

Lesson Plan: Vowel-Consonant-Silent e Multisyllabic Words

OBJECTIVE: The student will learn how to read and write words with the Vowel-Consonant-Silent e syllable pattern by dividing the word into syllables.

MATERIALS:

Chart to display:

Multi-syllable Words with Silent e:

1. How many vowels in the word? (fingers)
2. Are the vowels together or apart? (hands)
3. Do you see a silent e? (thumbs up or down)
4. How many syllables are in the word? (fingers)
5. Draw lines to separate the syllables.
6. Read each syllable. Blend to read a whole word.

Word list for ADDITIONAL WORD READING PRACTICE:

evoke	milestone	cupcake	immune	stampede
complete	unmade	reptile	erase	locate
inside	trombone	bathrobe	inhale	pancake
inmate	ozone	update	provoke	lifetime
headache	skyline	escape	tightrope	refuse

TEACHER BACKGROUND INFORMATION:

Many one-syllable words contain the 'Vowel-Consonant-Silent e' pattern, such as *made, tape, dime, note, and tube*. In a one syllable word, when a word ends in the letter *e* and one vowel and one consonant comes before the *e*, the *e* is silent and the vowel has the long vowel sound. This pattern has been taught in grades 1 and 2, however, some students in grades 3-5 will need to be retaught and reminded through many exposures in a variety of settings.

Once students have learned to recognize this pattern, it's easy for them to see the same pattern in multisyllabic words because the 'Vowel-Consonant-Silent e' pattern *usually* occurs at the end of multisyllabic words, just as it occurs at the end of one-syllable words. The 'Vowel-Consonant-Silent e' pattern stays together as a syllable, and the other syllable division rules can be applied to the rest of the word to determine how the word is divided and then blended to pronounce the word.

The chart in the materials section above provides a routine that students can easily respond to. The same chart is provided below with more details to support your teaching of the routine and the possible questions or confusions that may surface when teaching the ‘Vowel-Consonant-Silent e’ pattern in multisyllabic words.

Multi-syllable Words with Silent e:

1. How many vowels in the word? (Use fingers to show)
2. Are the vowels together or apart? (Use hands to show)
(When vowels are together, they usually represent one vowel sound. Vowel teams work together to make one syllable. Examples: pay, raid, bead, feet, pie, boat, toe, snow, shout, foil, repeat, chimpanzee, boomerang, poisonous, continue)
3. Do you see a silent e? (Thumbs up or thumbs down)
(The silent e connects to the closest vowel in the syllable. The VCe pattern indicates one syllable. Draw a circle around the VCe pattern in the word to show the connection.)
4. How many syllables are in the word? (Use fingers to show)
5. Draw lines to separate the syllables. (Use previously learned syllable division rules*)
6. Read each syllable. Blend to read a whole word.

*Helpful Syllable Division Rules:

- Divide syllables between two consonants that are the same. (but/ton)
- When two consonants are together, divide between the consonants. (mag/net)
- Keep blends, digraphs, and r-controlled vowels together. (con/stant; mush/room; car/niv/al)
- Keep vowel teams together. (re/peat)
- Divide compound words between the two smaller words. (base/ball)
- Keep one-syllable prefixes and suffixes together. (-ed, -ing, un-, dis- re-)

LESSON CYCLE:

1. CONNECT TO PREVIOUS LEARNING:

Review one syllable words that have the ‘Vowel-Consonant-Silent e’ pattern using these examples: *mad – made; hid – hide; cut – cute*

On a strip of paper or a shortened sentence strip, write the word *made*. Fold the right portion of the strip (the part that has the silent *e*) behind the word so that only the word *mad* is exposed. When you open the folded *e*, the students will see the word *made*. When you fold the right portion behind, the word *mad* will show on the strip.

mad	e
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hid	e
-----	---

cut	e
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- Show the sentence strip with the word *mad* (*e* folded behind.)

“Read this syllable. Is the syllable open or closed? What is the vowel sound? Read the syllable again.”

- Open the fold to expose the silent *e* at the end of *mad* (showing the word *made*.) Review the rule for ‘Vowel-Consonant-Silent e’ words.

“When a word ends in the letter *e* and one vowel and one consonant come before the *e*, the *e* is silent and the vowel has the long vowel sound.”

- Point to the word *made*.

“The word ends in the letter *e* and it has one vowel, *a*, and one consonant, *d*, before the *e*. With this pattern, the *e* is silent and the vowel has the long *a* sound. Read the syllable.”

- Repeat the same sequence using the sentence strips for *hid – hide* and *cut – cute*.

2. TEACH/ MODEL: Dividing Two-Syllable Words with the ‘Vowel-Consonant-Silent *e*’ pattern:

Today you’re going to learn how to read two-syllable words by dividing the word into syllables. The words will contain the ‘Vowel-Consonant-Silent *e*’ pattern.

We can use the following steps to help us remember how to divide words that contain the ‘Vowel-Consonant-Silent *e*’ pattern:

Steps to Read Multi-syllable Words with Silent *e*:

1. How many vowels in the word? (fingers)
2. Are the vowels together or apart? (hands)
3. Do you see a silent *e*? (thumbs up or down)
4. How many syllables are in the word? (fingers)
5. Draw lines to separate the syllables.
6. Read each syllable. Blend to read a whole word.

Display the above Steps to Read Multi-syllable Words with Silent *e*. Use the word ‘*reptile*’ to teach the steps. Write the word *reptile* on the board for all students to view. Do not say the word aloud.

Step 1: How many vowels in the word? (fingers)

“First we’ll locate and count the vowels. I see 3 vowels in this word, the *e*, the *i*, and the final *e*. I’ll use my fingers to show how many vowels I see.” (Hold up 3 fingers.)

Step 2: Are the vowels together or apart? (hands)

“The next step asks whether the vowels are together or apart. I see that in this word the vowels *e*, *i* and the last *e* are apart. I’ll show this with my hands. (Hold up your hands and show an outward movement.)

Step 3: Do you see a silent *e*? (thumbs up or down)

“Step 3 asks if we see a silent *e*. The word ends with a silent *e* so I’ll show this with a thumbs up signal.” (Point to your brain and say), “This makes me think, when a word ends in the letter *e* and one vowel and one consonant come before the *e*, the *e* is silent and the vowel has the long vowel sound. The VCe pattern stays together as one syllable.” (Draw a circle around the *-ile* at the end of *reptile*.) “This says /il/.”

Step 4: How many syllables are in the word? (fingers)

“Step 4 asks how many syllables are in the word. Remember that every syllable has only one vowel sound. When I count the vowel sounds, I know that the first *e* makes one syllable and the *-ile* will stay together as one syllable. I have two syllables. I’ll use my fingers to show two syllables.”

Step 5: Draw lines to separate the syllables.

“Step 5 says to draw lines to separate the syllables. I’m going to use what I already know about dividing syllables. Because the *-ile* stays together as one vowel sound, I see that the word has a VCCV pattern.

r e p t i l e
v c c v

I know that I divide the VCCV pattern between the consonants, so I’ll draw lines to separate the syllables: *rep / tile.*”

Step 6: Read each syllable. Blend to read a whole word.

“Now I’ll read the syllables. The first syllable is closed and the vowel has the short *e* sound.” (Slide your finger under the first syllable and say *rep.*) “The second syllable has a VCe. The *i* has the long sound and the *e* is silent.” (Slide your finger under the second syllable and say *tile.*) “Now I’ll read the whole word.” (Sweep your finger under the whole word as you say *reptile.*)

3. GUIDED PRACTICE: Practicing the ‘Vowel-Consonant-Silent *e*’ pattern

Tell the students that now they will practice dividing multi-syllable words with the ‘Vowel-Consonant-Silent *e*’ pattern. Print the word *exhale* on the board. Do not say the word aloud. Have the students copy the word *exhale* on their papers. Do not say the word aloud.

Step 1: How many vowels in the word?

“Step 1 asks how many vowels are in the word. Hold up your fingers to show how many vowels you see. With your finger, point to the vowels you see, and I’ll do the same with my word (on the board.) What is the first vowel? (*e*) What is the second vowel? (*a*) What is the third vowel? (*another e*)

Step 2: Are the vowels together or apart? (hands)

“The next step asks whether the vowels are together or apart. Hold up your hands to show whether the vowels are together or apart. Yes, the vowels are apart.” (Show an outward movement with your hands.)

Step 3: Do you see a silent *e*? (thumbs up or down)

“Step 3 asks if we see a silent *e*. Answer this question with a thumbs up or a thumbs down.” (Show a thumbs up and point to your brain.) “What does this make you think?” Ask a student to explain the VCe rule. Prompt him by saying, “When a word ends in ... (silent *e*) and what comes before the *e*? (one vowel and one consonant), the *e* is... (silent) and the vowel has... (a long vowel sound). What does the VCe pattern do?” (It stays together as one syllable.) “Draw a circle around the VCe in your word, and I’ll do the same on my word. What does the last syllable say?” (*/āle/*)

Step 4: How many syllables are in the word? (fingers)

“Step 4 asks, how many syllables are in the word? Remember that every syllable has only one vowel sound. Show me how many syllables with your fingers. Point to the syllables in the word, and I’ll do the same on my word.” Ask a student to explain the two syllables. Point to the first *e* and prompt the student to say, the first *e* makes one syllable. Point to the *-ale* and prompt the student to say, the *-ale* will stay together as one syllable. I have two syllables.

Step 5: Draw lines to separate the syllables.

“Step 5 says to draw lines to separate the syllables. Use what you already know about dividing syllables. Remember that the *-ale* stays together as one vowel sound, what pattern do you see in the word? (VCCV) Draw the lines on your paper to show how you divide the VCCV pattern in the word, and I’ll do the same on the board: *ex / hale*.

Step 6: Read each syllable. Blend to read a whole word.

“Now let’s read the syllables. The first syllable is closed, and the vowel has the short *e* sound.” Slide your finger under the first syllable. “What does it say? (*ex*) The second syllable has a VCe. The *a* has the long sound and the *e* is silent.” Slide your finger under the second syllable. “What does it say? (*hale*.) Now let’s read the whole word.” Sweep your finger under the whole word as you say *exhale* with the students.

Repeat the same sequence with the words: envelope, telephone, centipede

If a student pronounces a word incorrectly, immediately say the word correctly and ask the group to repeat the word. Explain why the word is pronounced this way (VCe is one syllable with long vowel and silent e, review other word division rules.)

4. INDEPENDENT PRACTICE: Apply to a text.

When students are reading independently or in guided reading, ask students to look for examples of words with the ‘Vowel-Consonant-Silent e’ pattern in their books. When they find an example, they should show a friend how to read the word, using the Steps to Read Multi-syllable Words with Silent e.

As the students find words with the VCe pattern at the end of the word, they may find words where the vowel does not have the long vowel sound. Create a chart to show the two categories of words, such as:

VCe has the long vowel sound

imitate
exclude
antelope

VCe does NOT have the long vowel sound

palace
lettuce
service

Explain to the students that they should try the long vowel sound first, then try the short vowel sound to make the word sound like a word they know. Some of the words have a schwa sound which should be addressed in a series of lessons about schwa sounds.

DICTATION: Have the students spell each syllable to write words with the ‘Vowel-Consonant-Silent e’ pattern.

Introduce the word – Now we’re going to spell two-syllable words with the ‘Vowel-Consonant-Silent e’ pattern. We’ll write the word by thinking about one syllable at a time. The first word is *include*. She will *include* a list of her favorite books.

Say each syllable – How many syllables are in the word *include*? (two) What is the first syllable? (*in*) What is the second syllable? (*clude*)

Spell each syllable – Think about the sounds in the first syllable *in*. Write the sounds you hear in *in*. Then, think about the sounds in the second syllable *clude*. Write the syllable *clude*. Monitor students’ work to make sure everyone writes the word correctly, without a space between the syllables.

Now compare your spelling to mine. (Write the correct spelling of the word *include* on the board.) Let’s spell the word together. (Slide your finger under *in* and say...) *in, i-n*. (Slide your finger under *clude* and say...) *clude, c-l-u-d-e*. (Sweep your finger under the whole word and say...) *include*.

Repeat the same sequence with the words *mistake*, *consume*, and *donate*.

For an additional challenge, have the students try a 3-syllable word: *liberate*, *concentrate*, *illustrate*

ADDITIONAL WORD READING PRACTICE:

Make a list like the following with 20 words with the ‘Vowel-Consonant-Silent e’ pattern. Print the words in a different random order each day for the students to warm up with.

evoke	milestone	cupcake	immune	stampede
complete	unmade	reptile	erase	locate
inside	trombone	bathrobe	inhale	pancake
inmate	ozone	update	provoke	lifetime
headache	skyline	escape	tightrope	refuse

To begin the practice, point to the first word, slide your finger under the first syllable and say the first syllable. Slide your finger under the second syllable and say the second syllable. Sweep your finger under the whole word and blend and read the whole word. Follow the same routine to show how to read 3-4 words. Then have the students continue with the rest of the words in the same manner.