

Multisyllabic Words with V/CV and VC/V Pattern: Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading multisyllabic words with either the V/CV or the VC/V pattern, both in isolation and in context. Students will have an opportunity to decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- multisyllabic words read sheet for each student
- pencil for each student

Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

STEPS FOR READING WORDS IN ISOLATION:

1. Start with the first row and guide students to decode the words. Have them divide and label the syllables if needed.
2. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
3. Have students continue reading the words in isolation.
4. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
5. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.

STEPS FOR READING PHRASES AND SENTENCES:

Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

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Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

For Vocabulary Building: You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, students may not know the meaning of the word *tepid*. Say, "**Tepid means warm.**" Have students repeat the definition.
- Students can turn and talk to their partner and use the word *tepid* in a sentence.

Teacher Tip: Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name _____ Date _____

Multisyllabic Words with the V/CV and VC/V Patterns

Read the words.

trapeze	feline	finish	pilot
tepid	hero	project	talent
item	fever	pony	solid
oval	clinic	frozen	relax

Read the phrases.

the fluffy feline	relax and finish
an amazing talent	frozen dinners
solid gold	finish the project
the navy hero	on the trapeze

Name _____ Date _____

Multisyllabic Words with the V/CV and VC/V Patterns

Read the sentences.

The fluffy feline curled up to relax, and then finished lapping up her milk.

Henry shows amazing talent when swinging on the trapeze.

Jack spiked a fever and had to go to the clinic.

“When you get hungry, there are frozen dinners that you can make,” said Dad.

“Did you finish the project on time or were you tardy turning it in?” asked Mom.

The navy hero was given a solid gold medal.