

CONSONANT-VOWEL-CONSONANT WORDS

LESSON 2

OBJECTIVES

- Students will read words that contain short vowels.
- Students will recognize and read consonant-vowel-consonant (CVC) words.
- Students will identify closed-syllable words.

MATERIALS

- Lesson 1 letter cards (one set each for teacher and students)*
- Lesson 2 word cards*
- Spinner divided into three to four sections**
- Blank bingo boards*
- Bingo tokens
- Pocket chart (optional)
- Board and markers or chalk for teacher
- Personal whiteboards and markers for students
- Notebook paper

*Blackline master available on CD.

**Assembly instructions available on CD.

TIPS

- Refer to the Appendix for a list of CVC words.
- When introducing blending, choose words whose initial consonant sound is continuous (e.g., /s/, /m/, /l/). These sounds are easier to blend into the vowel than stop consonant sounds (e.g., /t/, /b/).

DAILY REVIEW

SHORT VOWEL SOUNDS

Teacher: Who can tell me the different vowels that are in the alphabet?

[Students answer.]

Teacher: That's correct: *a*, *e*, *i*, *o*, and *u* are the five vowels.

[Write the vowels on the board.]

Teacher: What is the short sound for the letter *e*?

[Students answer.]

Teacher: That's right. The sound is /e/, as in *egg*. What is the short vowel sound for *i*?

[Students answer.]

Teacher: Yes, /i/, as in *igloo*. Which vowel makes the short sound /a/?

[Students answer.]

Teacher: Correct, the letter *a* says /a/. Tell me a word that begins with the sound /a/.

[Students answer.]

Teacher: Yes, *apple*, *ant*, and *Adam* all begin with the sound /a/. What vowel makes the sound you hear at the beginning of the word *up*?

[Students answer.]

Teacher: Right, the letter *u*. So, what is the short sound for *u*?

[Students answer.]

Teacher: Yes, it is /u/.

OPENING

Teacher: Today we will learn to read words with three letters and three sounds. Each of these words has a syllable that begins with a consonant, has a vowel in the middle, and ends with a consonant. These syllables are called consonant-vowel-consonant, or CVC, syllables. The vowels in CVC syllables make their short vowel sounds. I will show you how to blend consonant sounds and vowel sounds to make words.

In this lesson, you will also learn about closed syllables. CVC syllables are closed. Words are made of syllables, so knowing about closed syllables and knowing how to read CVC words will help you read more words.

MODEL AND TEACH: ACTIVITY 1

BLENDING SOUNDS

DECODING

Place the letters *m*, *a*, and *t* in a pocket chart, leaving some space between the letters. Point to the letters and model blending the sounds by saying, for example, "/m/, /ma/, /mat/" to form the word *mat*. Repeat the sequence with other words, gradually reducing your modeling and giving students greater independence for the process. Use all the vowels and a variety of consonants.

Teacher: Here are some examples of CVC words with the /a/ sound. We will stretch and blend each of the words so we can hear the different sounds.

[Point to m and extend the sound /mmm/. Point to a and extend the sound /aaa/. Then, slide your finger under each letter as you blend the sounds.]

Teacher: /mmm/ /aaa/. Now you try it. Blend the sounds as I slide my finger under the letters.

Students: /mmm/ /aaa/

*[Model adding the final /t/ sound: slide your finger under **m** and **a**, stretching out the sounds until you point to **t**.]*

Teacher: /mmm/ /aaa/ /t/. Now you try it. Blend the sounds as I slide my finger under the letters.

Students: /mmm/ /aaa/ /t/

[Move the cards next to each other. Slide your finger under the letters.]

Teacher: *Mat*—the whole word is *mat*. Now, I will slide my finger under the letters, and you will read the word.

Students: *mat*

ERROR CORRECTION

Correct students who miss sounds by using prompts, such as, “What sound does this letter make?” Then, have the student repeat the blending sequence.

Adapted from Beck, I. L. (2006). *Making sense of phonics: The hows and whys*. New York, NY: Guilford Press.

MODEL AND TEACH: ACTIVITY 2

CLOSED SYLLABLES

DECODING

Explain that a syllable is a word or word part that has only one vowel sound. Tell students that one type of syllable is a closed syllable and describe its characteristics:

- A closed syllable has only one vowel.
- A consonant “closes in” the vowel.
- The vowel makes its short sound.

Teacher: The CVC words you read in Activity 1 are also syllables. A syllable is a word, or a part of a word, with one vowel sound. Listen as I demonstrate: *sun*.

[Clap once while saying sun.]

Teacher: *Sun* is a syllable because it has one vowel sound, /u/.

[Form hit with letter cards.]

Teacher: Read this word.

Students: *hit*

Teacher: Is *hit* a syllable?

Students: Yes.

Teacher: Yes, it is a syllable because it has one vowel sound.

CVC words are a type of syllable called a closed syllable. There are three things to remember about closed syllables. First, a closed syllable has just one vowel.

[Point to the i in hit.]

Teacher: Second, a consonant must close in the vowel at the end.

[Point to the t.]

Teacher: Third, the vowel makes its short sound.

What is the short sound for *i*?

Students: /i/

Teacher: You can remember it this way: A consonant closes in the vowel, so it can take only a **short** walk before it bumps into the consonant. So a vowel in a closed syllable makes its short sound.

[Form hem with word cards.]

Teacher: Let's see whether this is a closed syllable. Does it have just one vowel?

Students: Yes.

Teacher: Does a consonant close in the vowel?

Students: Yes.

Teacher: So that means it is a closed syllable. Because the vowel can go for only a short walk before bumping into the consonant, what sound does *e* make?

Students: /e/

Teacher: Yes, a vowel in a closed syllable makes its short sound. Please read the word.

Students: *hem*

Teacher: Let's look at another word and determine whether it is a closed syllable.

[Remove m from hem to form he.]

Teacher: Is there just one vowel?

Students: Yes.

Teacher: Does a consonant close in the vowel at the end?

Students: No.

Teacher: That's right. So this is not a closed syllable because a consonant does not close in the vowel at the end.

[Form heat with letter cards.]

Is there just one vowel in this word?

Students: No.

Teacher: This is not a closed syllable because there are two vowels.

[Form at with letter cards.]

Is there just one vowel?

Students: Yes.

Teacher: Does a consonant close in the vowel at the end?

Students: Yes.

Teacher: This is a closed syllable. There must be a consonant after the vowel for it to be a closed syllable, but there does not need to be a consonant in front of the vowel. What sound does the vowel make?

Students: /a/

Teacher: Very nice work using what you have learned about closed syllables.

MODEL AND TEACH: ACTIVITY 3

SEGMENTING SOUNDS

ENCODING

Have students encode CVC words with letter cards by using the following sequence:

1. Dictate a CVC word.
2. A student repeats the word (listen for correctness).
3. The student says each sound in the word and counts the sounds in the word.
4. The student says the letters.
5. The student says the letters again while collecting the corresponding letter cards.
6. The student checks by reading the word.

Teacher: I will show you the steps to follow when you spell words. Listen. The first word is *fan*. What is the word?

Students: *fan*

Teacher: Next I will count the sounds I hear in the word.

[Model the following steps as you complete them.]

Teacher: /f/ /a/ /n/. I hear three sounds.

Next, I think about what letters make those sounds: /f/–*f*, /a/–*a*, /n/–*n*.

Then, I say the letters while I get the letter cards: *f, a, n*.

Finally, I check the word by reading it: *fan*.

Repeat the sequence with new words, gradually reducing your modeling.

ERROR CORRECTION

Correct students by using prompts, such as, "What letter says /b/?"

Adapted from Wilson, B. A. (2002). *Wilson reading system: Instructor manual*. Oxford, MA: Wilson Language Training.

GUIDED PRACTICE: ACTIVITY 1

3,2,1 READ

DECODING

Place a pile of word cards facedown. As you turn over each card, students blend the sounds silently. On your verbal cue "3, 2, 1," students read the word aloud. The countdown gives students time to think and prevents them from blurting out or guessing. Elicit group and individual responses. To keep students engaged, mix up requests for group or individual responses. Question all students, so they can demonstrate their knowledge.

Teacher: I will turn over one word at a time. You will read the word silently, using the blending technique we practiced earlier. When I say, "3, 2, 1, everyone," I want everyone to say the word at the same time. Even if you know the word right away, use the "3, 2, 1" as thinking time. Let's practice.

*[Turn over the top card, **cup** in this example, and lay it on the table.]*

Teacher: 3, 2, 1, everyone.

Students: *cup*

Teacher: Great job! Stay on your toes because sometimes I might say, "3, 2, 1" and then say someone's name. If I say your name, you say the word aloud. Everyone else reads it silently. Ready?

*[Turn over the next card: **sip**.]*

3, 2, 1, Angela.

Angela: *sip*

Teacher: Good reading, Angela. David, what is the vowel sound in that word?

David: /i/

Teacher: Gabe, what is the first consonant sound?

Gabe: /s/

Continue displaying cards for students to decode.

ERROR CORRECTION

- Note which sound was incorrect, point to the letter, and give a prompt, such as, “What sound?” Then have the student repeat the blending sequence.
- If a student uses a long vowel (e.g., /sīp/ for *sip*), use questioning to guide him or her to the correct sound, such as in the following example script.

Teacher: Is this a closed syllable?

Student: Yes.

Teacher: What is the vowel sound in a closed syllable?

Student: Short vowel.

Teacher: Blend the sounds, using the short vowel sound.

GUIDED PRACTICE: ACTIVITY 2

SPIN AND READ

DECODING

Choose a student to be Head Spinner. The Head Spinner spins to determine the number of word cards each student will get. Students place their word cards faceup in front of them and read the words silently. The Head Spinner chooses one of his words to read, turns it facedown after reading it, and then points to a word belonging to the student to his left. That student reads the designated word, turns it facedown, and points to a word belonging to the student on his left. Continue in a clockwise direction until all words have been read. Choose a new Head Spinner and continue as described above. Monitor student responses and provide corrective feedback.

Teacher: We will use the spinner to determine how many word cards each person gets. DeShawn, you will be the Head Spinner, for now. Everyone else will get a turn, too. Please spin.

[DeShawn spins.]

Teacher: DeShawn spun a four, so each of you will get four word cards. As I give you the cards, put them faceup in front of you and read them silently. If you finish, read them silently again because soon, you will be asked to read the words aloud.

[Students read their words silently.]

Teacher: DeShawn, as Head Spinner, you go first. Choose one word to read.

DeShawn: /l/ /o/ /t/: *lot*.

Teacher: Good job blending the sounds! Gabe, what is the final sound in DeShawn's word?

Gabe: /t/

Teacher: That's right, /t/. DeShawn, point to one of David's words for him to read.

*[DeShawn points to **bag**.]*

David: *beg*

Teacher: David, what is the vowel in the word?

David: *a*

Teacher: Right, the vowel is *a*. What is the sound of short *a*?

David: /a/

Teacher: Yes, the sound is /a/. Now, try the word again.

David: /b/ /a/ /g/, *bag*. I get it now.

Teacher: Point to the letter that makes the /g/ sound, DeShawn. Correct. OK, David, your turn to point to one of Gabe's words.

Continue moving clockwise. Provide corrective feedback as needed.

ERROR CORRECTION

- Note which sound was incorrect, point to the letter, and give a prompt, such as, “What sound?” Then have the student repeat the blending sequence.
- If a student uses a long vowel (e.g., /sīp/ for *sip*), use questioning to guide him or her to the correct sound, such as in the following example script.

Teacher: Is this a closed syllable?

Student: Yes.

Teacher: What is the vowel sound in a closed syllable?

Student: Short vowel.

Teacher: Blend the sounds, using the short vowel sound.

GUIDED PRACTICE: ACTIVITY 3

CREATE A BINGO BOARD

ENCODING

Distribute a blank bingo form to each student. Dictate a CVC word and have students write the word in any space on the form. When all the spaces are filled in, it can be used to play bingo in a future activity.

Teacher: Here is a blank bingo board for each of you. I will dictate a word, and you will write the word in one of the blank boxes. You may put only one word in a box, but you can choose any box you wish. Some of the words might be nonsense words. Remember to repeat the word after I say it.

Let’s do the first word together. The first word is *tub*. What is the word, everyone?

Students: *tub*

Teacher: How many sounds in *tub*?

Students: Three sounds.

Teacher: Think of the letters for those sounds and write them in one of the blank spaces. The first sound is /t/. I know that **t** makes the /t/ sound, so I write **t**. What is the next sound, Angela?

Angela: /u/

Teacher: What letter?

Angela: *u*

Teacher: Write *u*. What is the final sound and letter, Gabe?

Gabe: /b/, *b*.

Teacher: Now, check your work by reading the word.

Students: *tub*

Teacher: Let's move on to the next word. We will go a little faster. The word is *him*. Repeat, please.

Students: *him*

Teacher: Think of how many sounds you hear in *him* and write the letters that make those sounds. Remember to check your spelling by reading the word you wrote.

Continue dictating words until the bingo sheet is complete. Question students to monitor their comprehension.

INDEPENDENT PRACTICE: ACTIVITY 1

BINGO DECODING

Distribute bingo tokens and bingo sheets with words on them. Students may use bingo sheets they previously completed. Designate one student to be the Caller. As the Caller reads each word, students look for the word on their sheet. If students find a word, they cover it with a token. When a student has a complete row, column, or diagonal through the center covered with tokens, the student shouts "bingo" and reads the words used to win. For subsequent games, use different bingo sheets and designate a different student as the Caller.

INDEPENDENT PRACTICE: ACTIVITY 2

CHANGE A LETTER

ENCODING

Dictate a CVC word and have students write the word at the top of a sheet of lined notebook paper. Then, dictate a second word that is one letter different from the previous word and have students write the second word beneath the first. Dictates a third word that differs from the second word by one letter and have students write it, and so on. Enunciate each word distinctly. Have students repeat the dictated word before writing it. Give students ample time to write the words.

Teacher: I will dictate a word that you will repeat and write at the top of your paper. Then I will give you another word that is just one letter different from the word before it. You will repeat and write that word also. We will do the same thing with several words. Listen carefully. The first word is *sip*. Repeat, please.

Students: *sip*

Teacher: Correct. Write *sip* at the top of your paper. Now, change one letter to make the word *sit*. Repeat *sit*.

Students: *sit*

Teacher: Correct. Write *sit*.

The next word is *fit*. Repeat *fit*.

Students: *fit*

Teacher: Write *fit*.

The next word is *fat*. Repeat *fat*.

Students: *fat*

Teacher: Write *fat*.

The next word is *hat*. Repeat *hat*.

Students: *hat*

Teacher: Write *hat*.

Continue dictating new words by changing one letter at a time. Incorporate a variety of vowels and consonants.

TIP

Vary the position of the letter that changes—for example: *hut* to *rut* to *rot* to *lot* to *let* to *led* to *bed*.

ADAPTATION

Scaffold by having students circle the letter that changed to make each new word.

MONITOR LEARNING

When responding in unison, monitor to ensure that students correctly read CVC and short vowel sounds. When you hear a mistake during a choral response, address the error to the whole group by modeling the correct pronunciation and having students respond chorally again. If the error persists and you are able to identify the student making the mistake, model the correct way to the individual student.

Check students' work on Change a Letter and Bingo.

GENERALIZATION

In future lessons, students will learn about other types of syllables and how to read bigger words that are formed when syllables are put together. Learning about closed syllables and CVC words helps students to read more words now and provides a foundation for reading more, and bigger, words later.

LESSON 2 WORD CARDS

but	dig	fed
bam	cod	dot

First of 6 pages

SPINNER INSTRUCTIONS
SPIN-AND-READ

MATERIALS

- Paper plate
- Brass brad
- Material for spinner pointer (e.g., coffee can lid, plastic drinking straw)
- Two spacers (e.g., washers, grommets, or eyelets from a hardware store)
- Scissors

PREPARATION

- Divide and label the paper plate with numbers.
- Cut an arrow out of the material for the pointer.
- With scissors, make a small hole in the center of the paper plate.
- Punch a small hole in the arrow.

ASSEMBLY

- Place a washer over the hole in the paper plate.
- Place the pointer over the washer.
- Place another washer over the pointer.
- Line up the holes in the paper plate, washers and pointers.
- Secure everything with the brass brad, pushing the brad through the spinner from top to bottom.
- Open the brad tabs on the underside of the paper plate to hold assembly in place.
- Check whether the pointer spins freely and adjust as necessary.

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES
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BINGO

	FREE	

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