Lesson Objectives

Day 1

Students will:
- Understand that VCCV pattern words may have different consonants in the middle of the word, but still divide syllables between the two consonants.
- Understand that words with VCV pattern divide the syllable between the long vowel and consonant.
- Write spelling words and show how each divides into syllables.

Day 2

Students will:
- Understand rules for VCCV and VCV pattern words.
- Recognize that the consonants in VCCV words can be the same letter or two or more different letters.
- Understand that the first vowel sound in VCCV words may not always have a short vowel sound.
- Sort VCCV and VCV words into the correct categories.

Materials:
- Anchor Poster
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Word Cards—rodent, member, signal

Day 3

Students will:
- Recognize VCCV and VCV pattern words.
- Recognize that VCCV words don’t always have a short vowel in the first syllable.
- Sort words into VCCV and VCV categories.
- Identify words with VCV and VCCV patterns.

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 the reading passage.
- Identify the vowel pattern for each word.
- 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
Have students work with a fluent English-speaking partner to say and spell each spelling word. Have the partners write each word on a self-stick note and then cut the word apart to show where the syllables divide. Then have students put the syllables back together and say each word again.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word problem on the chalkboard. Show how you divide the word into two syllables between the two consonants: prob/lem. Explain that you now have two closed syllables with short vowel sounds. Read each syllable and then blend the syllables together: prob/lem: problem. Continue to support students who need help with blending throughout the week, using the example words from the lesson.

Review Syllable Juncture in VCV and VCCV Patterns
Focus Words: paper, better, program, writer, even, pretty
Write the following words on the chalkboard: paper, better, program, writer, even, pretty. Remind students that words whose first syllables end with a short vowel and consonant are closed and have a VCCV pattern. Also tell them that words whose first syllables end with a long vowel are open and have a VCV pattern. Have students identify the patterns for each word on the chalkboard.

Introduce More Syllable Juncture in VCV and VCCV Patterns
Model
Tell students they will be working with more VCCV and VCV words and dividing words based on their syllable patterns.

Write the words sister and baby on the chalkboard. As you model the following, demonstrate how each word is divided into syllables. Say: Words with the VCCV pattern have a short vowel and end with a consonant at the end of the first syllable. They are called closed syllables. The syllables divide between the two consonants.

Look at the word sister. When I divide the word sister between the two consonants, the first syllable has a VCCV pattern and a short vowel sound. Last week, words with VCCV patterns had the double consonants in the middle, like summer or happy. Our words this week have two consonants, but they are not the same consonants.

Words with the VCV pattern have a long vowel sound at the end of the first syllable and are open syllables. The first syllable in baby ends with a long a sound. The syllables divide after the long vowel.

Guide
Write the words after and human on the chalkboard. Ask students where they think you should divide the word after into syllables. Once students tell you, use a slash mark to divide the word: af/ter. Ask students if the vowel in the first syllable is long or short.

Repeat with the word human.

Apply
Write the words number and driver on the chalkboard. Have students turn to a buddy and explain how to divide each word into its syllable pattern.
Spelling Words with VCV and VCCV Patterns

Unit Spelling Words: fever, legal, vacant, driver, insect, problem, chapter, dentish

Write the words fever, legal, vacant, and driver on the chalkboard. Point out that these four words are VCV words. Ask students to read the words with you and then tell you where to divide each one into syllables.

Point out the blend at the end of the word vacant and the r-influenced vowel spelled er at the end of driver.

Write the words insect, problem, chapter, and insect on the chalkboard. Explain that these are VCCV patterns. Say: Last week we learned to spell VCCV words that had double consonants. The VCCV words this week have two different consonants. VCCV words divide between the two consonants. The word insect is a VCCV word because the first syllable ends with a short vowel and consonant: in/sect.

Have students tell you how to divide each word into syllables.

Have students write each spelling word in their word study notebooks. Have them write the syllable pattern for each word and draw a line to show where to divide each word into its syllables.

Assessment Tip
Monitor students to see if they can identify VCCV and VCV syllable patterns. Note if they are able to determine where syllables divide based on a word’s syllable pattern.

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

Providing Support

If students need more practice with VCCV and VCV words, say several words aloud and have students clap the number of syllables they hear in each word. Have them tell you if they hear a short vowel or a long vowel sound in the first syllable. Then write each word on the chalkboard and match it to either VCCV or VCV. Ask students to help you divide each word into syllables.

Pattern Sort

<table>
<thead>
<tr>
<th>member</th>
<th>rodent</th>
</tr>
</thead>
<tbody>
<tr>
<td>signal</td>
<td>human</td>
</tr>
<tr>
<td>plastic</td>
<td>bacon</td>
</tr>
<tr>
<td>tender</td>
<td>protect</td>
</tr>
<tr>
<td>splendid</td>
<td>legal</td>
</tr>
<tr>
<td>pencil</td>
<td>driver</td>
</tr>
<tr>
<td>reptile</td>
<td>pirate</td>
</tr>
<tr>
<td>sister</td>
<td>zero</td>
</tr>
</tbody>
</table>

Review More Syllable Juncture in VCV and VCCV Patterns

Show students the anchor poster and review the VCCV and VCV syllable patterns. Write the words tablet and lady on the chalkboard. Ask students to tell you what the rule is for dividing each word into syllables and where you should divide each word.

Pattern Sort

Teacher Word Cards: rodent, member, signal

Place the word cards for rodent and member in the pocket chart. Hold up the word card for signal.

Think aloud: The words in the pocket chart show two types of syllable patterns: open or VCV and closed or VCCV. The first syllable in rodent is an open syllable and it has a long vowel sound. The word member divides between the m and the b, making the first syllable a closed syllable. I need to decide what type of syllable pattern the word signal has. I see two consonants in the middle of the word. This tells me that signal has a VCCV pattern so I will place it in the same category as member.

Tell students they will be sorting the words from BLM 3 into the correct category. Give each pair of students the word cards from BLM 3. Ask them to find the word cards for rodent and member and to place these two words next to each other. Tell them to sort the rest of the words in the same category as rodent or the same category as member.

Spelling. Ask students to write rodent and member at the top of a page in their word study notebooks. Tell them to write each of the unit spelling words in the correct category.

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.
Buddy Sort

Give pairs of students the category cards on BLM 2 and the word cards from BLMs 4–5. Tell students they will be working with a buddy to sort the word cards into those with VCCV syllable patterns or those with VCV syllable patterns. Tell them to take turns selecting one of the word cards, saying the word, and then asking their buddy to tell which category the word belongs in.

Applying Meaning. Give students BLM 7 and have them choose the syllable pattern for the words used in the sentences.

Oddballs

Write the words garden, wonder, and forget on the chalkboard. Point out that the words have two consonants in the middle. Show students that this is where we divide the words into syllables: garden, wonder, forget. Tell students to say each word and listen for the vowel sounds in the first syllable. Point out that many words divide into a closed syllable, but they do not have short vowel sounds.

Assessment Tip

As students are sorting their words, monitor to make sure they are able to hear the sounds in each syllable and can identify the syllable pattern for each word.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with VCCV and VCV syllable patterns.

Word Hunt

Tell students they will be going on a word hunt for words with the VCCV and VCV syllable patterns. Before students begin reading the passage on BLM 9, ask volunteers to explain what each pattern is and what they are looking for. Point out that the word *desert* is an oddball. Ask students to explain what makes it an oddball.

Tell students to circle the VCCV words and underline the VCV words.

Have students write the words they find in their word study notebooks under the headings VCCV or VCV.

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: *pattern, mammal, basic.*

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: *insect, legal, vacant.*

Dictate the following sentence and have students write it on their papers: *I used my pencil and ruler to solve the problem in chapter two.*

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 syllable juncture in VCV and VCCV patterns using the Quick-Check for Unit 11.

Suggestions for Independent Practice

Make Words. Have students work with partners and each select six words from their word cards. Tell them to take turns using magnetic letters or letter tiles to spell words. They will then give the words to their partners and ask them to separate the magnetic letters to show where the syllables divide.

Finish the Sentence. Have students select four or five words to use in cloze sentences using word cards from BLM 4. Have them leave a blank in place of the word. When they have their sentences written, they can ask a buddy to complete each sentence. The buddy should look at the words from BLM 4 and find the word to complete the sentence.

Category Shuffle. Have students work in small groups. Give each group word cards from BLMs 3–5. Have students turn the word cards facedown. Have them take turns drawing a card and saying if their word has a VCCV or VCV pattern. After they say their word, have them place their word cards faceup in a VCCV or VCV pile.

Make Words. Have students select eight to ten of their favorite words from any of the word cards. They will then give the words to their partners and write the first and second syllables on a self-stick note. Have them trade their self-stick notes with a partner to put the two syllables together and then say each word.
Unit 11 Quick-Check: More Syllable Juncture in VCV and VCCV Patterns

Answer Questions
Directions: Use the words in the word bank. Write the words on the blank lines to match the VCCV or VCV syllable patterns.

Word Bank plastic rodent fever magnet

1. VCV = __________________ __________________
2. VCCV = __________________ __________________

Apply
Directions: In the space below, list two words with a VCCV pattern and two words with a VCV pattern.

_________________   _________________   _________________   _________________

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>
<th>VCV—Open</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
dentist, cactus, crisis, justice, duty, bacon

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