

Multisyllabic Words with the VCCCV Pattern: Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading multisyllabic words, phrases, and sentences containing the VCCCV pattern. Students will have an opportunity to decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- multisyllable words (VCCCV Pattern) read sheet for each student
- pencil for each student

Directions:

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

Explain to the students, **"We will read each row of words three times. The first one is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time we read we will choose an emotion and read the words in that way."**

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.

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 VCCCV Pattern

Read the words.

pilgrim	subtract	pumpkin	hundred
ostrich	inspect	athlete	complete
describe	concrete	translate	backbone

Read the phrases.

was a pilgrim	add or subtract
a huge pumpkin	one hundred bugs
the tall ostrich	inspect the house
the strongest athlete	complete the maze
will describe it	on the concrete
can translate	has a backbone

Name _____ Date _____

Multisyllabic Words with the VCCCV Pattern

Read the sentences.

I got a pilgrim costume to wear in the play.

In math class we add and subtract numbers.

We got a huge pumpkin from the patch.

It felt like there were one hundred bugs on my legs!

Have you ever seen an ostrich run?

We have to have someone inspect the house before we move in.

The strongest athlete will win the race.

How long did it take you to complete the maze?

Can you describe what the jungle looks like?

You cannot step on the concrete until it is completely dry.

If people say that you have "no backbone," they mean that you do not speak up for yourself.