

Language Objectives

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

Building Literacy

As students improve their literacy skills, they learn to recognize word chunks rather than decoding a word sound by sound. Recognizing predictable syllable patterns helps children improve their speed, accuracy, and fluency. In this lesson:

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

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.

hundred	improve
inspect	subtract
purchase	farther
partner	kingdom
transform	hungry
lobster	complete
monster	control
surprise	mushroom
athlete	pumpkin
pilgrim	sandwich
backyard	goggles
panther	dolphins
complex	approached
instant	

**ENGLISH LANGUAGE LEARNERS**

Speakers of monosyllabic languages such as Cantonese, Hmong, Khmer, Korean, and Vietnamese may pronounce a two-syllable word as two separate words. Have children practice saying multisyllabic words.



show me

Have children look at their Targeted Lessons Student Book, p. 139. Today you will learn how to read and spell words with more than one syllable. These words have a pattern of three or more consonants between two vowels. Remember, every syllable must have a vowel sound.

Have children look at the first set of words. Listen to this word: *hundred*. How many syllables do you hear in *hundred*? (two) How many vowel sounds do you hear in *hundred*? (two) Look at the word *hundred*. What are the two vowels? (u, e) Write a V under each vowel in *hundred*. Now look at the letters between the vowels. There are three consonants. What are the consonants? (n, d, r) Write a C under each consonant between the vowels. When a word has three consonants between two vowels, the word can usually be divided between the first and second consonant. But look for pairs of consonants that should not be separated. Look at the word *hundred*. Do you see two consonants that should stay together? (dr) Let's divide the word after the *n* to keep the *dr* blend together. Let's say the sounds and read the word: /hun/ • /drəd/, *hundred*.

Use a similar procedure for *inspect*.

Have children look at the second set of words, starting with *purchase*. Find the consonants between the vowels. Let's decide where to divide the word into syllables. Do you see two consonants that should stay together? (ch) Yes, we divide the word after *pur* because the letters *ch* stay together to make the sound /ch/. Say the syllables and blend them with me: /pèr/ • /chəs/, *purchase*. Have children draw a line to divide *purchase* 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.

47

Syllable Pattern VCCCV

➔ 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.

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

purchase	monster
partner	surprise
transform	athlete
lobster	pilgrim

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PHONICS AND SPELLING 139

➤

guide me

Have children turn to p. 140. Read the directions together. Ask children to tell you in their own words what they are to do. (They will identify the three consonants between the vowels and decide where to divide the word into syllables. Then they will read the word.)

Look at the first word, *backyard*. I see a vowel, *a*, followed by three consonants, *c, k, y*, and another vowel, *a*. I recognize the pair *ck*, so I know to keep them together. I will divide the word after these letters. Let's draw a line to divide the word after *ck*. Say and blend the syllables with me: /bak/ • /yărd/, *backyard*. Continue the activity, guiding children to recognize the consonant blends and digraphs between the vowels, divide the word correctly, and read the word. As necessary, provide guidance as children read each syllable. For example, children may read *panther* as /pant/ /hər/, but should self-correct to /pan/ /thər/.

➤

work time

Task 1 Read the directions together. Remind children to find the consonants between the vowels, look for letter pairs that stay together, and divide the word. Provide support as needed as children sound out each syllable.

Task 2 Have children name the pictures: *mushroom, pumpkin, sandwich*. 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.

TEACHING STRATEGIES

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

- Look for prefixes, suffixes, and endings. It may help to cover them.
- If a word has three or more consonants between two vowels, look for pairs of letters that cannot be divided, such as *th* or *st*. Divide between the consonants, keeping those pairs together.
- Uncover any other word parts. Say the word part by part. Blend the whole word.
- Use context to determine the meaning.

47 Syllable Pattern VCCCV

➤ guide me

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




backyard	children	panther	complex
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➤ work time

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

1. instant	2. improve	3. subtract	4. farther
5. kingdom	6. hungry	7. complete	8. control

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

		
9. mush room	10. pump kin	11. sandwich

140 PHONICS AND SPELLING

guide me

High-Frequency Words Have children turn to p. 141. 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, *under*. **This word is *under*. What sounds do you hear in the second syllable of *under*? (/dər/)** The next word is *away*. **What two vowel sounds do you hear in *away*? (/ə/, /ā/)** The last word is *right*. **What is the vowel sound in *right*? (/ī/)** **How is it spelled? (*igh*)** Tell children that they will read the words *under*, *away*, and *right* as they read the story *A Beach Surprise*.

work time

Decodable Text Have children look at the story *A Beach Surprise*. 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 VCCCV pattern. (*surprise*, *goggles*, *lobster*, *farther*, *dolphins*, *approached*)

check for understanding

Write the word *surprise* on the board. **Where do we divide the word?** (between the *r* and the *p*) **Say each syllable and the word.** (/sər/ • /prīz/, *surprise*) Repeat with *children*, *panther*, and *dolphin*.

Now let's spell two syllable words with at least three consonants between two vowels. The first word we will spell is *pilgrim*. How many syllables do you hear in *pilgrim*? (two) **What is the first syllable?** (/pil/) **Write the sounds in the first syllable of *pilgrim*.** **What is the second syllable?** (/grim/) **Write the sounds in the second syllable.** Continue with *lobster*, *kingdom*, and *sandwich*.

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 VCCCV 47

guide me

under away right

work time

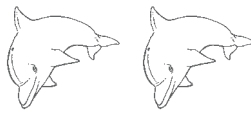
Read the story.

A Beach Surprise

One day I was at the beach. I put on my goggles and went into the waves with Dad.

I put my face under the water. I got a surprise. I saw a big lobster. It quickly moved farther away from me.

Dad and I swam in the waves. Soon we got a huge surprise. Two dolphins approached. They swam right by us. Suddenly, they jumped out of the water. It made me happy! The dolphins looked happy, too. I hope we see them again one day.



PHONICS AND SPELLING 141

Syllable Pattern VCCCV

➤ 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.

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

purchase	monster
partner	surprise
transform	athlete
lobster	pilgrim

➤ guide me

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

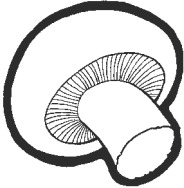

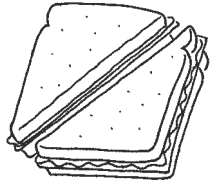
backyard	children	panther	complex
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➤ work time

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

1. instant	2. improve	3. subtract	4. farther
5. kingdom	6. hungry	7. complete	8. control

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

		
9. mush _____	10. _____ kin	11. _____

➤ **guide me**

.....

under

away

right

➤ **work time**

.....

Read the story.

A Beach Surprise

One day I was at the beach. I put on my goggles and went into the waves with Dad.

I put my face under the water. I got a surprise. I saw a big lobster! It quickly moved farther away from me.

Dad and I swam in the waves. Soon we got a huge surprise. Two dolphins approached! They swam right by us. Suddenly, they jumped out of the water. It made me happy! The dolphins looked happy, too. I hope we see them again one day.

