even though there is an ***e*** in the word, it's not at the end, as part of the VC***e*** pattern. That tells us it is not a VC***e*** syllable. In fact, it's a closed syllable, so what is the vowel sound?

**Students:** /e/

**Teacher:** Correct. What is the word?

**Students:** *drench*

Continue using the strategy to read closed-syllable and VC***e*** words. Gradually reduce modeling.


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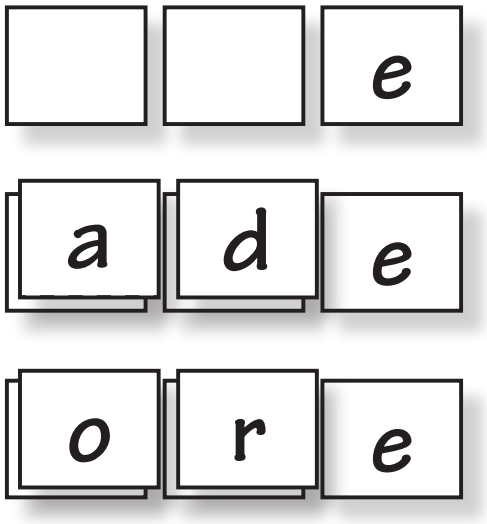
### ERROR CORRECTION

Redirect students who make an error to the strategy by asking whether there is an ***e*** at the end of the word. Ask students what the presence (or absence) of ***e*** says about the vowel sound. Have the students read the word again.

### TIPS

- To illustrate that in VC***e*** syllables, the initial vowel and consonant can change, but the ***e*** is constant, use blank letter cards as placeholders for the initial vowel and consonant and an ***e*** letter card as you spell words. Put actual vowel and consonant cards on the blanks to reinforce the concept of this syllable type.




- Words with a vowel-***re*** pattern at the end are considered to be VC***e*** syllables, rather than ***r***-controlled syllables. Tell students that the ***e*** is stronger than the ***r***, so the ***e*** jumps over the ***r*** to make the vowel long—for example: ***star–stare***, ***car–care***, ***fir–fire***.

## MODEL AND TEACH: ACTIVITY 3

## VCE SPELLING STRATEGY

### ENCODING

Teach the following strategy to spell VC***e*** words:

1. Listen to the word and repeat it orally or silently.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2. Segment the sounds in the word.
3. Determine whether the vowel is long or short.
4. If the vowel is long, spell the word, using the VC***e*** pattern.
5. Check the spelling by reading the word.

**Teacher:** I will show you some steps to follow when you spell words.

The first word is ***fame***. What is the word?

**Students:** *fame*

**Teacher**: Next, I segment the sounds in the word: /f/ /ā/ /m/.

Then, I determine whether the vowel is long or short. I hear a long vowel, /ā/. Because the vowel is long, I spell it with the VC***e*** pattern:

*[Write* **fame** *as you work out the spelling.]*

/f/–***f***, /ā/–***a***, /m/–***m***, and then I add the silent ***e*** to make the ***a*** long.

Now, I check the word by reading it: ***fame***.

Repeat the sequence with new words, gradually decreasing your modeling. Dictate VC***e*** and closed-syllable words in random order, so that students learn to listen for the long or short vowel sound.

### Error Correction

- If a student does not put ***e*** at the end of a VC***e*** syllable (in this example, spelling ***fam*** instead of ***fame***), say something similar to the following: "You spelled ***fam***. The word is ***fame***. What do you need to do to make the vowel sound /ā/?"
- If a student incorrectly adds an ***e*** to the end of a word (in this example, spelling ***drume*** instead of ***drum***), ask questions to guide the student to the correct spelling, such as the following: "The word is ***drum***. What vowel sound do you hear in ***drum***?" or, "You spelled it ***drume*** with a long ***u***. What should you change to make the /u/ sound?"


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## GUIDED PRACTICE: ACTIVITY 1

### WORD SORT
#### DECODING

Compile a variety of word cards consisting of known syllable types (VC***e***, closed, ***r***-controlled) and category cards for each syllable type. Have students read the words and sort them into categories, based on the syllable type.

**Teacher:** I have a stack of word cards that you will sort into categories. The categories cards are VC***e*** syllable words, ***r***-controlled syllable words, and closed-syllable words.

*[Show the word card for* **cape***.]*

**Teacher:** Read the word silently first. Wait for my cue to say the word.

*[Gesture with an open palm.]*

**Students:** *cape*

**Teacher:** What category does that word belong in? Be sure to tell me why it goes there, too.

**Maribel:** Put it with VC***e***. There's the ***a***, the ***p***, and then ***e*** at the end. The ***e*** makes the other vowel long.

**Teacher:** That's correct, Maribel.

*[Show* **star***.]*

**Teacher:** Read silently and wait for my cue.

*[Gesture.]*

*[Some students say* **stare***; others say* **star***.]*

**Teacher:** Some of you think the word is ***stare***, and some of you think it's ***star***. First, check whether it follows the VC***e*** pattern.

**Dae:** No. It has ***a***, then ***r***, but it doesn't have ***e*** at the end. It's not VC***e***.

**Tariq:** It has a vowel and then ***r***.


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**Dae:** Yeah, and that says /ar/. So the word is ***star***.

**Teacher:** Yes, it's ***star***. Everyone repeat: ***star***.

**Students:** *star*

**Teacher:** Which category?

**Christopher:** It's ***r***-controlled because ***ar*** is like a team that makes one sound, /ar/.

**Teacher:** Nicely done.

*[Show* **prom***.]*

**Students:** *prom*

**Teacher:** Good reading. Which word family?

**Tariq:** There is just one vowel and it's closed in. It's a closed syllable.

Have students continue reading words and sorting them into categories.

#### TIP

Scaffold by using word cards that are marked to emphasize the syllable type. For example, the vowel-***r*** in a word could be printed in a different color than the other letters.

#### ADAPTATION

After words have been sorted, have students read words in each category.

## GUIDED PRACTICE: ACTIVITY 2

### ROLL AND READ BOARD GAME

#### DECODING

Use this board game as a framework for students to read words. Have students roll a die to determine the number of words to read and the number of spaces to move. To keep students engaged, even when it is not their turn, weave in questions directed at all students. Include words from previous lessons and nonsense words.


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**Teacher:** Let's play a board game. You roll the die to determine how many words to read. For each word that you read correctly, move one space on the board.

Tariq, please roll first.

*[Tariq rolls a four, draws four word cards from the pile, and reads the following.]*

**Tariq:** *north*, *strike*, *swell*, *frope*.

**Teacher:** Good reading. Christopher, look at this word Tariq read.

*[Point to* **strike***.]*

Is that a closed syllable or VC***e*** syllable? Be sure to tell me how you decided.

**Christopher:** It's a VC***e*** word because of the ***i*** and the ***k*** and the ***e*** at the end.

**Teacher:** Thank you for explaining that to everyone. Who can tell me the long vowel in Tariq's nonsense word? Dae?

*[Dae points to* **o***.]*

**Teacher:** Yes, but I also want you to tell me the sound it makes in that word.

**Dae:** /ō/

**Teacher:** Tariq, you read four words correctly, so move four spaces.

Play continues around the table until a player reaches the end.

### TIPS

Because rolling a high number (five or six) might slow the pace for others, consider these adaptations:

- Students who roll a five or six pick another student to read two of the words.
- Instead of one pile of cards from which to draw, have six piles, labeled one to six. Have students take one or two cards from the pile that corresponds to the number on the die.


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## GUIDED PRACTICE: ACTIVITY 3

### ROUND ROBIN SPELLING
#### ENCODING

1. Prepare a worksheet with two column headings: VC***e*** Syllable and Closed Syllable.
2. Dictate a word.
3. Have students write the word in the appropriate column.
4. Students spell the word aloud chorally.
5. Ask whether the word has a VC***e*** or closed syllable.
6. Have students pass their papers to the person to their left. At this point, each student has a different classmate's worksheet.
7. Repeat steps 2 though 6 until the worksheets return to their original owners.

**Teacher:** Let's do some round robin spelling. I will say a word. Your job is to decide whether the word has a VC***e*** or closed syllable. If it's VC***e***, write it in the VC***e*** column. If it's closed syllable, write it in the Closed Syllable column. I'll walk around to help you. When everyone has written the word, we all spell it aloud at the same time. Then, you'll give your paper to the person to your left, and we will do it all over again with a different word.

Before we begin, let's quickly review vowel sounds in VC***e*** and closed syllables. Are vowel sounds in VC***e*** words long or short?

**Students:** Long.

**Teacher:** Correct. A long vowel tells you to spell it following the VC***e*** pattern. What if the word is ***hand***. Is that a long or short ***a***?

**Students:** Short.

**Teacher:** When the vowel is short, it is a closed syllable. In which column would I write ***hand***?

**Students:** In the Closed Syllable column.

**Teacher:** Where would I write ***take***?

**Students:** In the VC***e*** column.


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**Teacher:** Let's begin by working together. The first word is ***prize***. Before you write it, decide whether it is a VC***e*** or closed-syllable word. What vowel sound is in ***prize***, Maribel?

**Maribel:** long ***i***: /ī/.

**Teacher:** That is correct. Because it has a long vowel, which column does it belong in?

**Maribel:** It's a VC***e*** word.

**Teacher:** Right, it follows the VC***e*** spelling pattern. Please write ***prize*** in the VC***e*** column.

*[Circulate to monitor students' work.]*

**Teacher:** Now that everyone has written it, let's all spell ***prize*** aloud.

**Students:** *p-r-i-z-e*

**Teacher:** Remind me of how to tell whether ***prize*** is a VC***e*** syllable.

**Christopher:** Because the vowel is long.

**Teacher:** Excellent. Now, everyone pass your paper to the person to your left.

*[Students pass their worksheets.]*

**Teacher:** Here is the next word: ***grab***. What is the vowel sound in ***grab***?

**Dae:** /a/

**Teacher:** Right. Use that vowel sound to help you decide whether it is a VC***e*** word or a closed-syllable word. Write the word in the appropriate column.

*[Circulate to monitor students' work.]*

**Teacher:** Now that everyone has written it, let's all spell ***grab*** aloud.

**Students:** *g-r -a-b*

**Teacher:** Dae, tell the group which column you chose for ***grab*** and why it belongs there.

**Dae:** The vowel makes the short sound. That means it's not VC***e***. It is a closed syllable.

Continue to dictate words for students.


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### TIPS

- Provide heavy modeling initially to teach students how to use the vowel sound to determine whether a syllable is VC***e*** or closed.
- If a student finishes writing his or her word correctly before the other students, quietly dictate another word to that student to keep all students engaged.

### ADAPTATION

- Include ***r***-controlled syllables by a adding a third column on the worksheet.
- When all worksheets are back to their original owners, ask different students to read the words in a particular column or ask different students to read one word from each column.

## INDEPENDENT PRACTICE: ACTIVITY 1

## PICTURE ID

### DECODING

Distribute the picture ID worksheets.

**Teacher:** The picture ID sheet has pictures with some words under each picture. Read the words and circle the one that matches the picture.

What is the picture for number 1?

**Students:** It's a mop.

**Teacher:** Read the words under it and circle the word that corresponds to the picture.

**Students:** *Mope*, *mast*, *mop*, *smoke*.

*[Students circle* **mop***.]*

**Teacher:** On your own, continue with the other pictures and words.

### TIP

Circulate to check whether students read all of the words under each picture, instead of stopping after they have circled one of the words.


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## INDEPENDENT PRACTICE: ACTIVITY 2

### VCE ID

#### DECODING

Distribute the VC***e*** ID worksheet, which lists 30 words. Have students circle the VC***e*** words and put a macron over the long vowel. Then, have students read as many words as possible in 30 seconds.

**Teacher:** I have given each of you a sheet with lots of words on it. They are all words that you have learned how to read. Some are words with VC***e*** syllables, some have closed syllables, and some have ***r***-controlled syllables. First, circle the VC***e*** words and mark the long vowel. Then, I will set the timer for 30 seconds. When I say, "Begin," you will read the words as quickly and accurately as you can. Read the words from left to right, just like in a book. When I say, "Stop," draw a line under the last word you read and count how many words you read. I will be moving around to listen to each of you, so read in a whisper voice.

#### TIPS

- Distribute the different versions of the sheet, so that even though the words are the same for each student, they are ordered differently.
- Have students use their finger to keep track of where they are. This also makes it easier for you to follow along.
- Students can read the same VC***e*** ID worksheet up to three times per lesson. Have students mark their total words in a different color or in a different place each time they read the same sheet.
- Listen to each student read to monitor accuracy and proficiency.

#### ADAPTATION

Have students do this activity as a repeated reading game with partners (see Short Vowels, Independent Practice Activity 1).


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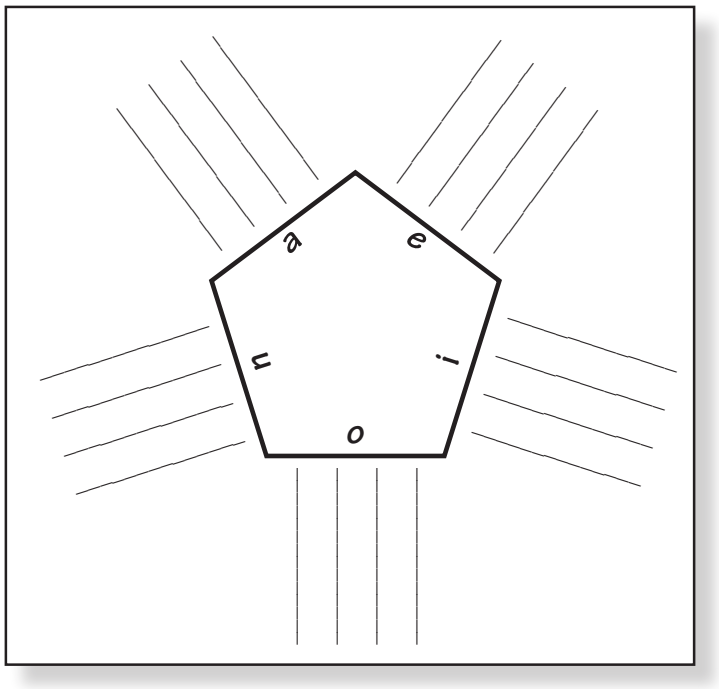
## INDEPENDENT PRACTICE: ACTIVITY 3

### PENTAGON SPELLING
#### ENCODING

Distribute a Pentagon Spelling worksheet. Each side of the pentagon is associated with a vowel. Dictates VC***e*** and closed-syllable words. Have students write each word on the side of the pentagon that corresponds to the vowel.




## INDEPENDENT PRACTICE: ACTIVITY 4

### CHANGE A LETTER
#### ENCODING

Dictate a word and have students write it at the top of a blank sheet of paper. Then, dictate a second word that is one letter different from the previous word. Have students write the second word beneath the first, and so on. Enunciate each word distinctly and have the students repeat it before writing.

**Teacher:** I will dictate a word, which you will repeat and write at the top of your paper. Then, I will give you another word that is just one letter different from the word before it. Some of these words will be nonsense words, so listen carefully.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The first word is ***plan***. Repeat, please.

**Students:** *plan*

*[Students write the word.]*

**Teacher:** Now, change one letter to make the word ***plane***.

*[Students repeat and write the word.]*

The next word is ***lane***.

*[Students repeat and write the word.]*

The next word is ***line***.

*[Students repeat and write the word.]*

The next word is ***pine***.

*[Students repeat and write the word.]*

The next word is ***pin***.

*[Students repeat and write the word.]*

Continue dictating new words by changing one letter at a time. Incorporate varying syllable types, vowels, and consonants—for example, ***pin***, ***pen***, ***pet***, ***Pete***, ***pate***, ***pat***, ***vat***, ***vate***, ***vake***, ***fake***, ***flake***, ***lake***, ***lack***.

**TIP**

Prepare your word sequence in advance and use it as answer sheet to monitor students' work.

## MONITOR LEARNING

Check students' work on the picture ID, VC***e*** ID, and pentagon spelling worksheets. Ensure that students can discriminate between VC***e*** and closed-syllable words in reading and spelling. Students must associate long and short vowels with their respective syllable types.


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## GENERALIZATION

Words following the VC***e*** pattern are usually familiar to upper-elementary students, but students with reading difficulties may not understand the silent-***e*** rule to help them read or spell the words accurately and consistently. Many longer words are made of VC***e*** syllables combined with other syllables. Learning the VC***e*** pattern increases the number of words students can read in school and at home.


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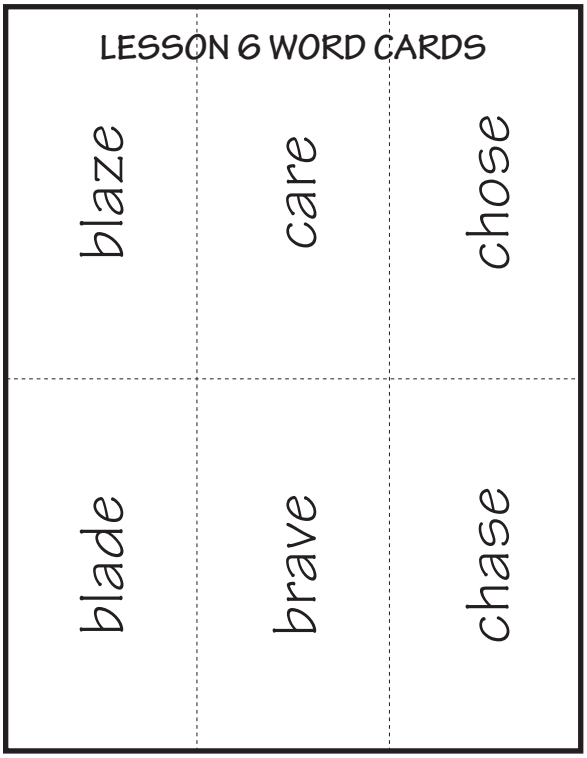


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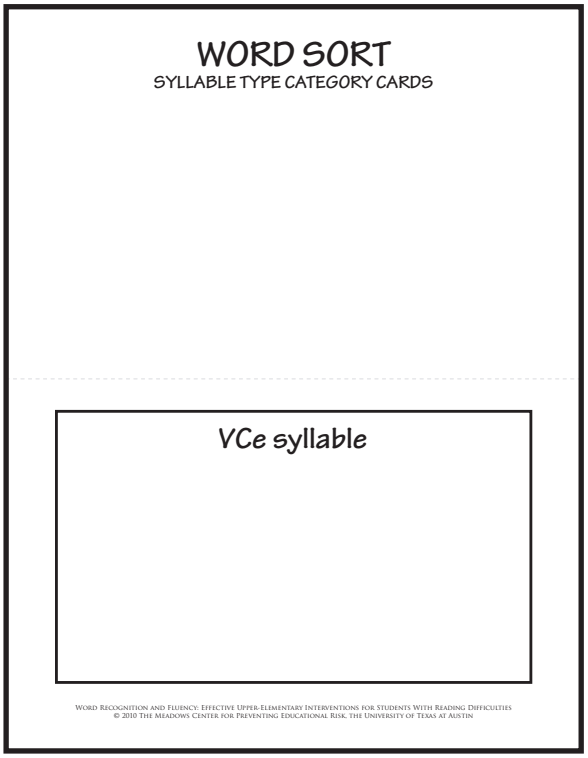


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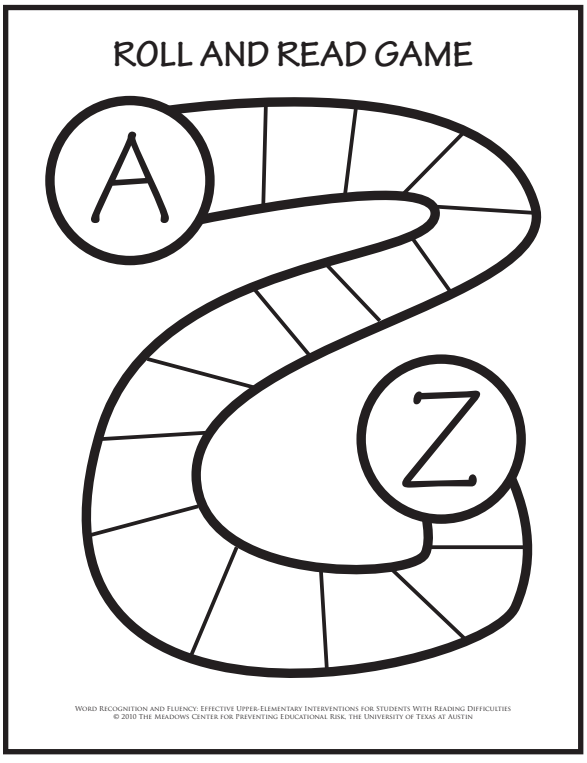
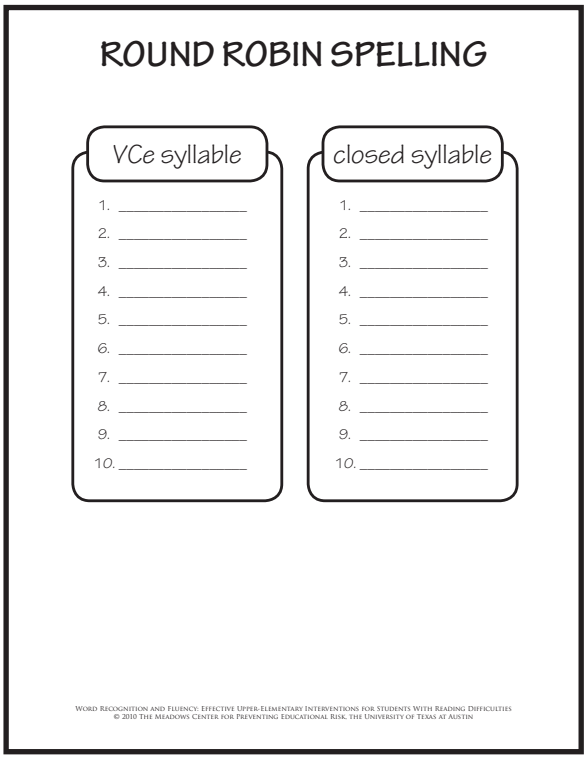
All reviewed syllable types included



## PICTURE I.D.

| | | | |
|---|---|---|---|
| ❶ | mop<br>smoke<br>mope<br>mast | ❷ | plane<br>plan<br>cape<br>cap |
| ❸ | shame<br>spin<br>spine<br>same | ❹ | cup<br>cub<br>chum<br>cube |
| ❺ | dive<br>dime<br>dim<br>mid | ❻ | glam<br>globe<br>glom<br>gal |
| ❼ | tiny<br>twin<br>wine<br>twine | ❽ | win<br>bane<br>ban<br>van |
| ❾ | stripe<br>ripe<br>strip<br>print | ❿ | grad<br>drag<br>grade<br>ride |

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## VCe I.D.

Circle the VCe words and put a macron over the long vowel.
Then read the words.

| | | |
|---|---|---|
| stamp | bird | ban |
| bat | home | stroke |
| smile | tote | cute |
| sock | stag | prime |
| stake | lobe | tin |
| stale | lard | prize |
| crane | mime | fan |
| jab | spot | dad |
| stag | mop | ape |
| chose | mope | up |

version A

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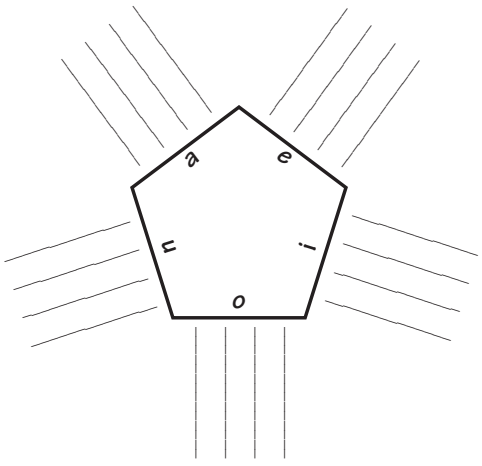
First of 4 pages:
3 rearrangements of the same list included

## PENTAGON SPELLING

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