Lesson Objectives

Day 1

**Students will:**
- Understand that syllables that end with a short vowel and consonant are closed syllable words and have a VCCV pattern
- Understand that VCCV words divide between the two consonants
- Understand that syllables that end with a long vowel are open syllable words and have a VCV pattern
- Understand that VCV words divide between the long vowel and consonant
- Spell VCCV and VCV pattern words

**Materials:**
- Anchor Poster

Day 2

**Students will:**
- Understand the rules for VCCV and VCV syllable patterns
- Sort words into VCCV—closed pattern and VCV—open pattern words
- Recognize and say syllables in VCCV and VCV words

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—letter, tiger, spider, yellow

Day 3

**Students will:**
- Recognize words with VCCV and VCV syllable patterns
- Sort words according to their syllable pattern
- Identify VCV and VCCV words within sentences

**Materials:**
- BLM 2: Category Cards
- BLMs 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity

Day 4

**Students will:**
- Recognize VCCV and VCV words in a reading passage
- Write VCCV and VCV words and show how to divide each word into syllables
- Correctly spell the spelling words
- Correctly write the dictated sentence

**Materials:**
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5

**Students will:**
- Correctly spell the VCCV and VCV words

**Materials:**
- Quick-Check Assessment
Day One

Supporting ELs
To help ELs hear and recognize the syllables in words, say one of the spelling words and ask students to repeat it after you, clapping the syllables as they say the word. Write the word on the chalkboard and use colored chalk to underline the consonant(s) and another color of chalk to circle the vowel(s) in each word. Then draw a line to divide each word into syllables.

Blending Practice
Provide extra practice for students needing help in blending syllables together to read words. Remind them of the different syllable patterns as they divide the words from the word cards into syllables (closed, open, VCe, vowel team, r-influenced).

Review Adding Inflectional Endings to Words Ending in -y
Focus Words: obey, delay, study, copy
Write each base word one at a time on the chalkboard. Ask students to say the three forms of each word with inflectional endings, for example, obeys, obeyed, obeying. Then have different students write a form of each word with their inflectional endings on the chalkboard.

Introduce Syllable Juncture in VCV and VCCV Patterns
Model
Tell students they will be working with words with more than one syllable and learning how the syllable patterns can help them differentiate between long and short vowel sounds when they are reading and writing the words.

Write VCV with the word super under it and VCCV with supper under it on the chalkboard. As you talk about where to divide each word, divide the words on the chalkboard using a slash mark. Say: These two words look similar but they have different syllable patterns and different vowel sounds. When I divide the first word, I divide it after the first vowel, u. When I divide the second word, I divide it between the two consonants. The syllable patterns are different. The first word has one open syllable because it ends with a vowel and one r-influenced syllable. The second word has one short syllable because the vowel is closed by the consonant and one r-influenced syllable. I know that an open syllable usually has a long vowel sound and a closed syllable usually has a short vowel sound.

Read each of the words aloud.

Guide
Write the words dinner and diner on the chalkboard. Underline the i, n, n, e in dinner and write VCCV above the letters. Underline the i, n, e in diner and write VCV above the letters.

Ask students where you should divide each word. Remind them that we usually divide words between consonants when there is more than one consonant, and we divide after the vowel when there is one vowel followed by a consonant and another vowel. As students tell you, draw slash marks to divide the words. Have students read the words and identify the different vowel sounds.

Show students the anchor poster and tell them to use it as a reference if they forget the syllable patterns.
Apply

Write the words *penny* and *silent* on the chalkboard. Have students turn to their neighbor and say each word then explain the syllable pattern in each word.

Spelling with VCV and VCCV Pattern Words

**Unit Spelling Words:** blizzard, summer, pattern, mammal, paper, moment, basic, program

Write the words *blizzard, summer, pattern, and mammal* on the chalkboard. Ask students to tell what is the same about the words. Once students identify the double consonants in each word, ask them where to divide the words into syllables. Then add slash marks to the words on the chalkboard to divide them.

**Say:** All of these words have a closed syllable as the first syllable. This means that the vowel sound is short in each word. *Blizzard, summer, and pattern* have an *r*-influenced vowel sound in the second syllable. *Mammal* has a closed syllable for the second syllable, but the vowel sound is not short; it’s the schwa sound, /a/.

Most closed syllables will have a short vowel sound, but you should always check if the word sounds right with a short sound and, if it doesn’t, then try a schwa sound.

Read each of the words, emphasizing the vowel sounds and have students repeat the words.

Write *paper, moment, basic,* and *program* on the chalkboard. Point out that you would first try to divide the words after the first vowel and before the second consonant. Place slash marks in the words to show the syllables. **Say:** All of these words have an open syllable as the first syllable. The vowel is usually long in open syllables.

Ask students which three words have a closed second syllable and what the vowel sound is in these words. Ask students what the syllable pattern of the remaining word is. (r-influenced) Read each of the words, emphasizing the vowel sounds, and have students repeat the words.

Have students write each spelling word in their word study notebooks. Tell them to write VCV or VCCV above each corresponding letter in the words.

Assessment Tip

Observe students to make sure that they are hearing each syllable in the words. Note if they are able to recognize the VCCV and the VCV syllable patterns.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Review Syllable Juncture in VCV and VCCV Patterns

Display the anchor poster and review the VCV and VCCV syllable patterns. Write the words pepper, basic, kitten, and open on the chalkboard. Ask students which syllable pattern applies to the first syllable of each word. Have students brainstorm some words containing each syllable pattern in the first syllable.

Closed Sort

Teacher Word Cards: letter, tiger, spider, yellow

Teacher Category Cards

Place the two category cards next to each other in a pocket chart. Hold up the word card for letter.

Think aloud: I’m going to sort some words into VCCV and VCV categories. The first syllable in letter has a short vowel and consonant t. I know this is a closed pattern so I’ll sort letter under the VCCV category.

The first syllable in the word tiger ends with a long vowel i. I know this is an open pattern so I’ll sort tiger under the VCV Category.

Ask students to help you sort yellow and spider and explain their reason for sorting each word.

Pattern Sort

Have students work with a partner to sort their word cards into VCCV, closed pattern words or VCV, open pattern words.

Give each pair of students the word cards from BLM 3 and the category cards from BLM 2. Tell students to say each word and to listen carefully to the first syllable in each word. Remind them to listen for the vowel sound to see if it is a short vowel followed by a consonant or if the first syllable ends with a long vowel sound.

Spelling. Have students write VCV and VCCV next to each other in their word study notebooks. Then have them write the unit spelling words under the appropriate spelling pattern.
**Day Three**

**Pattern Sort**

Give pairs of students the category cards from BLM 2 and the word cards from BLMs 4–5. Tell students to take turns saying each word, clapping the syllables, and then deciding which vowel-pattern category to sort each word into.

After students have sorted the words, they could work with their partner to time each other and see how fast they can sort the words.

**Applying Meaning.** Give students BLM 7 and ask them to complete the classroom activity, sorting the words according to their syllable patterns.

**Oddballs**

Tell students that some words do not follow the rule for dividing words into syllables. Write the word *habit* on the chalkboard. **Say:** When I see a VCV pattern, I usually divide the word after the vowel and before the consonant. Divide the word after the *a*: *ha/bit*. This gives me an open syllable and the vowel should have the long sound. But when I say the word *hay/bit*, it doesn’t sound right. **This tells me the word is an oddball.** I divide the word after the letter *b*: *hab/it*. Divide the word after the *b*: *hab/it*. **Now I have a closed syllable.** When I read the word *hab/it*, it sounds right.

Provide other examples of oddballs where the word is divided after the consonant, not before, giving a closed syllable instead of an open syllable: *com/ic, rap/id, viv/id, lem/on*. Tell students they need to try dividing the word to make an open syllable first. If reading the word with a long vowel sound doesn’t sound right, they should try the short sound.

### Pattern Sort

<table>
<thead>
<tr>
<th>VCCV—Closed</th>
<th>VCV—Open</th>
</tr>
</thead>
<tbody>
<tr>
<td>blizzard</td>
<td>basic</td>
</tr>
<tr>
<td>happen</td>
<td>bonus</td>
</tr>
<tr>
<td>kitten</td>
<td>climate</td>
</tr>
<tr>
<td>lesson</td>
<td>even</td>
</tr>
<tr>
<td>penny</td>
<td>nature</td>
</tr>
<tr>
<td>pepper</td>
<td>silent</td>
</tr>
<tr>
<td>pretty</td>
<td>writer</td>
</tr>
<tr>
<td>rabbit</td>
<td>frozen</td>
</tr>
<tr>
<td>yellow</td>
<td>hero</td>
</tr>
<tr>
<td>better</td>
<td>moment</td>
</tr>
<tr>
<td>bottom</td>
<td>robot</td>
</tr>
<tr>
<td>copper</td>
<td>spider</td>
</tr>
<tr>
<td>fellow</td>
<td>unit</td>
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<tr>
<td>funny</td>
<td></td>
</tr>
<tr>
<td>pattern</td>
<td></td>
</tr>
<tr>
<td>pillow</td>
<td></td>
</tr>
<tr>
<td>puppet</td>
<td></td>
</tr>
<tr>
<td>tennis</td>
<td></td>
</tr>
</tbody>
</table>
Day Four

Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of VCCV and VCV pattern words.

Word Hunt

Tell students they will be going on a word hunt to find words that have the VCCV and the VCV vowel patterns. Tell them to read the passage from BLM 9 on their own and then search for the vowel patterns.

Tell students to circle only the VCCV words that have a double consonant in the middle. For example, they should not circle the word contest because it doesn’t have a double consonant in the middle.

Challenge students to find the words never and travel, which have a VCV pattern, but are closed syllables, and to underline those words.

When students have finished their word hunts have them write the VCCV and VCV words they found in their word study notebooks. Then ask them to use slash marks to divide each word into its syllables.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMS: displaying, enjoying, studies.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMS: blizzard, summer, program.

Dictate the following sentence and have students write it on their papers: For one silent moment, Sergio stared at the paper in his hand.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of VCV and VCCV patterns using the Quick-Check for Unit 10.

Suggestions for Independent Practice

Write Words. Have students select at least ten words from their word cards. Tell them to write each word in their word study notebooks and then use slash marks to divide that word into syllables. Ask them to also write down whether the first syllable of the word has a VCCV or a VCV pattern word.

Guess My Word. Have students work with a partner. Tell them they can use any of the words from BLMs 3–5. Students should take turns selecting one of the words and then saying the word aloud. The other student will then say if the word has a VCCV or a VCV pattern and why. For example, if the first student says the word rabbit, the other student says that rabbit is a VCCV word because the first syllable is closed. It has a short vowel sound.

Word Hunt. Ask students to work with a partner to go on a word hunt. Tell them they can use any books, magazines, newspapers, or printed materials in the classroom to hunt for words that have the VCCV and VCV patterns. Tell them to make a list of the words they find to share with the rest of the class.

Buddy Sort. Have students work with a buddy. Tell them to each select ten word cards. They will take turns showing each other their word cards. The first student will show his or her word card as the other student quickly says the word and states whether it’s a VCCV or a VCV word.

Unit 10 Quick-Check:

Syllable Juncture in VCV and VCCV Patterns

Answer Key BLM 6

VCCV—Closed

happen
penny
lesson
funny
tennis
mammary
sudden
pepper

VCV—Open

even
silent
nature
frozen
robot
writer
crazy
super

Answer Key BLM 7

1. Circle: happy, puppet
2. Underline: paper
3. Underline: moment
4. Underline: climate
5. Circle: sunny; Underline nature
6. Circle: mammals
7. Circle: puppy, summer

Answer Key BLM 8

1. Underline: even, over
2. Circle: rabbit
3. Underline: writer; Circle: letter
4. Underline: tuna; Circle: supper
5. Underline: program, spiders
6. Underline: frozen
7. Circle: sunny

Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:

Quick-Check Assessment

Assess students’ mastery of VCV and VCCV patterns using the Quick-Check for Unit 10.

Suggestions for Independent Practice

Write Words. Have students select at least ten words from their word cards. Tell them to write each word in their word study notebooks and then use slash marks to divide that word into syllables. Ask them to also write down whether the first syllable of the word has a VCCV or a VCV pattern word.

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Unit 10 Quick-Check:
Syllable Juncture in VCV and VCCV Patterns

Answer Questions
Directions: Read each word and circle the pattern that correctly matches the word. Then write the word and draw a line to divide it into syllables.

1. lesson  VCCV or VCV   __________________
2. frozen  VCCV or VCV   __________________
3. robot  VCCV or VCV   __________________
4. pillow  VCCV or VCV   __________________

Apply
Directions: In the space below, list two words that have VCCV patterns and two words that have VCV patterns.

_________________   _________________   _________________   _________________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>VCCV—Closed</th>
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</table>

Word Bank
crazy, pretty,
later, basic,
blizzard, bottom

Think and Write about Syllable Juncture in VCV and VCCV Patterns
Directions: In the space below, explain how understanding VCCV and VCV vowel patterns helps you as a reader, speller, and writer.