

Lesson Plan for the VCV Pattern in Multisyllabic Words

Phonics Pattern for Focus: VCV Pattern in Multisyllabic Words

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

- Use the flash cards for syllables. You can include syllable types that will be used in the lesson, as well as any others students may need for additional practice. Consider adding these closed syllables that frequently occur in words *ex, im, ten, ven, af, and ent*, or these open syllables *ty, di, ry, to, ta, ma, pa, fa, and wa* (Zeno et al., 1995).
- Show the card and have students read the syllable.

Syllables to Review:

per	shim	zo	dy	fir
tar	lor	fect	mur	shar

INTRODUCE VCV SYLLABLE DIVISION

- Say, "You all have learned how to read and spell multisyllabic words when there is a VCCV pattern. Today we are going to start learning how to divide words into syllables when there is a VCV pattern and only one consonant between the vowels. This is tricky because we have to do some extra work."
- On the teacher's board, write *closet*.
- 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.)



Materials Needed:

- ☐ Syllable flash card deck
- ☐ White board and marker for students to practice dividing multisyllabic words
- ☐ Multisyllabic Words with V/CV and VC/V Pattern: Student Read Sheet with Words, Phrases, and Sentences
- ☐ Multisyllabic Words with V/CV Pattern: Student Read Sheet with Words, Phrases, and Sentences
- ☐ Multisyllabic Words with VC/V Pattern: Student Read Sheet with Words, Phrases, and Sentences
- ☐ Dictation paper for multisyllabic words
- ☐ Pencil and paper for dictation

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



- Step 3: "The next step is to divide the syllables. Uh oh! I don't see two 'c's! How do I know where to divide the words? Well, I am going to try to divide it after the first vowel to see if the word makes sense." (Draw a line after the 'o'.)



- Step 4: "Look at the first syllable. What kind of syllable is it? [open] What is the vowel sound? /ō/ Read it. [clō] Now look at the second syllable. What kind of syllable is it? [closed]. What is the vowel sound? /ě/ Read it. [sēt] Now read those two syllables together. [clō/set] Have you heard the word clō/sēt? [no] So we have to go back to step three and this time we have to try chopping after the consonant."
- Step 5: "Now I am going to try and divide the syllable after the consonant." (Draw a line after the 's'.)



- Step 6: "Look at the first syllable. What kind of syllable is it? [closed]. What is the vowel sound? /ō/ Read it. [clos] Now look at the second syllable. What kind of syllable is it? [closed]. What is the vowel sound? /ě/ Read it. [et] Now read those two syllables together. [clos/et] Have you heard the word closet?" [yes!]

Lesson Plan for the VCV Pattern in Multisyllabic Words

PLAY WITH WORDS: Give students an opportunity to practice using the steps above to divide multisyllabic VCV words into syllables.

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

For this type of syllable division (VCV) you cannot use nonsense words because students must rely on familiarity and meaning in order to know how to read the word correctly. Review how first you divide after the first vowel and see if you know the word. If not, then try to divide after the consonant.

You can use the following words: *siren, never, bonus, clinic*.

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:

spider	finish	fever	timid
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BUILDING VOCABULARY: Select word(s) to focus on meaning and use.

Discuss the meaning of the word *timid*. Say, "**Timid means shy or nervous. For example, I was too timid to ask a question in class.**"

Sentences:

- Have students write a sentence using the word *timid*. If they need a sentence starter you can say, "I was too timid to ..."
- 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.

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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.

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 three times out loud 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."

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.

Multisyllabic Words with V/CV and VC/V Pattern: 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, 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.

Multisyllabic Words with V/CV Pattern:

Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading multisyllabic words with the V/CV 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 with the V/CV 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.

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 V/CV Pattern: 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, 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 *vacate*. Say, "**To vacate is to leave.**" Have students repeat the definition.
- Students can turn and talk to their partner about a time they may have to *vacate* the classroom.

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 pattern

Read the words.

navy	event	hotel	pilot
raven	tulip	donate	fever
spider	secret	crazy	iris
silent	rotate	humid	vacate

Read the phrases.

in the navy	at the event
in the hotel	is a pilot
the black raven	tulip and iris
will donate them	spiked a fever
saw a spider	told the secret
acted crazy	is humid
was silent	will rotate
will vacate	

Name _____ Date _____

Multisyllabic Words with the V/CV pattern

Read the sentences.

My father served as a pilot in the navy.

All of the kids were dancing at the big event.

We will vacate the hotel if there is a fire drill.

We saw pink tulips and a purple iris in the garden.

We will donate all of the books that I no longer read.

The teacher spiked a fever and had to stay home from school.

My mom was screaming and acting crazy when she saw the huge spider.

My friend told me a secret and I was shocked!

It is so humid during the summer.

The class was silent during testing.

We will rotate around the room so that we can see each person's costume.

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

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

Materials:

- multisyllabic VC/V pattern words, phrases, and sentences 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 VC/V Pattern: 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, 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 *vanish*. Say, "**To vanish is to disappear.**" Have students repeat the definition.
- Students can turn and talk to their partner about something they would make *vanish* if they had magical powers.

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 VC/V Pattern

Read the words.

cabin	credit	sliver	lemon
punish	closet	clinic	polish
study	limit	river	menu
never	vanish	dragon	habit

Read the phrases.

the log cabin	the credit card
a sliver of glass	squeezed the lemon
dragon was punished	a messy closet
to the clinic	the nail polish
needs to study	the speed limit
down the river	on the menu
never left	made it vanish
a bad habit	

Name _____ Date _____

Multisyllabic Words with the VC/V Pattern

Read the sentences.

We stayed at a log cabin in the woods.

I could not find the credit card.

The sliver of glass was stuck in my foot.

I squeezed the lemon into my tea.

In the story, the dragon was punished for scaring the children.

I could not find the nail polish in the messy closet.

Dad went to the clinic when he was ill.

Frank needs to study for his exam.

The speed limit on this road is forty five miles per hour.

We went rafting down the river.

What is on the menu for lunch?

I loved visiting the beach so I got a house there and never left!

During the magic trick, Nick made the frog vanish.

Biting your nails is a bad habit.

Name _____

Date _____

Dictation Paper

Words

1.

+

=

2.

+

=

3.

+

=

Sentences

1.

2.