Syllable Juncture in VCV and VCCV Patterns

Objectives
- To recognize VCV and VCCV syllable-juncture patterns in words
- To sort and spell words with VCV and VCCV syllable-juncture patterns

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 12
- Teacher Resource CD-ROM, Sort 12 and Unlikely Friends Game
- Student Book, pages 45–48

Introduce/Model Small Groups
- Use the whiteboard DVD or the CD word cards to introduce the words. Call attention to headers -VCV- and -VCCV-. Explain that the hyphens on either side mean there may be another letter or letters on each side.
- Read each word. Have students identify the VCV or VCCV pattern and note if the first syllable is long or short.
- Guide students to notice that: words with the VCV pattern have a long vowel in the first syllable; words with the VCCV pattern have a short vowel in the first syllable; the word busy is an oddball, because it has the VCV pattern but does not contain a long u sound in the first syllable.
- Have students read aloud the words and describe how the words in each group are alike and how they are different.

Practice the Sort Independent/Partner
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort the words according to syllable-juncture patterns.
- Have students check and explain their sorts.

Apply Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 48. Have students write the words in the correct column and draw a line between the syllables in each word.
- Game Allow time for students to play Unlikely Friends, which is on the CD.

Extend the Sort

Vocabulary Word of the Week:

diner Point out how the words diner and dinner are alike and how they are different. Explain that doubling the n in dinner closes the first syllable and changes the vowel in the first syllable from long to short. Have students tell what dinner they would like to eat at the diner.

Alternative Sort: What's the Vowel Sound?

Have students sort the words according to the vowel sound in the first syllable of each word. Before students begin, review the long and short sounds of a, e, i, o, and u. Guide students to notice that busy does not contain either the long or short u sound.

ELL English Language Learners

As students complete the sort, listen for their vowel pronunciations. Provide help as needed for switching between long and short vowels.

Teacher Tip

When students look for more VCV juncture words, they will encounter many in which the first vowel is short. These types of words will be featured in Sort 15. For now, just consider these oddballs.
**More Syllable Junctures in VCV and VCCV Patterns**

**Objectives**
- To recognize VCV and VCCV syllable-juncture patterns in words
- To sort and spell words with VCV and VCCV syllable-juncture patterns

**Materials for Syllables and Affixes**
- Whiteboard Activities DVD-ROM, Sort 13
- Teacher Resource CD-ROM, Sort 13 and Who Has a Pair? Game
- Student Book, pages 49–52

<table>
<thead>
<tr>
<th>Words</th>
<th>-VCV-</th>
<th>-VCCV- doublet</th>
<th>-VCCV- different</th>
<th>Oddball</th>
</tr>
</thead>
<tbody>
<tr>
<td>female</td>
<td>bottom</td>
<td>blanket</td>
<td></td>
<td>water</td>
</tr>
<tr>
<td>fever</td>
<td>butter</td>
<td>chapter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>moment</td>
<td>follow</td>
<td>finger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>final</td>
<td>matter</td>
<td>member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pattern</td>
<td>number</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pillow</td>
<td>problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>yellow</td>
<td>sister</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>winter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Introduce/Model**
- Use the whiteboard DVD or the CD word cards to introduce the words. Call attention to the first two headers. Lead students to notice that these are the same patterns and syllable junctures from the previous sort.
- Display the third header, calling attention to the word different. Ask students how the words pattern and blanket are similar and different. Discuss that both words follow the -VCCV- pattern, but the consonants in the pattern are different.
- Have students assist you as you demonstrate the sort. When a word is said aloud, ask students to divide the word into syllables and note if the first syllable is long or short.
- Have students read aloud the words and describe how words in each group are alike and different.

**Practice the Sort**
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort.
- Have students check and explain their sorts.

**Apply**
- Read aloud the directions on Student Book p. 52. Have students write the words in the correct column and draw a line between the syllables in each word.
- Game: Allow time for students to play Who Has a Pair?, which is on the CD.

**Extend the Sort**

**Vocabulary Word of the Week:**
**moment** To help students understand the meaning of the word moment, ask them how long they think a moment is. Use a clock with a second hand to demonstrate the length of 1 second, 30 seconds, and 1 minute. Invite them to brainstorm activities that last only a moment.

**Alternative Sort: Final Sound**
Have students say each word and listen for the last sound. Then they can sort the words according to those that end with -er and those that do not.

**ELL English Language Learners**
Write a, e, i, o, u on an index card for each student. Encourage them to refer to the card when distinguishing between vowels and consonants.

**Teacher Tip**
To help students recognize consonant and vowel patterns, have them write the words using different colors. For example, when writing the word silent, students can use black for the letters not in the pattern (s, n, t), blue for the vowels i and e, and red for the consonant l.
Open and Closed Syllables VCV and VCCV Patterns

Objectives
- To recognize vowel sounds in open and closed syllables
- To sort and spell open and closed syllable words

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 14
- Teacher Resource CD-ROM, Sort 14 and Take a Card Game
- Student Book, pages 53–56

Introduce/Model  Small Groups
- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about these words.
- Read several words below VCV Closed. Show students how to find the syllable break in each word and have them listen for the vowel sound in the first syllable. Guide students to notice that each of those vowel sounds is short and that the syllable ends with a consonant. These syllables are “closed.”
- Read several words below VCV Open. Guide students to notice the long vowel sound in the first syllable of each word. These syllables end with a vowel and are “open.”
- Have students read aloud the words and describe how the words in each group are alike and how they are different.

Practice the Sort  Independent/Partner
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort the words according to open and closed VCV syllable patterns.
- Have students check and explain their sorts.

Apply  Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 56. Have students write the words in the correct column and draw a line between the syllables in each word.
- Game Allow time for students to play Take a Card, which is on the CD.

Extend the Sort

Vocabulary Word Of the Week:
frigid Explain how the adjective frigid has two meanings. One meaning is “very cold,” as in “the frigid Arctic.” Another meaning refers to how someone can act in a cold manner, as in “because she was angry, her greeting was frigid.”

Alternative Sort: Vowel Sounds
Have students sort the words by the specific long or short vowel sound in the first syllable: long a, long e, long i, long o, long u; short a, short e, short i, short o, short u. After sorting, students should have three empty categories.

ELL  English Language Learners
Have students repeat each word after you. Ask Spanish speakers to identify words that are cognates in English and Spanish. Call their attention to differences in spelling and pronunciation.

Teacher Tip
To help students read an unfamiliar word with the VCV pattern, have them try using both a short vowel and a long vowel when reading the word. They can then check the pronunciation against what makes sense or whether they have heard the word before.

Syllables and Affixes 199
Syllable Juncture in VCV and VVCV Patterns

**Objectives**
- To recognize VCV and VVCV syllable-juncture patterns in words
- To sort and spell words with VCV and VVCV syllable-juncture patterns

**Materials for Syllables and Affixes**
- Whiteboard Activities DVD-ROM, Sort 15
- Teacher Resource CD-ROM, Sort 15 and Slap Jack Game
- Student Book, pages 57–60

**Introduce/Model**
- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about these words.
- Point out the headers and remind students that they studied V/CV long vowel words and VC/V short vowel words in the previous lesson. The slash marks here indicate the open and closed syllables.
- Introduce the VVCV long pattern. Explain that it is a variation of the open-syllable pattern V/CV. The syllable still ends with a long vowel sound.
- Have students assist you as you sort the words into groups according to their vowel sounds and syllable-juncture patterns.

**Practice the Sort**
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort the words according to their syllable-juncture patterns.
- Have students check and explain their sorts.

**Apply**
- Read aloud the directions on Student Book p. 60. Have students write the words in the correct column and draw a line between the syllables in each word.
- **Game** Allow time for students to play Slap Jack, which is on the CD.

**Extend the Sort**

**Vocabulary**
**Word of the Week:**
**Humor** With students, brainstorm a list of things or people that are funny, such as clowns and comic books. Write humor at the top of the list. Explain that humor is a noun, meaning “the quality of being funny or entertaining.”

**Alternative Sort: Name It**
Invite students to sort the words cards according to words that are nouns and words that are not nouns. Remind them that a noun names a person, place, or thing. Students can further sort according to nouns that name people, nouns that name places, and nouns that name things.

**ELL**
**English Language Learners**
Encourage students to segment each word into syllables. As they say the first syllable, listen as they identify the vowel sound as long or short. Offer assistance when needed. Repeat the segmentation, this time noting the pattern in the word.

**Teacher Tip**
Some students may benefit from completing the sort in two steps. First, encourage students to sort the word cards according to whether there is a short or long vowel sound in the first syllable. Then have them examine the vowel and consonant patterns in the sorted long vowel words and complete the sort.

**Words**

<table>
<thead>
<tr>
<th>-V/CV- long</th>
<th>-VC/ V- short</th>
<th>-VVCV- long</th>
</tr>
</thead>
<tbody>
<tr>
<td>frozen</td>
<td>finish</td>
<td>easy</td>
</tr>
<tr>
<td>humor</td>
<td>lemon</td>
<td>leader</td>
</tr>
<tr>
<td>lazy</td>
<td>minute</td>
<td>peanut</td>
</tr>
<tr>
<td>music</td>
<td>never</td>
<td>sneaker</td>
</tr>
<tr>
<td>pilot</td>
<td>second</td>
<td>trainer</td>
</tr>
<tr>
<td>student</td>
<td>planet</td>
<td></td>
</tr>
</tbody>
</table>
Syllable Juncture in VCCCV and VV Patterns

Objectives
- To recognize VCCCV and VV syllable-juncture patterns in words
- To sort and spell words with VCCCV and VV syllable-juncture patterns

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 16
- Teacher Resource CD-ROM, Sort 16 and Syllable Pattern Spin Game
- Student Book, pages 61–64

Introduce/Model
Small Groups
- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about these words.
- Read aloud the words with students and have them divide each word into syllables. Guide them to notice that the VCC/CV words, such as pump/kin, are divided after the blend or digraph, and the VC/CCV words, such as com/plete, are divided before the blend or digraph.
- Point out that the vowels are closed and short in the first syllable of every VCCCV pattern. Guide students to find the long vowel in the open syllable in each VV pattern.
- Have students read aloud the words and describe how the words in each group are alike and how they are different.

Practice the Sort
Independent/Partner
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort the words according to their syllable-juncture patterns.
- Have students check and explain their sorts.

Apply
Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 64. Have students write the words in the correct column and draw a line between the syllables in each word.
- Game Allow time for students to play Syllable Pattern Spin, which is on the CD.

Extend the Sort

Vocabulary
Word of the Week:

dee or poet To help students understand the meaning of the word poet, teach the rhyme I’m a poet, and I didn’t even know it. Explain that a poet writes poetry. Brainstorm a list of rhyming words and have students create a rhyming couplet.

Alternative Sort: Noun or Verb
Invite students to sort the cards according to words that are nouns and words that are verbs. Remind them that a verb names an action and a noun names a person, place, or thing. Students can further sort by nouns that name people, nouns that name places, and nouns that name things.

ELL English Language Learners
Place the word cards face up. Point to each word, read it, and have students repeat it after you. Then say a word at random. Have students locate the word card, point to it, read the word, and identify the consonant and vowel pattern.

Teacher Tip
After sorting, invite students to alphabetize the words in each group. They may also enjoy using alliteration to create sentences containing the words. (In the cruel kingdom, the king has complete control in the kitchen.)

Syllables and Affixes 201
Open and Closed Syllables and Inflected Endings

Objectives
- To recognize VCV, VCCV, and VVCV syllable-juncture patterns in words
- To sort and spell words with VCV, VCCV, and VVCV syllable-juncture patterns

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 17
- Teacher Resource CD-ROM, Sort 17 and Crazy Eights Game
- Student Book, pages 65–68

Introduce/Model  Small Groups
- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about these words.
- Write the words hope, hop, and clean. Have students add inflected endings -ed and -ing to each word. Guide them to summarize the rules for adding word endings (dropping the e, doubling the last letter, and leaving the base word as is).
- Have students read aloud each word, divide it into syllables, and note if the first syllable is long or short. Ask them to identify the pattern of vowels and consonants in each word.
- Lead students in making connections between what they have learned about syllable juncture and what they have learned about inflected endings.

Practice the Sort  Independent/Partner
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort the words according to VCV, VCCV, or VVCV patterns.
- Have students check and explain their sorts.

Apply  Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 68. Have students write the words in the correct column and draw a line between the syllables in each word.
- Game  Allow time for students to play Crazy Eights, which is on the CD.

Extend the Sort

Vocabulary
Word of the Week: quoted
Tell students that quoted means the words of another person or words in a book are repeated exactly. In print, quotation marks are used to indicate material that has been quoted.

Alternative Sort: e-Drop, Double, or No Change
Set aside the word cards acted, wanted, standing, and hunted. Encourage students to sort the remaining cards according to “e-drop,” “double,” or “no change.”

ELL English Language Learners
Explain that words ending with -ed tell about the past and words ending with -ing tell about the present. Help students read each word in the sort. When they read a word with the -ing ending, students should act it out, indicating that the word shows action that is happening now.

Teacher Tip
At various times during the day, stop and point out a verb you used. Then write the verb, and have students tell how to add the endings -ed and -ing.
Extend the Sort

Vocabulary

**Word Of the Week:**

**monkeys**  
Monkey is the singular form of *monkeys*. Have students name the other sort words for animals. (*fireflies, donkeys, ponies*)

**Alternative Sort: Student-Centered Sorts**

Have students devise their own categories for sorting. You may want to point out that an alternative sort might consist of dividing the words into groups of animals and non-animals.

**ELL English Language Learners**

Review the words with students. Explain that many words can have multiple uses and meanings. Tell students how babies, toys, and *journeys* can be used as either nouns or verbs. Explain that *stories* can mean “narratives” or “floors of a building.”

**Teacher Tip**

Encourage students to hone their sorting skills prior to starting the sort. Have them pursue basic sorting exercises that identify common objects (pencils, articles of clothing, colors, shapes) in the classroom.
Adding Inflected Endings -s, -ed, and -ing to Words With Final -y

Objectives
- To identify how -s, -ed, and -ing are added to words with final -y
- To sort and spell -s, -ed, and -ing words whose base words end with final -y

Materials for Syllables and Affixes
- Whiteboard Activities DVD-ROM, Sort 19
- Teacher Resource CD-ROM, Sort 19 and One Card! Game
- Student Book, pages 73–76

Introduce/Model  Small Groups
- Use the whiteboard DVD or the CD word cards to introduce the words. Ask students what they notice about these words.
- Have students identify the base words in the first column. Ask them what they notice about adding -ing to words that end with -y.
- Guide students to notice that when adding -s or -ed to a word that ends with y, the y is only changed to i when it follows a consonant.
- Have students read aloud the words in each column and describe how the words are alike and how they are different.

Practice the Sort  Independent/Partner
- Have students use the Student Book or whiteboard DVD to say each word and use the grid to sort the words according -s, -ed, and -ing endings.
- Have students check and explain their sorts.

Apply  Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 76. Have students write new words by adding -s, -ed, and -ing to the base words.
- Game: Allow time for students to play One Card!, which is on the CD.

Extend the Sort

Vocabulary Word of the Week: stay
When -ing or -ed are added to stay, the new words are verbs. Explain to students that stay can be used as both a verb and a noun. Definitions of the verb stay include "remain," "to live for a while," and "to put off." Definitions of the noun stay include "a period of time spent" and "a delay."

Alternative Sort: Brainstorming
Have students brainstorm a list of verbs that end in -y, such as play or fly. Write their responses. Have students spell the -s, -ed, and -ing form of each word and sort them accordingly.

ELL English Language Learners
Help students understand that the words ending in -s or -es are present-tense verbs, and the words ending in -ed are past-tense verbs. Say, "Today he copies something; yesterday he copied something." Show the cards for copies and copied as you say each word in the sentences.

Monitor Progress Spell Check 3