Lesson Objectives

Day 1
Students will:
• Understand that VCV syllable pattern words can be a V/CV or VC/V syllable pattern
• Understand that V/CV words are divided after vowel to make an open syllable
• Understand that VC/V words are divided after consonant to make a closed syllable
• Understand that VV/CV words are divided after the vowel pair
• Spell the V/CV, VC/V, and VV/CV words
• Write the spelling words and show the syllable pattern for each word

Day 2
Students will:
• Understand the rules for V/CV, VC/V, and VV/CV syllable patterns
• Recognize the vowel patterns and hear the vowel sounds in words
• Sort words into V/CV, VC/V, or VV/CV syllable patterns

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—moment, seven, season, idea, second, traitor

Day 3
Students will:
• Recognize the syllable patterns
• Understand how to divide words based on syllable pattern
• Sort words into V/CV, VC/V, or VV/CV categories
• Choose correct syllable divisions for words

Materials:
• BLM 2: Category Cards
• BLMs 4–5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—siren, salad, raisin

Day 4
Students will:
• Recognize words V/CV, VC/V, and VV/CV words in a reading passage
• Write words from the reading passage into categories
• 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 V/CV, VC/V, and VV/CV words

Materials:
• Quick-Check Assessment
Day One

Supporting ELs

Write each syllable for the spelling words on a separate self-stick note. Hold the two notes together and say the word and have students repeat it with you. Slide the two notes apart and then say each syllable. Point out the V/CV, VC/V, and VV/CV patterns in each word. Slide the notes back together and have students say the word.

Blending Practice

If some students have difficulty reading the words, spend more time dividing words into syllables using the three patterns: V/CV, VC/V, and VV/CV. Point out that when they break longer words into syllables, it is easier to read the parts and then blend the parts together. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Syllable Juncture in VCV and VCCV Patterns

Focus Words: crater, after, protect, signal

Write the following sentence on the chalkboard and read it aloud: After we received the signal from the crater we were able to protect it. Ask students to identify the VCV and VCCV patterns in the underlined words and tell how to divide the words into syllables.

Introduce Syllable Juncture in VCV and VVCV Patterns

Model

Introduce the V/CV, VC/V, and VVCV syllable patterns.

Write the words music, never, and reason on the chalkboard. Say: We learned that words with the VCV syllable pattern can divide after the long vowel at the end of the first syllable like the word music. Draw slash marks to show how to divide the word: mu/sic. This leaves an open syllable where the vowel is long. Write V/CV above the word music.

Point to the word never. Say: If we divide this word in the same way we divided music, we get an open vowel syllable. Divide never after the first vowel: ne/ver. The sound in an open vowel is long, but when we say nee/ver, it doesn’t sound right. If we divide the word after the consonant, we will get a closed syllable. Divide never after the consonant: nev/er. The sound in a closed syllable is short. Never sounds right. Write VC/V above the word never.

Look at the word reason. When a word has two vowels together, they stay together, so reason divides after the two vowels. Reason is a VV/CV pattern. Divide reason into syllables and write VV/CV above the word: rea/son.

Guide

Write the words pilot, planet, and peanut on the chalkboard. Divide the word pilot both ways. Write V/CV over pi/lot and VC/V over pil/ot. Have students experiment reading the word with an open syllable with a long vowel sound and a closed syllable with a short vowel sound. Ask which way sounds right.

Repeat with the word planet. Then ask students to identify the vowel team in peanut and tell where to divide the word.
Apply

Write final, habit, and faucet on the chalkboard. Ask students to work with a partner to divide the words and identify them as V.CV, VC.V, or VV.CV words.

Spelling Words with VCV and VVCV Patterns

Unit Spelling Words: human, nation, demand, planet, limit, denim, reason, creature

Write the words human, nation, and demand on the chalkboard. Read the words aloud and have students read them with you. Ask students if they recognize the syllable pattern in these words. Show students how you divide each of these words to create open syllable patterns with long vowels: hu/man, na/tion, de/mand.

Write the words planet, limit, and denim on the chalkboard. Read the words aloud and have students read them with you. Ask students if they recognize the syllable pattern in these words. Show students how you divide each of these words to create closed syllable patterns with short vowels: plan/et, lim/it, den/im.

Write reason and creature on the chalkboard. Circle the vowel digraphs. Say: Vowel digraphs or vowel teams like ea stand for one vowel sound. These words follow the rule for dividing into an open syllable. Divide the words: rea/son, crea/ture. Point out that the open syllable has a long vowel sound in each word.

Ask students to write each spelling word in their word study notebooks. Tell them to write V.CV, VC.V, or VV.CV beside each word. Tell students that if they are unsure of how to pronounce a word with the VCV pattern to first try the long vowel sound in the first syllable and if that doesn’t sound right, they should try the short vowel sound.

Assessment Tip

Monitor students to make sure they are hearing the vowel patterns in each word. Are they able to discriminate between the words with V.CV and VC.V syllable patterns? Do they recognize words with vowel pairs?

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 are having trouble determining which words have V/CV or VC/V syllable patterns, remind them to first try the long vowel sound in the first syllable when saying the word. If the long vowel sound doesn’t sound correct, they should then try the short vowel sound in the first syllable. Remind students to divide the words between the two syllables based on either the V/CV or VC/V pattern.

Pattern Sort

<table>
<thead>
<tr>
<th>V/CV</th>
<th>VC/V</th>
<th>VV/CV</th>
</tr>
</thead>
<tbody>
<tr>
<td>human</td>
<td>never</td>
<td>reason</td>
</tr>
<tr>
<td>music</td>
<td>river</td>
<td>peanut</td>
</tr>
<tr>
<td>student</td>
<td>planet</td>
<td>easy</td>
</tr>
<tr>
<td>moment</td>
<td>seven</td>
<td>faucet</td>
</tr>
<tr>
<td>pilot</td>
<td>minute</td>
<td>season</td>
</tr>
</tbody>
</table>

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.

Review Syllable Juncture in VCV and VVCV Patterns

Teacher Word Cards: moment, seven, season
Display the anchor poster and have students refer to it to review the V/CV, VC/V, and VV/CV syllable patterns.

Write the words moment, seven, and season on the chalkboard. Ask students to help you divide the words into syllables. Tell them to use the anchor poster as a reference if they need to.

Pattern Sort

Teacher Word Cards: idea, second, traitor
Teacher Category Cards

Think aloud: When I’m sorting words, I need to think about the vowel sound that I hear in the first syllable. When I see a word with the VCV pattern, I know that the most common VCV words have a long vowel in the first syllable. So the first thing I’ll try is the long vowel sound. If that sounds right, I’ll know that the word has a V/CV pattern. If the word doesn’t sound right, I’ll try saying the short vowel and consonant sound, which is a VC/V pattern.

When words with vowel pairs have the VV/CV pattern, I know to divide the syllables after the two vowels.

Show students the word cards idea and second. Say each word and ask students to tell you the vowel sound they hear at the end of the first syllable. Ask them to name the category for each word. Show students the word card traitor. Ask them what they notice about this word. Have them name the category that traitor fits under.

Give pairs of students the word cards from BLM 3 and the category cards from BLM 2. Tell them that they will be sorting words into the V/CV (long vowel), VC/V (short vowel and consonant), or VV/CV (vowel pairs) categories.

Spelling. Ask students to write each of the unit spelling words once more in their word study notebooks. Ask them to use slash marks to divide the words. Have partners compare the way they divided the words.
Pattern Sort

Teacher Word Cards: siren, salad, raisin

Teacher Category Cards

Place the category cards in the pocket chart. Hold up the word siren. Say: I can see a VCV pattern in this word. If I divide this word after the vowel, what sound would the i make? If I divide it after the vowel and consonant, what sound would the i make? Which pronunciation sounds like a real word? What category does siren belong under?

Hold up the word salad. Say: What vowel pattern do you see in this word? Does the first syllable end with a long vowel sound or does it have a short vowel sound followed by a consonant? What category does salad belong under?

Hold up the word raisin. What vowels do you see in this word? What is the vowel pattern? Where do we divide raisin into syllables? Why? Where does raisin belong?

Give each pair of students the word cards from BLMs 4–5 and the category cards. Tell them to take turns looking at each word, pronouncing it, and then sorting it into the correct syllable pattern.

Applying Meaning. Give students BLM 7 and ask them to complete the cloze, choosing the word with the correct V/CV, VC/V, or VV/CV syllable pattern.

Assessment Tip

Observe students to see if they are sorting words into the correct categories. Check to see if they are able to tell a V/CV syllable pattern from a VC/V syllable pattern. Check to see if they can identify words with vowel pairs and sort those words into the VV/CV syllable pattern category.

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

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 V/CV, VC/V, and VV/CV syllable pattern words.

Word Hunt

Give each student a copy of the reading passage on BLM 9. Tell students to work independently to read the passage and find the V/CV, VC/V, and VV/CV words in the passage. Tell them to underline the words that they find.

Say: As you are reading this passage, remember to think about the sounds you hear in the first syllable of the words. When the first syllable of a word ends with a long vowel sound, it will have the V/CV pattern. When the first syllable has a short vowel and final consonant, it will have the short sound. Words with the VV/CV pattern have two vowels, or vowel pairs, and will divide after the two vowels.

When students have finished reading the passage, have them write V/CV, VC/V, and VV/CV at the top of the page to make three columns. Ask them to write the words that they found in their word study notebooks.

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: fever, vacant, chapter.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: reason, demand, limit.

Dictate the following sentence and have students write it on their papers: Every human should think about how to help our planet.

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 words with VCV and VVCV patterns using the Quick-Check for Unit 12.

Suggestions for Independent Practice

Word Hunt. Have students go on a word hunt for words with V/CV, VC/V, and VV/CV syllable patterns. Tell them they can use any printed material in the room in their search. Have them write each word that they find under the V/CV, VC/V, or VV/CV headings. Have them share their words with the class.

Group Sort. Have students work in small groups. Give each group of students the word cards from BLMs 3–5. Have them place the word cards facedown and then take turns drawing a card, saying the word and the syllable pattern for each word, and then placing the card faceup in either a V/CV, VC/V, or VV/CV pile.

Name My Category. Have students work with a partner. Each student will make a list of ten words that have the V/CV, VC/V, or VV/CV syllable pattern. Students will then trade their list of words with their partner and then write V/CV, VC/V, or VV/CV beside each word on their partner’s list.

Play a Card. Have students work with a partner. Give each pair of students word cards from BLMs 3–5. Tell them to each take ten cards and place the rest of the word cards facedown. Have them take turns asking each other for a word that has one of the syllable patterns. If the student has a word that matches the pattern, the word can be discarded; if not the student draws one word card at a time until drawing one that matches. When one person has no cards left, the game will be over.
Unit 12 Quick-Check: Syllable Juncture in VCV and VVCV Patterns

Answer Questions
Directions: Read each word and circle the correct syllable pattern for the word.

1. creature  V/CV     VC/V     VV/CV
2. protect  V/CV     VC/V     VV/CV
3. city  V/CV     VC/V     VV/CV
4. grocery  V/CV     VC/V     VV/CV

Apply
Directions: In the space below, list one word with a V/CV pattern, one word with a VC/V pattern, and one word with a VV/CV 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>V/CV</th>
<th>VC/V</th>
<th>VV/CV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>raisin, demand, level, saucer, final, every</td>
</tr>
</tbody>
</table>

Think and Write about Syllable Juncture in VCV and VVCV Patterns
Directions: In the space below, explain how understanding V/CV, VC/V, and VV/CV syllable patterns helps you as a reader, speller, and writer.