

Support for English Learners

Unit 27, page 174: VCCV Pattern

Some students may have difficulty separating into syllables words that have the VCCV pattern when the consonants are not the same.

Listen

Explain that words with the VCCV pattern have two consonants together. Sometimes the consonants blend to make one sound, as *c* and *k* do to make the /*k*/ sound in *rocket*. Sometimes they make two separate sounds, as *s* and *t* do in *poster*. Divide words with the VCCV pattern into syllables before or after the two consonants.

Say: *Let's listen to a Basic Word that is divided after the two consonants. Say the word poster, emphasizing the two syllables (post er).* Say: *Now let's listen to a Basic Word that is divided into syllables before the two consonants. Say the word secret, emphasizing the two syllables (se cret).*

Continue with the Basic Words *clothing, whiskers, apron, and machine*.

Speak and Read

Say: *Let's practice dividing the Basic Word poster into syllables: post er.* Have students repeat after you. Continue with the Basic Words *humor, hotel, rapid, and planet*.

Write the Basic Words *secret, poster, clothing, and machine* on the board and divide the words into syllables. Point to each word, and have students read them aloud, emphasizing the syllable breaks.

Spell

Beginning/Preproduction Create and distribute word cards for the Basic Words *poster, rocket, secret, bucket, chicken, apron, author, and machine*. Write the letters *st, ck, cr, ch, pr, and th* on the board. Have students find and circle these letters on their cards. Read the Basic Words aloud and have students say whether the word is divided before or after the consonant cluster.

Early Production/Speech Emergent Create and distribute word cards for the Basic Words *poster, rocket, secret, bucket, chicken, apron, author, and machine*, leaving spaces for the letters in the second syllable (for example, *post_ _*). Have students use the Basic Word list to fill in the missing letters on each card. Then have students say the words aloud, stressing the appropriate syllable.

Intermediate/Advanced Have partners make word cards for the Basic Words *poster, rocket, secret, bucket, chicken, apron, author, and machine*. Have them underline the consonant cluster in each word. Ask volunteers to read the words aloud, emphasizing the appropriate syllable. Then have students write a sentence for each Basic Word.

poster

rocket

secret

machine