

**Dakota State University
College of Education
LESSON PLAN FORMAT**

Name: Mickeala Boyd

Grade Level: Grade 2

School:

Date:

Time:

Reflection from prior lesson:

Lesson Goal(s) / Standards:

2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
b. Know spelling-sound correspondences for additional common vowel teams. c.
Decode regularly spelled two-syllable words with long vowels and short vowels. d.
Decode words with common prefixes and suffixes. e. Identify words with inconsistent
but common spelling-sound correspondences. f. Recognize and read grade-appropriate
high frequency words

Lesson Objectives

- 1) Students will be able to divide and read two - syllable words that have the VCCV pattern, 3 out of 4 times correctly.

Student Friendly "I can" Statement/s:

I can use my knowledge of identifying vowels and consonants in two syllable words to be able to divide and read words with the VCCV pattern.

Materials Needed:

[Teaching Jamboard](#)

Contextual Factors/ Learner Characteristics:

The Lesson

- **Introduction (include time allotment) - 5 minutes**
 - [getting attention](#): Counting down from 5
 - creating a need to know:

Hello, Second-grade class; we are going to be doing something a tricky little today. We have been working on identifying our vowels and consonants in short and long syllable words. Today we will be looking at words with two syllables. We will locate the VCCV pattern or the vowel, consonant, consonant, vowel pattern with these two-syllable words. We will be using this pattern to help us divide and read two-syllable words.

- relating to past experience and/or knowledge:

Before we begin this lesson, let's review what a vowel and a consonant are. Class, can we list all of the vowels?

- (Answer) Then the class will say A, E, I, O, U, Y

What makes a vowel so unique?

- (Answer) A vowel has two sounds, a long and a short sound.

Great Job, Class!

Can anyone tell me what a consonant is?

- (Answer) Every other letter that is not a vowel.

Finally, in class, we will do a quick review of what open and closed syllables are. Can anyone explain what an open syllable is?

- (Answer) It is a word that ends with a vowel

Can anyone explain what a Closed syllable is?

- (Answer) It is a word that ends with a consonant.
- Then I will do some examples of closed and open syllables with the class.
- Sharing objective, in general terms (I can):

Today I will be teaching you how to identify the VCCV pattern in multisyllabic words.

Multisyllabic words → Word with more than one syllable!

I can use my knowledge of identifying vowels and consonants in two-syllable words to divide and read words with the VCCV pattern.

- **Content Delivery** (include time allotment & instructional methodologies)
 - Time: 15 - 20 minutes
 - Instructional Methodologies: whole class, Explicit instruction of VCCV pattern in helping to read and divide two syllable words.
 - I do it:
- First, I will come up with a word with two syllables, then find the vowels and then consonants in each word.
 - Such as rabbit, basket, ribbon, or public. I will have these words on my jam board, ready to demonstrate the lesson. Then with these words, I will identify and mark the vowels in words. I am putting a line underneath each vowel. For the consonants that are between the vowels, I will be putting a line above them.

- In class, we will identify the vowel; I will put a line under each vowel that I see in the word. It looks there are only two vowels in this word "a" and "i".
 - Knowing where the vowels are, I will be over lining the consonants between the two vowels—Demonstrating the VCCV pattern. It looks like there are only two consonants, "b" and "b."
- Know that we know where the vowels and consonants between the vowels are. I am going to divide the word using the VCCV pattern.
 - I am going to explain to the class that this word has two consonants between the vowels. For example, we see that when we look at "rabbit," we see the two b's between the "a" and then "i." Between these two consonant letters is where I am going to divide the word in half. Class, do you remember how at the beginning of class, I talked about the VCCV pattern. This is where you will see this pattern come in handy. As you can see, "rab" is a closed syllable, which means the "a" will be making a short "a" sound. The second half of the word "bit" is also closed, meaning that the "i" will also be making the short "i" sound.
- We have now gone over how to divide the word using the VCCV pattern and using syllables. Finally, I will use these tools to help me blend this word and pronounce it correctly.
 - Let's blend the word; I will say the first and second half alone and then said it together fast and then ask the class to speak it with me three times.
- We do it:
 - See class dividing the words can be beneficial when it comes to pronouncing a word. Now that I have done one, it is our turn to do one together. Can anyone think of a new two-syllable word that we could use?
 - Once I have heard a few words, I will use one of them. For this example, I will be using the word "ribbon." I will have the class write this word on a sheet of paper or marker board.
 - What was the first thing I did?
 - (Answer) Underline vowels and then over line consonants between the vowels
 - Now that we know where the vowels and consonants are at, it will make it much easier to identify the word's pattern. Can we figure out which pattern this word is? Now let's divide the word. Where would the word be divided?
 - (ANSWER) Correct VCCV
 - (ANSWER) Between the two bs
 - Great job class, we are moving along very quickly. Does anyone remember the next step? Yes, we will be looking to see if the

syllables are closed or open. Is the first half of the word closed? Is the 2nd half of the word Closed?

- (Answer) Both are closed
- Finally, class, let's blend the word together. We can say the first and the second half of the word as one.
 - They say the word out loud three times.
- You do it, I Watch:
 - Now that we have done it together let's try one on our own.
 - On the next side, I will have four words that the students can choose from.
 - Students, you can choose from any of these words. I want you to practice before we begin our practice on our own ultimately. You can ask for help if you need it but just remember the four steps.
 - Underline the vowels
 - Overline the consonants that are between the vowels.
 - Look for the VCCV pattern and divide the word into two syllables.
 - Then say the word all as one!
 - During this time, I would be walking around the classroom helping the students and making sure that they understand.
- You do it:
 - Great work, class!
 - Once I have finished teaching, I have one last task for you all to do. On the next slide, I have four words. I want you guys to write all 4 of these words in your notebooks. I am going to have you guys Underline the vowels. Then I want you guys to overline the consonants between the vowels. Divide the word using the VCCV pattern, just like we practiced in class. Finally, once you have finished all the words, I want you to turn to your desk partner and say them aloud using your inside Voice.
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- Closure (include time allotment)
 - Re-draw attention to I Can statement:
 - 5-4-3-2-1
 - Class, you did such a fantastic job using the VCCV pattern to help you say two-syllable words. Today we used open and closed syllables and vowels

and consonants to help us decode words. When I flip to the next slide, I will have you guys walk to your desk and complete the four-word assignment.

I can use my knowledge of identifying vowels and consonants in two syllable words to be able to divide and read words with the VCCV pattern.

- ~~Assessments Used~~

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- ~~Differentiated Instruction~~

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- **Resources**

 - Core Reading Sourcebook

[My loom Video](#)