

LESSON 6:

VOWEL-CONSONANT-E SYLLABLES

Host: In this lesson, we'll learn about vowel-consonant-*e*, or VC*e*, syllables. In these syllables, the *e* at the end is silent, but it tells us that the vowel sound is long. For example, if we add an *e* to the word *mat*, it becomes *mate*. Notice how the *e* at the end is silent, but it changes the vowel sound to the long *a*.

Teacher: I will introduce you to a new syllable, the vowel-consonant-*e*, or VC*e*, syllable, in which the vowel sound is long. In these syllables, the vowel sound is long because of the *e* at the end. The *e* doesn't make its own sound but is only there to tell us that the previous vowel is long. Many longer words are made up of VC*e* syllables combined with other syllables. Learning the VC*e* pattern increases the number of words you can read.

Host: Teach students how to identify and read VC*e* syllables by using this strategy:

Determine whether the syllable ends in the VC*e* pattern.

Determine whether the vowel is short or long.

Read the word, using the appropriate vowel sound.

Teacher: Please read this word and tell me how many sounds it has.

Mad, /m/ /a/ /d/: It has three sounds. What sound does the vowel make?

Right, /a/. Let's see what happens when we add an *e* to the end. This is a word you've seen many times: *made*.

/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, a consonant, and an *e* at the end.

Here is another example. What word?

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

Right, /ī/. So the word is *dime*. Great! Let's read more words. What word?

Right, *mop*. Let's add an *e* to the end. What sound will the *o* make? What does the *e* do to the vowel sound in a VCe syllable?

Right, it makes it long, so the sound would be /ō/. What sound does the *e* make in a VCe syllable?

That's right. It doesn't make a sound. It is silent. Let's look at this word again. If I have an *e* at the end of the word, what sound will the *o* make?

Right, /ō/. So what is the word?

Great, *mope*. Let's read some more words. It's important for you to recognize different types of syllables. Here is a strategy to determine whether a syllable is VCe.

First, ask yourself whether the syllable ends in the VCe pattern. I see a vowel, a consonant, and an *e* at the end of the syllable. Yes, this syllable ends in the VCe pattern.

Next, determine the vowel sound. We just learned that vowels in VCe syllables are long, so this vowel's sound is /ī/.

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

Does the syllable end in the VCe pattern? I see a vowel and a consonant, but there is no *e*. This syllable does not end in VCe. It is a closed syllable.

What is the vowel sound?

We have learned that vowels in closed syllables are short, so this vowel's sound is /o/, as in *octopus*.

Next, blend the sounds and read the word: /k/ /o/ /p/: *cop*. Let's read some more words and practice this strategy.

Does this word end in the VCe pattern? There's the *o*, the *p*, and then *e* at the end, so yes, it's a VCe syllable. What does that tell us about the vowel sound?

Right, the vowel will be long. It will say /ō/. Because we know it is a VCe syllable and the vowel is long, let's blend the sounds: /s/ /l/ /ō/ /p/: *slope*. What is this word?

No, not *fīr*. I know the *ir* makes it look like an *r*-controlled syllable, but words that end in a vowel-*re* pattern are considered to be VC*e* syllables rather than *r*-controlled syllables. The *e* is stronger than the *r*, so the *e* jumps over the *r* to make the vowel long. So, let's look at this word again. Does it end in the VC*e* pattern?

Yes, so if the *e* jumps over the *r* to make the vowel long, what sound does the *i* make?

Right, /ī/. So what is the word?

Correct! The word is *fire*. Great work!

Remember, we learned about a new type of syllable in this lesson: the vowel-consonant-*e*, or VC*e*, syllable. In these syllables, 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.

Host: Here's a strategy designed to help students spell VC*e* words:

Listen to the word and repeat it orally or silently.

Segment the sounds in the word.

Determine whether the vowel is long or short.

If the vowel is long, spell the word, using the VC*e* pattern.

Check the spelling by reading the word.

Teacher: Let's play a game to see how spellings change the pronunciation of words, based on the syllable types we have learned. The first word is *plan*. Read the word, please.

Good. Now, I will change one letter to make the word *plane*. Adding the *e* has made the *a* say its long sound, /ā/: *plane*. What is the word?

Good. Now, I'll take away the *p*. The word is now *lane*. What is the word?

Good. What would the word be if I changed the *a* to an *i*?

Right, the word would be *line*. Now, I'll change the *l* to a *p* to make the word *pine*. Say the word, please.

Now, I'll take away the *e*. What is the word?

Correct, the word is *pin*. Removing the *e* has made the *i* short, /i/: *pin*. Now, I'll change the letter *i* to an *e*.

Look, the word is now *pen*. The vowel sound changes from an /i/ to an /e/, like the short *e* sound as in *egg*. Now, I'll take *pen* and change the *n* to a *t*. What does that make?

Good job! The word is *pet*. Now, let's add an *e* to the end of *pet*. What is the word?

Correct! The word is *Pete*. By adding the silent *e*, I have made the vowel sound long and changed /e/ to /ē/, *Pete*. Now, I'll change the *e* to an *a* and the word is *pate*. What is the word?

Good, *pate*. Now, take away the *e* and what word do you have?

Good! The word is *pat*. Taking away the *e* makes a closed syllable and the *a* says its short sound, /a/, as in *apple*. Now, let's change the *p* to an *r*. What is the word?

Good! The word is *rat*. You are really getting the hang of this! Now, we'll add an *e* to the end. What is the word?

Yes! The word is *rate*. Now, change the *t* to a *k*. What is the word?

Good job! The word is *rake*. Now, let's replace the *r* with an *f*. What does that say?

Good! The word is *fake*. Now, let's change the initial sound to a blend. What is the word if you add an *l* after the *f*?

Good work! That one was a little tricky. The word becomes *flake*. OK, now take away the *f*. What is the word?

Right! The word is *lake*.

You did a great job of paying attention to the changes we made and reading the new words! It is important to focus on the sounds of words and the spelling patterns you have learned to help you become a better reader and writer.

Host:

This activity helps students focus in on individual sounds and how they're represented by different letters. Changing words one letter at a time helps students see patterns and to use what they have learned to make new words. When doing this activity, it is important to enunciate each word distinctly, so that students can hear the difference in the sounds between each word and the one that follows.