Lesson Objectives

Day 1
Students will:
- Understand that VCCCV pattern words can be VC/CCV or VCC/CV syllable patterns
- Understand that VC/CCV words divide before the consonant
- Understand that VCC/CV words divide after the consonant
- Identify the correct syllabification of words in VC/CCV and VCC/CV words
- Sort words into VC/CCV, VCC/CV, and V/V categories

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—pumpkin, instant, trial

Day 2
Students will:
- Understand the rules for VC/CCV, VCC/CV, and V/V syllable patterns
- Recognize consonant blends and consonant digraphs in VC/CCV words
- Recognize the long vowel in open syllables in V/V words
- Sort words into VC/CCV, VCC/CV, and V/V categories

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—sandwich, explode, fuel

Day 3
Students will:
- Recognize the consonant blends or consonant digraphs in VC/CCV words
- Recognize the long vowel in V/V words
- Sort words into VC/CCV, VCC/CV, and V/V categories
- Identify the correct syllabification of 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—sandwich, explode, fuel

Day 4
Students will:
- Recognize VC/CCV, VCC/CV, and V/V words in the reading passage
- Organize words from the reading passage by syllable patterns
- 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 VC/CCV, VCC/CV, and V/V words

Materials:
- Quick-Check Assessment
Day One

Supporting ELs
Have students work with fluent English-speaking partners. Together, have them read each spelling word to find and then circle the consonant blends or consonant digraphs. Have the students work together to match each word to the correct syllable pattern.

Blending Practice
If some students have difficulty reading the words, provide more guidance as they practice dividing the words into syllables and reading each syllable before blending the syllables together. Point out that when they divide the word into syllables, they only have to read a small chunk at a time. This is a good way to break down long words. Remind them that open syllables usually have a long sound and closed syllables usually have a short vowel sound. 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 VVCV Patterns

Focus Words: student, second, season, music, creature, never

Write the focus words on the chalkboard. Ask students to tell you how to divide the words into syllables. Ask them to identify whether the syllables are open syllables with long vowel sounds or closed syllables with short vowel sounds.

Introduce Syllable Juncture in VCCCV and VV Patterns

Model
Introduce the VCCCV and VV syllable patterns. Write the word kingdom on the chalkboard. Say: The word kingdom has three consonants in the middle—the consonant blend ng followed by the consonant d. When the consonant blend or digraph is followed by another consonant, the word divides after the consonant blend or consonant digraph. Kingdom has a VCC/CV pattern. Divide kingdom into syllables using a slash mark: king/dom. Underline the consonant blend ng.

Write control on the chalkboard. Say: The word control has the consonant n followed by the consonant blend tr. When the blend follows a consonant, the word is divided before the consonant blend or digraph. Control has a VC/CCV pattern. Divide control into syllables using a slash mark: con/trol. Underline the consonant blend tr.

Write lion on the chalkboard. Say: The first syllable in the word lion has a long i sound and is an open syllable. The second syllable starts with a vowel. When a syllable ends with a long vowel followed by another vowel it is a V/V pattern. Divide lion into syllables: li/on.

Guide
Write pumpkin, complain, and diet on the chalkboard. Ask students to identify the blend in the word pumpkin and tell where they would divide the word. Repeat with the word complain. Ask them to name the syllable pattern and write it above the words on the chalkboard.

Point to diet. Ask students where they would divide this word and what syllable pattern it has. Write the pattern on the chalkboard.

Apply
Ask students to look at the words complete, create, and mushroom and tell their neighbor the syllable pattern for each word.
Spelling Words with VCCCV and VV Patterns

Unit Spelling Words: flashlight, halfway, hundred, subtract, purchase, trial, poem, violin

Write the words flashlight and halfway on the chalkboard. Say: These words have three consonants in the middle. How do I know where to divide them? I look for consonant blends and digraphs. I don’t split the syllables between these consonant clusters. I see the consonant digraph sh in flashlight, so I divide the word after the digraph. Show how you divide the word: flash/light. The letters If in halfway are also a consonant digraph. I divide after the digraph. Show how you divide the word: half/way. Both of these words have the VCC/CV pattern.

Write the words hundred, subtract, and purchase on the chalkboard. Say: These words are VC/CCV words. Both hundred and subtract have consonant blends. Circle the blend tr in subtract and dr in hundred and show how you divide the words: hun/dred, sub/tract. The word purchase has a consonant digraph. Circle the digraph ch in purchase and show how you divide the word: pur/chase.

Write trial, poem, and violin on the chalkboard. Show how you divide the words between the two vowels: tri/al, po/em, vi/o/lin. Tell students that these words have a V/V pattern.

Have students write each spelling word in their word study notebooks. Tell them to also indicate the syllable pattern for each word and circle any consonant blends or digraphs.

Assessment Tip
Observe students to make sure they recognize the two VCCCV syllable patterns. The key is being able to identify consonant clusters. You may want to provide more practice with blends and consonant digraphs using simpler words.

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

Pattern Sort

<table>
<thead>
<tr>
<th>VC/CCV</th>
<th>VCC/CV</th>
<th>V/V</th>
</tr>
</thead>
<tbody>
<tr>
<td>hundred</td>
<td>athlete</td>
<td>create</td>
</tr>
<tr>
<td>complain</td>
<td>kingdom</td>
<td>trial</td>
</tr>
<tr>
<td>instant</td>
<td>pumpkin</td>
<td>lion</td>
</tr>
<tr>
<td>complete</td>
<td>halfway</td>
<td>diet</td>
</tr>
<tr>
<td>control</td>
<td>mushroom</td>
<td>poem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>idea</td>
</tr>
</tbody>
</table>

Providing Support

If students are having difficulty recognizing the consonant blends or digraphs in words, work with them to circle the blends and/or digraphs. Then have students explain how they would divide the words into syllables and match the words to the syllable patterns. Have students also circle the two vowels in words that create the V/V syllable pattern.

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 VCCCV and VV Patterns

Display the anchor poster and use it to review the VC/CCV, VCC/CV, and V/V syllable patterns with students. Write ostrich on the chalkboard. Ask students what syllable pattern this word has and where they would divide it into syllables. Repeat with the words giant and kingdom.

Pattern Sort

Teacher Word Cards: pumpkin, instant, trial
Teacher Category Cards

Place the category cards in the pocket chart. Hold up the word card for pumpkin.

Think aloud: When I see words with three consonants in the middle, I’m going to have to look carefully at the word to see where the consonant blend or consonant digraph is located. If the blend is before the last of the three consonants, I know it’s a VCC/CV pattern. The word pumpkin fits this pattern.

Hold up the word card for instant. Ask students to first identify the blend or digraph and then tell whether it comes before the last of the three consonants or whether the blend follows the first of the three consonants. Make sure students understand it’s a VC/CCV pattern.

Hold up the word trial. Point out the two vowels and ask students where they would divide the word. Ask them where to place the word in the pocket chart.

Give pairs of students the word cards from BLM 3 and the category cards from BLM 2. Tell them to read each word and then sort it under the correct category. Remind them to pay close attention to where the consonant blends or consonant digraphs are in the words with a VCCCV syllable pattern.

Spelling. Have students create a chart on a new page in their word study notebooks, using the headings V/V, VCC/CV, and VC/CCV. Ask them to write each of the unit spelling words in the appropriate column. Then have them check their charts and spelling with a partner. Ask students to look at each word they have written in the columns, one at a time. Have them look at the word, cover it with a piece of paper, write the word, and then uncover the word to check their spelling.
Day Three

Common Features Sort

Teacher Word Cards: sandwich, explode, fuel
Teacher Category Cards

Place the three category cards next to each other in a pocket chart. Hold up the word card sandwich and ask students to identify the three consonants in the middle of the word. Ask: Do you see a consonant blend or digraph in this word? Yes, nd is a consonant blend. What is the rule for dividing this word into syllables? What syllable pattern is this?

Place sandwich under VCC/CV in the pocket chart. Repeat with the word explode.

Hold up the card for fuel. Ask students what they notice about the vowels in this word and where you should place it in the pocket chart.

Give pairs of students the word cards from BLM 4 and the category cards from BLM 2. Tell them to take turns sorting the words into the correct categories based on their syllable patterns.

When students have completed the sort, they could add these words to the chart they made for their spelling words, using a slash mark to divide each word.

Independent Sort

Give individual students the word cards from BLM 5 and the category cards from BLM 2. Ask them to sort the words into the appropriate categories.

Applying Meaning. Give students BLM 7 and ask them to complete the cloze, choosing the words that have the correct syllable divisions.
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 VC/CCV, VCC/CV, and V/V syllable patterns.

The King of Pumpkins
Once upon a time there was a king who kept a big, beautiful pumpkin patch. It was so big that it stretched for a hundred miles. It was so beautiful that electric trains traveled halfway around the world to see it. They said, “Nothing else on Earth is as vast a patch of pumpkins as this!”

The king grew so proud of his pumpkins that, one day, he called in his chief farmer. “From now on,” said the king, “no other vegetables may be grown in my kingdom. All my vegetable gardens will be pumpkin!”

“Bat your impiety,” said the chief farmer. “Your people enjoy many vegetables. They like carrots and potatoes, beets and lettuce. To name a few. Do you think the cock in your own garden will be happy about this? You cannot be serious.”

“Say no more, unless you want to lose your job,” answered the king.

The chief farmer returned to the fields to address the other farmers. First, he told them what the king had said.

“Either the king is crazy,” one farmer shouted back, “or you are a liar.”

“How can the king be so cruel?” asked another. “Who wants to eat pumpkin at every meal?”

A month later, the king came to inspect his gardens. He saw green beans, tomatoes, cucumbers, and peppers growing next to his pumpkin patch. “What is the meaning of this?” he demanded.

“Quiet, please!” the chief farmer said, “I have an idea.”

A month later, the king came to inspect his gardens. He saw green beans, tomatoes, cucumbers, and peppers growing next to his pumpkin patch. “What is the meaning of this?” he demanded.

“You may be right,” said the chief farmer. “After we talked, I remembered that pumpkins are not vegetables. They are fruits, because they have seeds. You said we must plant no other vegetables. These are all fruits.”

“Why do you want to eat pumpkins?” asked another. “Who wants to eat pumpkin at every meal?”

The chief farmer returned to the fields to address the other farmers. First, he told them what the king had said.

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“Why do you want to eat pumpkins?” asked another. “Who wants to eat pumpkin at every meal?”

The king grew so proud of his pumpkins that, one day, he called in his chief

Word Hunt
Tell students they will be going on a word hunt for words that have the VC/CCV, VCC/CV, and V/V syllable patterns as they are reading their reading passage.

Say: As you are reading your reading passage you will be hunting for words that have three consonants in the middle. Some of these VCVC/CV words will divide before a consonant blend or consonant digraph and some words will divide into syllables after the consonant blend or digraph.

You will also be hunting for V/V words. These words have a syllable with an open vowel followed by a syllable that begins with a vowel.

Give each student a copy of the reading passage (BLM 9). Tell them to read the passage on their own to find and underline the words with VC/CCV, VCC/CV, and V/V syllable patterns.

When students have completed their word hunts, have them write each VC/CCV, VCC/CV, and V/V word in the chart in their word study notebooks, and then draw a line to show where the syllables divide in each word.

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: reason, human, chapter.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: trial, subtract, purchase.

Dictate the following sentence and have students write it on their papers: Halfway through cleaning up the kitchen, I still had about a hundred dishes to wash.

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 junctures with VCCCV and VV patterns using the Quick-Check for Unit 13.

Suggestions for Independent Practice

Open Sort. Give pairs of students word cards from BLMs 3–5. Tell students to sort the word cards in as many ways as they can: for example, words with consonant blends, words with consonant digraphs, words with short vowels, words with long vowels, words that begin with a vowel, compound words, and so on. Tell students to keep a list of their sorts and to also note what they learned from their sort. Have them share their list with the rest of the class.

No Peeking Sort. Have pairs of students work together. Give each pair word cards that have the VC/CCV or VCC/VC syllable pattern. Tell them to take turns selecting a word card and then saying the word aloud. The other student will listen carefully to the word and then say if the word has a VC/CCV or VCC/VC syllable pattern.

Write a Story. Tell students they are to use at least ten of the VC/CCV, VCC/VC, or V/V words to write a short story. When they have completed their stories, have students exchange their stories with a buddy and then try to find all of the VC/CCV, VCC/VC, or V/V words in their buddy’s story.

Break the Word. Tell students to write any ten words from their word cards on self-stick notes. Have students exchange their words with a partner. The partner will then break the syllables apart in each word by cutting the words on self-stick notes into syllables.
Unit 13 Quick-Check:
Syllable Juncture in VCCCV and VV Patterns

Answer Questions
Directions: Read each sentence and then circle the correct answer.

1. Which word has a VC/CCV syllable pattern?   handsome  complex
2. Which word has a VCC/CV syllable pattern?   partner  ostrich
3. Which word has a V/V syllable pattern?    feature  create
4. Circle the VC/CCV word and draw a line under the VCC/CV word.
   science  surprise  flashlight  dinner

Apply
Directions: In the space below, list one VC/CCV word, one VCC/CV word, and one V/V word.

_______________________   _______________________   _______________________

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

<table>
<thead>
<tr>
<th>VC/CCV</th>
<th>VCC/CV</th>
<th>V/V</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>trial, halfway, fuel, sample, classmate, embrace</td>
</tr>
</tbody>
</table>

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