

Syllable Pattern VCV (both V/CV and VC/V)

46

Language Objectives

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

Building Literacy

Learning syllable patterns helps students pronounce unknown words and build vocabulary. In this lesson:

- Students learn to recognize the vowel-consonant-vowel (VCV) syllable pattern.
- Students learn where to divide and how to decode words with the VCV syllable pattern, including open syllable V/CV words and closed syllable VC/V words.
- Students learn to spell words with the VCV syllable pattern, including open syllable V/CV words and closed syllable VCV words.

Focus on Language

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

| | | |
|--------|--------|----------|
| tiny | pilot | robot |
| cabin | study | menu |
| spider | music | salad(s) |
| silent | menu | never |
| finish | frozen | bacon |
| paper | river | locate |
| final | driver | spiders |
| closet | acorn | vanish |
| planet | label | broken |
| bacon | over | lazy |
| lemon | dragon | |
| open | tiger | |



ENGLISH LANGUAGE LEARNERS

The writing systems of languages such as Arabic and Hebrew focus on consonant sounds and long vowels. Short vowels are indicated with separate marks that are often optional. Speakers of these languages may need extra help in spelling words with short vowels or multiple vowel sounds.



show me

Have children look at their Targeted Lessons Student Book, p. 136. Today you will learn how to read and spell words with more than one syllable. These words have a pattern of a consonant between two vowels. Remember, every syllable must have a vowel sound.

Have children look at the first set of words. Listen to this word: *tiny*. How many syllables do you hear in *tiny*? (two) Look at the word *tiny*. What are the two vowels? (*i*, *y*) Write a *V* under each vowel in *tiny*. Now look at the letter between the vowels. It is a consonant. What letter is it? (*n*) Write a *C* under the consonant *n*. When a word has one consonant between two vowels, the consonant usually goes with the second syllable. Draw a line between the *i* and *n* in *tiny*. Listen to the first syllable: /tī/. The vowel sound in the first syllable is long. This is called an open syllable. Let's say the sounds and read the word: /tī/ • /nē/, *tiny*.

Use a similar procedure for *cabin*. Pause before having children divide between syllables. When a word has one consonant between two vowels, you usually divide before the consonant, and the first syllable has a long vowel sound. Let's try that with this word: /kā/ • /bən/. Is that a word you recognize? (no) With some words, like *cabin*, you divide the word after the consonant. Draw a line between the *b* and *i* in *cabin*. Listen to the first syllable: /kab/. The vowel sound in the first syllable is short. This is called a closed syllable. Let's say the sounds and read the word: /kab/ • /ən/, *cabin*. Remember, try dividing the word before the consonant. Say the word with a long vowel sound for the first syllable. If you do not recognize the word, then try dividing the word after the consonant. Say the word with a short vowel sound for the first syllable.

Have children look at the second set of words. Look at the first word. Find the consonant between two vowels. What is the consonant? (*d*) Let's decide where to divide the word into syllables. What sound does the *i* stand for if we divide between the *i* and the *d*? (/ī/) Let's try that pronunciation: /spī/ • /dər/. Does that sound correct? (yes) Have children draw a line to divide *spider* into syllables.

Continue the activity using a similar method with the remaining words. Provide guidance as necessary in determining where to divide each word and how to pronounce both syllables. Note that some final syllables have the schwa sound /ə/. Children should be able to decode the words based on the syllable division and pronunciation. Which words have an open first syllable? (*spider*, *final*, *silent*, *paper*, *bacon*) Which words have a closed first syllable? (*finish*, *planet*, *closet*)

Syllable Pattern VCV
(both V/CV and VC/V)

show me

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

| | |
|-------------|--------------|
| tiny VCV | cabin VCV |
|-------------|--------------|

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

| | |
|--------|--------|
| spider | silent |
| finish | paper |
| final | closet |
| planet | bacon |

TEACHING STRATEGIES

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

- Explain that if a word has one consonant following the first vowel, divide the word before the consonant. Try saying the word with a long vowel sound in the first syllable. If you don't recognize the word, divide after the consonant and say the first syllable with a short vowel sound.
- Be sure children understand the difference between an open and closed syllable. Explain that in a closed syllable, the vowel is "closed in" by a consonant. This gives the vowel a short sound.
- Conversely, in an open syllable, the vowel is open, or alone. This gives the vowel a long sound. Provide examples of one-syllable words such as *no*, *go*, *she*, and *we*.



guide me

Have children look at their Targeted Lessons Student Book, p. 137. Read the directions together. Ask children to tell you in their own words what they are to do. (They will identify the consonant between the vowels and decide where to divide the word into syllables. Then they will read the word.)

Look at the first word. I see a vowel, *e*, followed by a consonant, *m*, and another vowel, *o*. First, I divide the word between the *e* and the *m*. That makes an open syllable. What sound does *e* stand for in an open syllable? (long /ē/) How would we read the word if we divide it that way? (/lē/ • /mən/) Does that sound correct? (no) Where should we try to divide the word? (between the *m* and the *o*) That makes the first syllable a closed syllable. How would we say the first syllable and the word? (/lem/ • /ən/, *lemon*) Does that sound correct? (yes) Continue the activity, guiding children to recognize the VCV pattern, divide the word correctly, and read the word. As necessary, provide guidance as children read the second syllable.



work time

Task 1 Read the directions together. Remind children to find the consonant between the vowels and first divide the word between the first vowel and the consonant. Children should try pronouncing the word with a long vowel sound in the first syllable. If it doesn't sound correct, children should try dividing the word between the consonant and the second vowel and pronouncing the word with a short vowel sound in the first syllable. Provide support as needed as children sound out each syllable. For example, children may initially pronounce *music* as /myü/ • /sik/, but should self-correct to /myü/ • /zik/. If time permits, have children identify the words with an open first syllable and words with a closed first syllable. Ask them to identify the more common syllable among these items. (open syllable)

Task 2 Have children name the pictures: *dragon*, *tiger*, *table*. 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.

Syllable Pattern VCV
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guide me

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




| | | | |
|--------|-------|--------|--------|
| le mon | o pen | pi lot | stu dy |
|--------|-------|--------|--------|

work time

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

| | | | |
|------------|-----------|------------|-----------|
| 1. mu sic | 2. me nu | 3. fro zen | 4. ri ver |
| 5. dri ver | 6. a corn | 7. la bel | 8. o ver |

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

| | | |
|---|---|--|
|  9. drag _ on |  10. _ ti _ ger |  11. _ table |
|---|---|--|

PHONICS AND SPELLING 137

guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 138. Explain that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. We use these words often, so if you remember what the words look like, you'll be able to read them. Have them look at the first word, *would*. This word is *would*. Listen carefully to the sounds: /w/ /ù/ /d/. What do you notice about the way the word looks and about its sounds? (ou stands for the sound /ù/, and you do not hear a sound for /l/) Who can use *would* in a sentence? The next word is *clean*. Why would you need to *clean* something, like your room? Tell children that they will read the words *would* and *clean* as they read the story *Robin the Robot*.

work time

Decodable Text Have children look at the story *Robin the Robot*. 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 VCV pattern. (V/CV words: *robot*, *bacon*, *papers*, *locate*, *spiders*, *broken*, *lazy*; VC/V words: *Robin*, *menu*, *salad(s)*, *never*, *finish*, *study*, *closet*, *vanish*)

check for understanding

Write the word *lazy* on the board. Where do we divide the word? (between the a and the z) Say each syllable and the word. (/lā/ • /zē/, *lazy*) Repeat with *never*, *label*, and *finish*.

Now let's spell words with one consonant between two vowels. The first word we will spell is *spider*. How many syllables do you hear in *spider*? (two) What is the first syllable? (/spī/) Write the sounds in the first syllable of *spider*. What is the second syllable? (/dər/) Use what you know about the pattern to write the second syllable. Continue with *study*, *planet*, and *over*.

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?

guide me

would

clean

work time

Read the story.

Robin the Robot

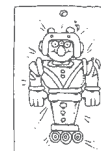
I wish I had a robot. I would name him Robin.

I would tell Robin to make a menu and cook foods I like best. I would tell him no salads. I would never eat salad again. I would eat bacon each day.

Robin would help me finish my homework. He would help write my papers. He would help me study.

Robin would do work at home. He would clean my closet. Robin would locate things I lost. And he would get rid of spiders and other bugs. He would make dirt vanish and fix broken things.

It would be cool to have a robot. But it's best that I don't have one. I might get too lazy.



Syllable Pattern VCV (both V/CV and VC/V)

➞ show me

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

| | |
|------|-------|
| tiny | cabin |
|------|-------|

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

| | |
|--------|--------|
| spider | silent |
| finish | paper |
| final | closet |
| planet | bacon |

➤ guide me

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



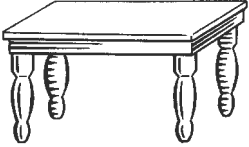
| | | | |
|-------|------|-------|-------|
| lemon | open | pilot | study |
|-------|------|-------|-------|

➤ work time

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

| | | | |
|-----------|----------|-----------|----------|
| 1. music | 2. menu | 3. frozen | 4. river |
| 5. driver | 6. acorn | 7. label | 8. over |

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

| | | |
|---|--|---|
|  |  |  |
| 9. _____ on | 10. _____ ger | 11. _____ |

➤ guide me
.....

would

clean

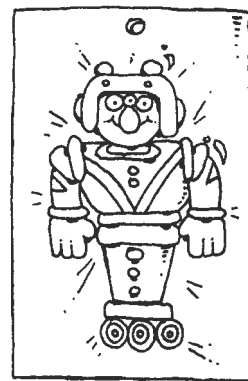
➤ work time
.....

Read the story.

Robin the Robot

I wish I had a robot. I would name him Robin.

I would tell Robin to make a menu and cook foods I like best. I would tell him no salads. I would never eat salad again. I would eat bacon each day.



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