

SYLLABLE TYPES

EXACT TEKS WORDING (FROM TEA)

“demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables”

WHAT DOES THIS MEAN TO ME?

When I see a vowel, then a consonant, then a silent e, the vowel says its long name.

The silent e is the signal that the vowel says its name, not its short sound.

When I can find the vowel, the consonant, and the silent e, I can read and spell the word.

THIS WEEK'S FOCUS

VCe Syllables

from “The Mystery of the Traveling Shell”

A VCe syllable has a vowel, a consonant, and a silent e, so the vowel says its long name, as in came, ride, and hope. This week we notice, choose, show, own, and defend the VCe pattern.

This deck teaches **syllable types** across the five RPLD thinking levels:

NOTICE → CHOOSE → SHOW → OWN → DEFEND.

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Grade 3 • Prepare Cluster • Syllable Types

TEKS 3.2(B) • Syllable Types • Week 3 of 36 • Prepare Cluster • Module 3 • slide 1 of 10

TEACHER SAYS & DOES • SLIDE 1 OF 10 •

Introduce the Week

 ~5 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“This week we are studying syllable types. Our focus is VCe syllables. A VCe syllable has a vowel, a consonant, and a silent e at the end, so the vowel says its long name.”

▶ Show the cover. Read the exact TEKS wording aloud, then read the What does this mean to me box in your own warm voice.

“A VCe syllable has a vowel, a consonant, and a silent e, so the vowel says its long name, as in came, ride, and hope. This week we notice, choose, show, own, and defend the VCe pattern.”

▶ Point to the five thinking levels. Preview the week: we NOTICE, CHOOSE, SHOW, OWN, and DEFEND the pattern.

PREP & MATERIALS: the VCe Syllables slide deck for Prepare Cluster Module 3 . a class or student copy of "The Mystery of the Traveling Shell" . the student tracking sheet . pencils

CHECK FOR UNDERSTANDING

Ask a student to name one VCe syllable from the reading and tell how they know.

RAISE THE THINKING

Ask a student how reading the word would change if the VCe syllable pattern were different.

TODAY'S THINKING JOB

NOTICE

"I can notice a VCe syllable."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Notice the VCe syllable.

Read this sentence from the passage. Find the bold word and the vowel, the consonant, and the silent e.

"The shell **came** from a faraway place."

I CAN | I can notice a VCe syllable and name the vowel, the consonant, and the silent e.

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Grade 3 · Prepare Cluster · Syllable Types · Monday

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TEACHER SAYS & DOES · SLIDE 2 OF 10 ·

Monday · NOTICE · Foundational

~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is NOTICE. I can notice a VCe syllable."

▶ Read the I can statement aloud, then the task on the slide.

"Listen as I read the sentence. I am looking for the VCe syllable in came."

▶ Read the sentence aloud twice. Give think time, then have students copy the word on the NOTICE row of the tracking sheet.

ANSWER KEY: came. Came has the vowel a, the consonant m, and the silent e, so the a says its long name. That is the VCe pattern.

CHECK FOR UNDERSTANDING

Ask a student to explain the VCe syllable in their own words.

COMMON MISCONCEPTION

Students may not identify the vowel, the consonant, and the silent e. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know it is a VCe syllable? Look for the vowel, the consonant, and the silent e.

RPLD EVIDENCE & ADVICE

NOTICE at Foundational is about finding the VCe syllable. Keep the demand at this level.

RAISE THE THINKING

Ask a student what the word would sound like without the VCe syllable pattern.

TODAY'S THINKING JOB

CHOOSE

"I can choose a VCe syllable."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Choose the VCe syllable.

Read the sentence. Which word is a VCe syllable? Use the rule.

"She made a **case** for keeping the shell in a safe **place**."

A case • **B** shell • **C** from

I CAN | I can choose the VCe syllable and explain how I know.

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Grade 3 · Prepare Cluster · Syllable Types · Tuesday

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TEACHER SAYS & DOES · SLIDE 3 OF 10 ·

Tuesday · CHOOSE · Developing

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is CHOOSE. I can choose a word with a VCe syllable."

▶ Read the I can statement aloud, then the task on the slide.

"Read the sentence and all three choices. Only one word has the VCe syllable pattern."

▶ Have students choose privately, then share with a partner before you reveal the answer on slide 8.

ANSWER KEY: A. case. Case has the vowel a, the consonant s, and the silent e, so the a says its long name. Shell is a closed syllable, and from is a closed syllable.

CHECK FOR UNDERSTANDING

Ask a student to name the vowel, the consonant, and the silent e in the answer.

COMMON MISCONCEPTION

Students may choose by ear. Use the rule to check the vowel, the consonant, and the silent e.

POSSIBLE STUDENT QUESTION

Two words seem close. How do I pick? Check for the vowel, the consonant, and the silent e.

RPLD EVIDENCE & ADVICE

CHOOSE at Developing is about selecting the word the rule fits. Keep the demand at this level.

RAISE THE THINKING

Ask a student to find another VCe syllable in the sentence.

TODAY'S THINKING JOB

SHOW

"I can show how a VCe syllable works."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Show the VCe syllable.

Read the sentence. In the bold word, name the vowel, the consonant, and the silent e.

"The shell was in a safe **place on the shelf."**

I CAN | I can show the vowel, the consonant, and the silent e.

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Grade 3 · Prepare Cluster · Syllable Types · Wednesday

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TEACHER SAYS & DOES · SLIDE 4 OF 10 ·

Wednesday · SHOW · Independent

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is SHOW. I can show how a VCe syllable works."

▶ Read the I can statement aloud, then the task on the slide.

"The bold word is place. Name the vowel, the consonant, and the silent e."

▶ Take two or three answers. Push students to name all the parts.

ANSWER KEY: place. Place has the vowel a, the consonant c, and the silent e, so the a says its long name. The silent e makes the vowel long.

CHECK FOR UNDERSTANDING

Ask a student to point to the vowel, the consonant, and the silent e in the word.

COMMON MISCONCEPTION

Students may name only part of the pattern. Require all parts.

POSSIBLE STUDENT QUESTION

Can a word have more than one VCe syllable? Yes, a longer word can.

RPLD EVIDENCE & ADVICE

SHOW at Independent is about explaining how the rule works. Keep the demand at this level.

RAISE THE THINKING

Ask a student what would change if the pattern were different.

TODAY'S THINKING JOB

OWN

"I can use the VCe rule to read a longer word."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Own it. Read the longer word.

Split the word into its parts. Name the vowel, the consonant, and the silent e.

cupcake
cup / cake

I CAN | I can use the VCe rule to read a longer word.

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Grade 3 · Prepare Cluster · Syllable Types · Thursday

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TEACHER SAYS & DOES · SLIDE 5 OF 10 ·

Thursday · OWN · Advanced

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is OWN. I can use the VCe rule to read a longer word."

▶ Read the I can statement aloud, then the task on the slide.

"Cupcake is a longer word. Split it and read each syllable."

▶ Model the cover-and-read once, then have students split the word on the OWN row of the tracking sheet.

ANSWER KEY: cup / cake. Cup is a closed syllable with the short u. Cake is a VCe syllable with the long a. The silent e makes the difference.

CHECK FOR UNDERSTANDING

Ask a student to name each syllable in cupcake and its type.

COMMON MISCONCEPTION

Students may read the first syllable with the wrong vowel sound. Guide them to the pattern.

POSSIBLE STUDENT QUESTION

How do I know where to split the word? Look for the syllable boundary.

RPLD EVIDENCE & ADVICE

OWN at Advanced is about using the rule inside a longer word. Keep the demand at this level.

RAISE THE THINKING

Ask a student to apply the rule to another longer word.

TODAY'S THINKING JOB

DEFEND

"I can prove that a word has a VCe syllable."

EXACT TEKS WORDING

"demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables"

Defend the rule.

Prove the bold word follows the rule. Name the vowel, the consonant, and the silent e.

"She had to **move** the shell to a new spot."

I CAN | I can prove that a word has a VCe syllable.

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Grade 3 · Prepare Cluster · Syllable Types · Friday

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TEACHER SAYS & DOES · SLIDE 6 OF 10 ·

Friday · DEFEND · Reflective

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Today's thinking job is DEFEND. I can prove that a word has a VCe syllable."

▶ Read the I can statement aloud, then the task on the slide.

"For move, name the vowel, the consonant, and the silent e and prove it."

▶ Have students write a because statement on the DEFEND row, then share two strong answers.

ANSWER KEY: move. Move has the vowel o, the consonant v, and the silent e. The e is silent and makes the o say a different sound. This is the VCe pattern.

CHECK FOR UNDERSTANDING

Ask a student to explain how they proved move follows the rule.

COMMON MISCONCEPTION

Students may name the whole word instead of the vowel, the consonant, and the silent e. Require all parts.

POSSIBLE STUDENT QUESTION

Is every word with this pattern VCe syllable? Yes, if it has the vowel, the consonant, and the silent e.

RPLD EVIDENCE & ADVICE

DEFEND at Reflective is about proving the rule. Keep the demand at this level.

RAISE THE THINKING

Ask a student to defend why another word in the sentence is NOT a VCe syllable.

Find a VCe syllable on your own.

Go back to the passage. Find one VCe syllable. Copy the sentence and name the vowel, the consonant, and the silent e.

**Go back to the reading.
Find one VCe syllable.
Copy the exact sentence. Then name the vowel, the consonant,
and the silent e.**

I CAN | I can find a VCe syllable and prove it.

TEACHER SAYS & DOES · SLIDE 7 OF 10 ·

Independent Practice · YOUR TURN

 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Now it is your turn to find a VCe syllable on your own."

▶ Read the Your Turn task. Students work independently on the tracking sheet.

"Copy the exact sentence. Then name the vowel, the consonant, and the silent e."

▶ Circulate and note who can name all the parts without help.

ANSWER KEY: make. Make has the vowel a, the consonant k, and the silent e, so the a says its long name.

CHECK FOR UNDERSTANDING

Scan for students who name the vowel, the consonant, and the silent e together.

COMMON MISCONCEPTION

Students may write a word without naming all the parts. Require the vowel, the consonant, and the silent e.

POSSIBLE STUDENT QUESTION

What if my word has more than one syllable? Pick the syllable that is VCe syllable and prove it.

RPLD EVIDENCE & ADVICE

Independent practice shows who owns the rule. Look for the vowel, the consonant, and the silent e.

RAISE THE THINKING

Ask an early finisher to check their word by reading it aloud.

Answers, across the five thinking levels.

NOTICE came. Came has the vowel a, the consonant m, and the silent e, so the a says its long name. That is the VCe pattern.

CHOOSE A. case. Case has the vowel a, the consonant s, and the silent e, so the a says its long name. Shell is a closed syllable, and from is a closed syllable.

SHOW place. Place has the vowel a, the consonant c, and the silent e, so the a says its long name. The silent e makes the vowel long.

OWN cup / cake. Cup is a closed syllable with the short u. Cake is a VCe syllable with the long a. The silent e makes the difference.

DEFEND move. Move has the vowel o, the consonant v, and the silent e. The e is silent and makes the o say a different sound. This is the VCe pattern.

YOUR TURN make. Make has the vowel a, the consonant k, and the silent e, so the a says its long name.

TEACHER SAYS & DOES · SLIDE 8 OF 10 ·

Review the Answers

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our work across the five thinking levels."

▶ Reveal the answer slide one row at a time. Have students check their own tracking sheets.

"If you missed one, that is where your learning is. Go back to the word and find the pattern."

▶ Celebrate students who explained the rule, not only students who named the word.

CHECK FOR UNDERSTANDING

Students can explain the rule, not just name the word.

COMMON MISCONCEPTION

Naming the word without the vowel, the consonant, and the silent e. Ask how and why for at least two answers.

POSSIBLE STUDENT QUESTION

Why not just memorize the list? Because readers meet new words in books and tests, and the rule reads them.

RPLD EVIDENCE & ADVICE

Reviewing is where OWN turns into DEFEND. Push for the vowel, the consonant, and the silent e.

RAISE THE THINKING

Ask a student to explain what would change if the syllable type were different.

READ THIS PASSAGE EXCERPT.

“The shell came from a faraway place. ... She made a case for keeping it. ... The shell did not move from the shelf.”

Which word from the reading has a VCe syllable?

A shell

B made

C from

D spot

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TEACHER SAYS & DOES · SLIDE 9 OF 10 ·

Show What You Know

 ~4 min

“ ” = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is a test-style question, the kind you see on the state assessment.”

▶ Read the excerpt and the question aloud.

“Read all four choices before you decide. The best answer is the one the rule fits.”

▶ Give think time. Students choose privately and bubble their letter on the tracking sheet.

ANSWER KEY: The answer is B.

CHECK FOR UNDERSTANDING

Students choose by the rule, not by which word looks familiar.

COMMON MISCONCEPTION

Choosing by guess or by a word they like. Check the pattern in each choice.

POSSIBLE STUDENT QUESTION

Two answers seem close. How do I pick? Check for the vowel, the consonant, and the silent e.

RPLD EVIDENCE & ADVICE

A clean test item is DEFEND in action under assessment conditions.

RAISE THE THINKING

Ask why each wrong choice is wrong, which leads into the next slide.

The answer is B.

A shell

Shell is a closed syllable. The e is part of the sh digraph, not a silent e.

B made Correct.

Made has the vowel a, the consonant d, and the silent e, so the a says its long name.

C from

From is a closed syllable. The o is followed by m, so it says its short sound.

D spot

Spot is a closed syllable. The o is followed by t, so it says its short sound.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 ·

The Answer, and Why

 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"The correct answer is B. The most important part is understanding why."

▶ Reveal each choice's reason. Spend the most time on the wrong answers.

"Each wrong choice is a real word from the reading, but it does not fit the pattern."

▶ Have students write one sentence on the tracking sheet explaining why the correct answer is right.

CHECK FOR UNDERSTANDING

Students can explain why the correct word fits the rule.

COMMON MISCONCEPTION

Knowing the answer but not why. Insist on the reason.

POSSIBLE STUDENT QUESTION

Why is the second choice wrong? Because it has a different syllable type.

RPLD EVIDENCE & ADVICE

Explaining the distractors is the highest DEFEND move of the week.

RAISE THE THINKING

Ask a student to write a new sentence using a VCe syllable word and prove the rule.