

Language Objectives

- Decode two-syllable words using knowledge of the syllable pattern VCCV.
- Spell two-syllable words using knowledge of the syllable pattern VCCV.

Building Literacy

Recognizing syllable patterns can help children figure out how to read an unknown multisyllable word. It can also help them write a word when they are uncertain about its spelling. In this lesson:

- Students learn to recognize the vowel-consonant-consonant-vowel (VCCV) syllable pattern.
- Students learn where to divide and how to decode words with the VCCV syllable pattern.
- Students learn to spell words with the VCCV syllable pattern.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each or using simple context sentences to make sure the English learners have these words in their vocabulary.

summer	winter
sister	traffic
pillow	member
yellow	magnet
tennis	silver
napkin	kitten
chapter	letting
window	owner
basket	problem
plastic	collar
sunny	bandit
reptile	missing
muffin	sorry
dentist	forgive

**ENGLISH LANGUAGE LEARNERS**

To be successful in phonics, English language learners need to understand word meaning. Discuss the meanings of words as children practice decoding. As students decode, pay particular attention to pronunciation difficulties and provide support as needed.



show me

Have children look at their Targeted Lessons Student Book, p. 133. Today you will learn how to read and spell words with more than one syllable and with two consonants between two vowels. Remember, a syllable is a word part that has a vowel sound.

Listen to the word: *summer*. How many syllables do you hear in *summer*? (two) Look at the word *summer* in the chart. What are the two vowels? (u, e) Write a V under each vowel in *summer*. Now look at the two letters between the vowels. What do you notice? (They are the same; they are two consonants.) Write a C under the two consonants between the vowels in *summer*. When a word has two consonants between two vowels, you divide the word between the consonants. Draw a line between the two consonants between the vowels in *summer*. In these words, the first vowel usually has the short vowel sound. Let's say the sounds and read the word: /sum/ • /ər/, *summer*.

Repeat for *sister*. Point out the consonants between the vowels (s, t) are not the same. Notice the consonants between the vowels may be the same, as in *summer*, or different, as in *sister*. You still divide between the consonants, and the first vowel sound is usually short.

Have children look at the second set of words. *Where do we divide the word?* (between the consonants) Have children draw a line to divide *pillow* into syllables. *Let's say the sounds and read the word. Remember to read each syllable:* /pil/ • /ō/. It may be helpful to point out that although you divide between two identical consonants, you hear only one sound.

Continue the activity with the remaining words. Guide children to notice the first column contains words with double consonants and the second column contains words with two different consonants in the VCCV pattern.

45

Syllable Pattern VCCV (VC/CV)

➞ show me

Write V under each vowel. Write C under the consonants between the vowels. Draw a line (|) between the syllables. Then read the word.

summer vccv	sister vccv
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Draw a line (|) between the syllables. Then read the word.

pillow	napkin
yellow	chapter
tennis	window
happy	basket

PHONICS AND SPELLING 133

TEACHING STRATEGIES

Help children learn to use knowledge of syllable patterns when reading an unknown long word.

- If a word has two consonants in the middle, divide between them. Try the short vowel sound for the first syllable.
- Blend the whole word.
- Use context to determine the meaning.

guide me

Have children turn to p. 134. Read the directions together. Ask children to tell you in their own words what they are to do. (They will divide the word between the syllables. Then they will read the word.)

Look at the first word. I see the vowel, *a*, followed by two consonants, *s*, *t*, and another vowel, *i*. Where do I divide the word into syllables? (between the two consonants, *s*, *t*) Let's draw a line between the syllables. How do we read the word? (Try the short vowel sound for the first syllable.) Let's say the parts and read the word: /plas/ • /tik/, *plastic*.

Continue the activity, guiding children to recognize the pattern, divide the word correctly, and read the word. Point out the *-ing* ending in *spelling*. The word *spelling* is made from the base word *spell* and the ending *-ing*. I still divide the word between the consonants. As necessary, provide guidance as children read the second syllable. When I read *sunny*, I first tried the sound /i/ for the *y*, but I did not recognize the word /sun/ • /i/. I tried the sound /ē/ for *y*, /sun/ • /ē/, *sunny*. That's correct.

work time

Task 1 Read the directions together. Remind children to find the two consonants between the vowels and divide the word between the consonants. Provide support as needed as children sound out each syllable. For example, children may initially pronounce *magnet* as /mag/ • /net/ but should self-correct to /mag/ • /nit/.

Task 2 Have children name the pictures: *puppet*, *pencil*, *rabbit*. Read the directions together. Remind children to say the sounds in each word to help determine the missing letters. Have children complete each item by writing the letters that spell the missing syllable. For the last item, have children write the letters to spell the whole word. (Either *rabbit* or *bunny* is acceptable.)

45 Syllable Pattern VCCV (VC/CV)

guide me

Draw a line (|) between the syllables. Then read the word.




plastic	spelling	sunny	reptile
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work time

Draw a line (|) between the syllables. Then read the word.

1. muffin	2. dentist	3. winter	4. traffic
5. member	6. better	7. magnet	8. silver

Name each picture. Write the letters that spell the missing syllable in each word. For the last one, spell the word.

		
9. pup _pet_	10. _pen_ cil	11. _rabbit_

134 PHONICS AND SPELLING

guide me

High-Frequency Words Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on p. 135, *from*. This word is *from*. Listen carefully to the vowel sound: /f/ /r/ /u/ /m/. The next word is *again*. How many syllables do you hear in *again*? (two) What are the vowel sounds: /ə/ • /gen/. (/ə/, /e/) Tell children that they will read the words *from* and *again* as they read the story *Who Took the Tag?*

work time

Decodable Text Have children look at *Who Took the Tag?* Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the VCCV pattern. (*Puppy, Kitten, Rabbit, letting, happy, problem, collar, Bandit, silver, missing, sorry, forgive*) Note: Although the word *owner* in the story appears to have a VCCV pattern, it does not follow the rule because the letter *w* is silent, as in the words *snow* and *grow*.

check for understanding

Write the word *silver* on the board. How can we divide this word? (between the *l* and the *v*) What is the word? Say each syllable. Then read the word. (/sil/ • /vər/, *silver*) Continue with *problem*, *collar*, and *sorry*.

Now let's spell two-syllable words with two consonants between two vowels. The first word we will spell is *rabbit*. How many syllables do you hear in *rabbit*? (two) What is the first syllable? (/rab/) Write the sounds in the first syllable of *rabbit*. Use what you know about the pattern to write the second syllable. Continue with *window*, *puppy*, and *napkin*.

reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

Syllable Pattern VCCV (VC/CV) **45**

guide me

from again

work time

Read the story.

Who Took the Tag?

Puppy, Kitten, and Rabbit live together. They take turns letting their owner pet them. They are happy.


One day, Puppy was very angry. "We have a problem," she said. "One of you took the tag off my collar. I think it was YOU," she said to Kitten. "Owner calls you Bandit!"

"I did not take the tag from your collar," Kitten said. "Then it was YOU, Rabbit," said Puppy.

Rabbit hopped to Puppy's bed. She held up Puppy's silver tag. "Is this what you are missing?" Rabbit asked.

Puppy was happy. Then she looked sad. "I'm sorry," she said. "Please forgive me. Can we be pals again?"

"Yes," said Kitten and Rabbit.



PHONICS AND SPELLING 135

Syllable Pattern VCCV (VC/CV)

➤ show me

Write V under each vowel. Write C under the consonants between the vowels. Draw a line (|) between the syllables. Then read the word.

summer	sister
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Draw a line (|) between the syllables. Then read the word.

pillow	napkin
yellow	chapter
tennis	window
happy	basket

➤ guide me

Draw a line (|) between the syllables. Then read the word.

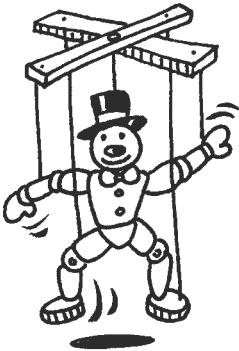


plastic	spelling	sunny	reptile
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➤ work time

Draw a line (|) between the syllables. Then read the word.

1. muffin	2. dentist	3. winter	4. traffic
5. member	6. better	7. magnet	8. silver

Name each picture. Write the letters that spell the missing syllable in each word. For the last one, spell the word.

		
9. pup _____	10. _____ cil	11. _____

➤ **guide me**

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from

again

➤ **work time**

.....

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