



# Learning to Spell Multisyllabic Words:

## Concept 3 - VCe Syllables

### Educator Script

Slide #	Possible Teacher Script
Slides 2-3	Read to help you prepare for lesson and new concept(s) and begin discussion with students.
<b>Slide 4 (hidden)</b> <b>Teacher:</b> Introduces Word  1. Say the word "extreme" & have students say the word. 2. Use it in a sentence: "The extreme wind caused the tree to fall"	Step 1: Say word in a sentence "The <u>extreme</u> wind cause the tree to fall" (we say a word in a sentence to activate oral language/meaning - when we write, we think of the words first then write!)
<b>Slide 5 (hidden)</b> <b>Teacher &amp; Students:</b> Discuss Word Meaning & Use the Word In Their Own Sentence 1. Does anyone know what <u>extreme</u> means? (If no, look it up online). 2. Use the word <u>extreme</u> in a sentence, connecting to something you've experienced or thought about.	Step 2: We need to think about what the word means. Take a minute and think of what you think the word 'extreme' means (turn & talk with a partner, connect to prior experiences, use the word in a sentence). Connect to meaning "extreme" means: reaching a high or highest degree. <b>Note:</b> Make sure to account for or be ready for multiple meanings. <a href="http://www.etymonline.com">www.etymonline.com</a>
<b>Slide 6</b> <b>Teacher &amp; Students:</b> Say the word & Count the syllables in the word. Draw lines for each syllable heard. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <hr style="width: 100px; border: 1px solid black;"/> <p>1st syllable</p> </div> <div style="text-align: center;"> <hr style="width: 100px; border: 1px solid black;"/> <p>2nd syllable</p> </div> </div>	Step 3: Next we need to know how many syllables are in the word (tip you can feel how many times your chin drops when saying a word) When proficient writers spell, they spell by chunking longer words into syllables. This will help us spell words accurately. "ex treme" there are 2 syllables" <b>COMMON BARRIER:</b> students may divide syllables differently based on their personal pronunciation of a word (e.g., ra bbit vs. rabb it). It is ok for students to say each syllable how they would divide it as they will be writing the letters for the 'sounds they hear' in the next step. As long as they are saying all the sounds in the word, they can divide the words slightly differently. We also <i>do not</i> use our syllable division patterns when spelling words. Division patterns help us divide words we <i>do not know how to say</i> . Since the words we are spelling are ones we know how to say, we rely on the sound to divide the syllables. This may cause some confusion. Remind students that these are words they already know, and their brain has connected a specific sound to a specific meaning, so we use the syllables as they hear it/say it.  Teacher note- at this point you may not need to draw lines for syllables as the students have practiced writing closed and open syllable words. Add in scaffolding as needed for the students in your class.

<p><b>Slide 7</b></p> <p><b>Teacher &amp; Students:</b> Pound &amp; Sound the first syllable to identify each sound heard. Write the letter/letters for each sound heard.</p> <div style="text-align: center;"> <div style="display: inline-block; text-align: center; margin-right: 20px;"> <b>ex</b>  <small>1st syllable</small> </div> <div style="display: inline-block; text-align: center;"> <div style="border-bottom: 1px solid black; width: 50px; height: 10px; margin: 0 auto;"></div> <small>2nd syllable</small> </div> </div>	<p>Step 4: We always write by spelling out a syllable at a time. Let's start with the first syllable:</p> <ol style="list-style-type: none"> <li>First - say the sounds in the first syllable. We need to figure out how many speech sounds are in a syllable to figure out what letters to write for each speech sound.</li> <li>Then, we will write the letter(s) for each speech sound. ex = /e/ /k/ /s/, there are 3 sounds so we need to write 'e' for the /e/ sound and and we write 'x' for the /ks/ sounds.</li> </ol> <p><b>Common barrier - students may say 'there are 2 sounds for 'ex'.</b> <b>You can have them say the syllable slowly and pay attention to how their mouth moves /e/ /k/ /s/ and review that when we hear /ks/ we often spell it with 'x'.</b></p>
<p><b>Slide 8</b></p> <p><b>Teacher &amp; Students:</b> Pound &amp; Sound the remaining syllable(s) to identify each sound heard. Write the letter/letters for each sound heard. *for this word you hear the 'long e sound' so we can write a silent e syllable.</p> <div style="text-align: center;"> <div style="display: inline-block; text-align: center; margin-right: 20px;"> <b>ex</b>  <small>1st syllable</small> </div> <div style="display: inline-block; text-align: center;"> <div style="border-bottom: 1px solid black; text-align: center; margin: 0 auto;">treme</div> <small>2nd syllable</small> </div> </div>	<p>Step 5: Repeat step 4 to write the second syllable. treme = there are 4 sounds /t/ /r/ /e/ /m/ so we need to write treme **we know the 'e' is long so it is a magic e/VCe syllable</p>
<p><b>Slide 9</b></p> <p><b>Teacher &amp; Students:</b> Write the word as a whole: extreme Re-Read the word to check for spelling. Identify any letter(s) that are spelled incorrectly and try a different spelling pattern</p> <p>For example, if students spelled long e as 'ea", prompt students to identify another way to spell the long e sound (VCe spelling)</p> <div style="text-align: center;">  </div>	<p>Step 6: Read the word "extreme"</p> <p><b>Common barrier - some students will try to do 'syllable division to read' steps (e.g., labelling the vowel, dividing the syllables). Tell students to only 're-read' the word to check to make sure it makes sense!</b></p>
<p><b>Slide 10</b></p> <p><b>Students: Create sentence(s) using the word (orally first, then by writing)</b></p> <ul style="list-style-type: none"> <li>You can use sentence stems like "because/but/so":             <ul style="list-style-type: none"> <li>The weather was extreme because ____</li> <li>The weather was extreme but ____</li> <li>The weather was extreme so ____</li> </ul> </li> <li>Practice writing a sentence with a conjunction: "The weather was extreme <b>but</b> it didn't cause any damage".</li> </ul> <p><small>Source: The writing Revolution by Judith Hochman &amp; Natalie Wexler, 2017 (The curriculum Drives the Rigor of the Writing Activities, p.15)</small></p>	<p>Generalize the word learning - practice writing sentences, have students use the word in other subject areas (science, math, etc).</p>