

# Lesson Plan for the VCCV Pattern in Multisyllabic Words with R-Controlled Syllables

**Phonics Pattern for Focus:** VCCV Pattern in Multisyllabic Words with an R-Controlled Syllable

**WARM UP WITH THE FLASH CARD DECK:** Have students practice the syllables they know.

- Use the flash cards for consonants and short vowels. You can choose consonants to be used in the lesson as well as any others needing practice. Consider adding these r-controlled syllables that frequently occur in words: *ter*, *der*, *ver*, *ber*, and *fer* (Zeno et al., 1995).
- Show the card and have students read the syllable.

**Syllables to Review:**

per	fect	mar	ket	tar
dy	or	der	cor	ner

## Materials Needed:

- ☐ Syllable flash card deck
- ☐ White board and marker for each student to practice dividing multisyllabic words
- ☐ Division Steps for VCCV Pattern
- ☐ Dictation paper for multisyllabic words
- ☐ Multisyllabic Words with R-Controlled Syllables: Student Read Sheet with Words, Phrases, and Sentences
- ☐ Pencil and paper for dictation

## INTRODUCE DIVIDING MULTISYLLABIC WORDS WITH R-CONTROLLED SYLLABLES

- On the teacher's board, write the syllable *cor*.
- Say, "Find the vowel and underline it. Look next door, is there an 'r'?" [yes]
- Say, "Yes, there is an 'r', so this is an r-controlled syllable. What is the vowel sound in this syllable?" [/or/]
- Say, "Right, the 'r' changes the vowel sound in this syllable."
- Say, "Now read the syllable." [cor]
- Next, write the syllable *ner* on the board.
- Say, "Find the vowel and underline it. Look next door, is there an 'r'?" [yes]
- Say, "Yes, there is an 'r', so this is an r-controlled syllable. What is the vowel sound in this syllable?" [/er/]
- Say, "Right, the 'r' changes the vowel sound in this syllable."
- Say, "Now read the syllable." [ner]
- Write both syllables together, *corner* and ask students to read the word. [corner]
- Say, "Now you can read bigger words like *corner* because you know how to read r-controlled syllables! It is easy when I show you two separate syllables to read and then we put them together. Let's review our steps for dividing big words into syllables when we don't know how to read them."
- For additional practice, use the syllables in the flash card deck to build additional words. For example: *per/fect*, *mar/ket*, *tar/dy*, and *or/der*. Have students read each word aloud after you build it.
- Next, write *slopmer* on the board.

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- Say, "Do not call out this word even if you think you know what it says. If I saw this word in a book, and I wasn't sure how to read it, I could go through the syllable division steps to figure out how to read it."
- Talk through the following steps with students.
  - Step 1: "First I am going to code the vowels and consonants. I am going to start at the beginning of the word and underline the vowels and mark them with a 'v'." (Underline 'o' and 'e' and write 'v' underneath the lines.)



- Step 2: "I am going to look between the vowels and mark the consonants with a 'c'." (Write a 'c' underneath the 'p' and the 'm'.)



- Step 3: "The next step is to divide the syllables. When there are two consonants between the vowels, I'm going to divide between the two consonants." (Draw a line between the 'p' and the 'm'.)



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- Step 4: "Now that I have divided the big word into syllables this will be easy to read. Let's label the syllables. Look at the first syllable. What kind of syllable is it? [closed] I can mark this syllable with a 'c' with a circle around it to show that it is a closed syllable and that the vowel will say its short sound. Now we can read this! [slop] Now look at the next syllable. What kind of syllable is it? [r-controlled] I can mark it with an 'r' with a circle around it to show that it is an r-controlled syllable and that the vowel says /er/. Now, we can read this!" [mer]



- Step 5: "Let's read the whole word!" [slopmer]
- Say, "Even though we haven't seen this word before, we can use our syllable division steps to break it apart and figure out how to read it. This word, *slopmer*, is a nonsense word, that means it is not a real word, but we can use our strategies to read it!"

**PLAY WITH WORDS:** Give students an opportunity to practice using the steps above to divide multisyllabic (a closed and an r-controlled syllable) words into syllables. You can use the Syllable Division Steps for VCCV Pattern Printable at the end of this lesson plan as reference.

Have students use their whiteboards and markers to code, divide and label along with you.

We recommend using nonsense words in the beginning to show students that this is the strategy you use when you get to a word that is unfamiliar to you. It works even if the words are not real because we know how to go through the steps and read the syllables! After introducing the strategy with a nonsense word, then switch to real words that follow the pattern.

**Note:** You can combine r-controlled syllables with closed, open, or another r-controlled syllable as long as it follows the VCCV pattern. Just make sure that students are marking the syllable types correctly.

You can use the following nonsense words if you need additional practice with the strategy: *sharmo*, *fregmur*, *gormarp*, *firtust*.

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**DICTATION:** Have students listen to the syllable and write it on each line. Then have them write the whole multisyllabic word.

## Dictating Words:

1. Say the first syllable and have students repeat it.
2. Students write the first syllable on the line before the '+' sign.
3. Say the second syllable and have students repeat it.
4. Students write the second syllable on the line after the '+' sign.
5. Students write both syllables together (the whole word) after the '=' sign.
6. Read back the word together and correct as needed.
7. After all words have been dictated, students read back all of the words that they wrote.

## Words to Dictate:

perfect	market	tardy	order
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**BUILDING VOCABULARY:** Select words to focus on meaning and use.

Discuss the meaning of the word *tardy*. Say, "***Tardy* means late. For example, I was *tardy* to the meeting because I got stuck in traffic.**"

## Sentences:

- Have students write a sentence using the word *tardy*. If they need a sentence starter, you can say, "**I was *tardy* when ...**"
- Students can choose one of the other words they wrote and put it into a sentence.

**PRACTICE READING TO BUILD FLUENCY:** Have students practice reading words, phrases, and sentences with multisyllabic words alone and in context.

## Reading Dictation to Build Fluency:

- Tell students to track with their finger from left to right as they read back what they wrote during the dictation part of the lesson.

**READING WORDS AND CONNECTED TEXT TO BUILD FLUENCY:** Use the Reading Universe read sheets for this portion of the lesson.

## Words:

- Show students multisyllabic words using syllables that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or under a document camera.
- Go across the page and read each word.
- Students can then reread with a partner.

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**Phrases:**

- Have students read the phrases from the Read Sheet three times out loud to themselves or to a partner.
- Say, "We will read each of these phrases three times. The first time 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, let's be sure the way we read it matches what the words are trying to say."

**Sentences:**

- Have students read their sentences out loud three times to themselves or to a partner.
- Say, "We will read each of these sentences three times. The first time 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, let's be sure the way we read it matches what the words are trying to say."



- 1 Underline the first two vowels and mark them with a 'v'.
- 2 Look between the vowel and mark the consonants with a 'c'.
- 3 Divide the syllables in between the two consonants.
- 4 Label the syllable type and read each syllable individually.
- 5 Read the whole word!

napkin  
v v

napkin  
v c cv

nap | kin  
v c | cv

nap | kin  
v c | cv

Name \_\_\_\_\_

Date \_\_\_\_\_

## Dictation Paper

### Words

1.

+

=

2.

+

=

3.

+

=

### Sentences

1.

2.

# Multisyllabic Words with R-Controlled Vowels: Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading multisyllabic words with r-controlled syllables, 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.



# Multisyllabic Words with R-Controlled Vowels: Student Read Sheet with Words, Phrases, and Sentences

## 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, have students 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 *forbid*. Say, "**Forbid means to not allow something. For example, if I forbid you to chew gum in class, that means that you may not chew gum in class.**"
- Students can turn and talk to a partner about something that teachers *forbid* at school.

**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 R-Controlled Vowels

Read the words.

<b>adverb</b>	<b>orbit</b>	<b>artist</b>	<b>border</b>
<b>burden</b>	<b>lantern</b>	<b>harvest</b>	<b>disturb</b>
<b>marlin</b>	<b>garden</b>	<b>order</b>	<b>surprise</b>
<b>scarlet</b>	<b>forbid</b>	<b>pepper</b>	<b>thunder</b>
<b>corner</b>	<b>hunger</b>	<b>perfect</b>	<b>person</b>

Read the phrases.

<b>is an adverb</b>	<b>will orbit</b>	<b>is an artist</b>
<b>on the border</b>	<b>held the lantern</b>	<b>time to harvest</b>
<b>did not disturb</b>	<b>a huge marlin</b>	<b>in the garden</b>
<b>out of order</b>	<b>a nice surprise</b>	<b>a scarlet scarf</b>
<b>will forbid</b>	<b>a nice person</b>	<b>crash of thunder</b>
<b>in the corner</b>	<b>felt the hunger</b>	<b>is not perfect</b>

Name \_\_\_\_\_ Date \_\_\_\_\_

## Multisyllabic Words with R-Controlled Vowels

Read the sentences.

The word "quickly" is an adverb.

The Earth orbits the sun.

My sister wants to be an artist one day.

There is a gate on the border of the garden.

When I hear thunder, I go to get my lantern.

It is time to harvest the corn.

Stan got a huge marlin when he went fishing.

It was a nice surprise to see her at the mall.

I saw a scarlet scarf in the corner of the shop.