

Support for English Learners

Unit 13, page 90: VCCV Pattern

Some students may have difficulty finding the VCCV syllable pattern in words that have either double consonants or different consonants together.

Listen

Say the Basic Word *timber* slowly and point out that it has two syllables, *tim* and *ber*. Remind students that a syllable is a word part with one vowel sound. Say the word *timber* again, and tell students that *timber* is divided into syllables between two different consonants, *m* and *b*.

Now say the word *pattern* slowly. Say the two syllables, *pat* and *tern*. Tell students that *pattern* is divided into syllables between the double consonants, *tt*.

Speak and Read

Say: *Let's practice dividing the Basic Word timber into syllables.* Say *timber* slowly, dividing it into syllables, and have students repeat after you. Continue with the Basic Words *publish*, *pattern*, and *suggest*.

Write the words *timber*, *publish*, *pattern*, and *suggest* on the board. Have volunteers draw a line between the two syllables in each word. Say: *The words timber and publish are divided between two different consonants.* Ask: *Where are the words pattern and suggest divided?*

Spell

Beginning/Preproduction Write the Basic Words *pattern*, *sorrow*, *bargain*, *object*, *lawyer*, and *timber* on the board. Clap out the syllables for *pattern* and have students repeat after you. Model how to draw a line between the two syllables. As students clap out the syllables for each Basic Word, have a volunteer draw a line between the syllables.

Early Production/Speech Emergent Have partners make word cards for the Basic Words *pattern*, *sorrow*, *bargain*, *object*, *lawyer*, and *timber*. Have them divide each word into syllables by drawing a line between the syllable. Have one partner say the first syllable of the Basic Word and the other partner say the second syllable. Then have both partners say the complete word.

Intermediate/Advanced Have partners make word cards for the Basic Words *pattern*, *sorrow*, *bargain*, *object*, *lawyer*, and *timber*. Have them divide each word into syllables. Ask volunteers to read the words aloud, emphasizing the syllable break. Then have students write a sentence for each Basic Word in their word-study notebooks.

pat/tern

bar/gain