




# Phonics Focus Pack

## VCCV Syllable Division

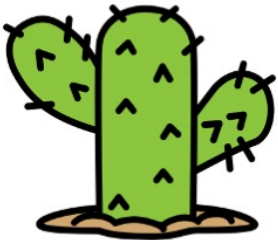
Syllable Division

### VC/CV


When two consonants come between the vowels:  
divide between the two consonants, which makes the first-syllable vowel short



**rab|bit**  
VC CV



**cac|tus**  
VC CV

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lesson plan \* posters \* activities  
worksheets \* word lists  
decodable passage

Oxford Owl Publishing

# INCLUDED

## Lesson Plan

## Worksheets

**Phonics Focus: VCCV Syllable Division** (210)

**Lesson Objectives:**

- Understand and apply rules for VCCV
- Read VCCV words using lesson materials
- Spell VCCV words using lesson materials
- Read passages with VCCV words as the focus

**Common Core Standards:**

Grade	Standard
1	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.1.10, 1.1.11, 1.1.12, 1.1.13, 1.1.14, 1.1.15, 1.1.16, 1.1.17, 1.1.18, 1.1.19, 1.1.20, 1.1.21, 1.1.22, 1.1.23, 1.1.24, 1.1.25, 1.1.26, 1.1.27, 1.1.28, 1.1.29, 1.1.30, 1.1.31, 1.1.32, 1.1.33, 1.1.34, 1.1.35, 1.1.36, 1.1.37, 1.1.38, 1.1.39, 1.1.40, 1.1.41, 1.1.42, 1.1.43, 1.1.44, 1.1.45, 1.1.46, 1.1.47, 1.1.48, 1.1.49, 1.1.50, 1.1.51, 1.1.52, 1.1.53, 1.1.54, 1.1.55, 1.1.56, 1.1.57, 1.1.58, 1.1.59, 1.1.60, 1.1.61, 1.1.62, 1.1.63, 1.1.64, 1.1.65, 1.1.66, 1.1.67, 1.1.68, 1.1.69, 1.1.70, 1.1.71, 1.1.72, 1.1.73, 1.1.74, 1.1.75, 1.1.76, 1.1.77, 1.1.78, 1.1.79, 1.1.80, 1.1.81, 1.1.82, 1.1.83, 1.1.84, 1.1.85, 1.1.86, 1.1.87, 1.1.88, 1.1.89, 1.1.90, 1.1.91, 1.1.92, 1.1.93, 1.1.94, 1.1.95, 1.1.96, 1.1.97, 1.1.98, 1.1.99, 1.1.100

**Lesson Materials:**

**Teacher Lesson Plan Procedures:**

- Read the lesson and discuss the VCCV syllable division rules.
- Use the lesson materials to practice reading and spelling VCCV words.
- Use the lesson materials to practice reading and spelling VCCV words.

**Additional Resources:**

- Handwriting practice sheet
- Worksheet
- Activities

**Lesson Materials**

**Teacher Lesson Plan Procedures, cont'd** (210)

**Reading Words:**

- Have students practice reading VCCV words.
- Using the Readable Word List (RWL) read and color the words. Have students identify the first and second syllables in each word.
- Repeat these activities with the RWL for writing. Color the words and color the consonants between the vowels and drawing a dividing line between the syllables.
- After students become adept at recognizing the two syllables in each of the words, they can practice reading the words.

**Spelling Words:**

- Have students practice spelling VCCV words using the following resources:
  - Use the Readable Word List (RWL) to write the words.
  - Use the VCCV Syllable Division Rules to write the words.
  - Use the VCCV Syllable Division Rules to write the words.

**Oral Reading:**

- Have students apply understanding of VCCV words through reading connected text.
- Students highlight all VCCV words in the passage.
- Read one VCCV word at a time.
- Students complete comprehension worksheet.

**Additional Resources:**

- Handwriting practice sheet
- Worksheet
- Activities

**Word Divide**  
VCCV

**Directions:** Erase right. Divide between the two consonants, which makes the first syllable read short.

**Rule:** When two consonants come between vowels, divide between the two consonants.

reptile	plastic	publish
chapter	inside	contest
cactus	sunrise	invent
magnet	helmet	goblin

**Word Divide**  
VCCV

**Directions:** Erase right. Divide between the two consonants, which makes the first syllable read short.

**Rule:** When two consonants come between vowels, divide between the two consonants.

bandit	nutmeg
absent	bandit
bobbin	hammer
traffic	magnet
supper	mitten

**Answer Key**

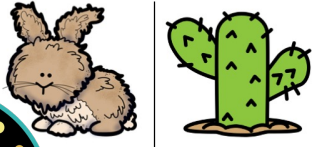
reptile	plastic	publish
chapter	inside	contest
cactus	sunrise	invent
magnet	helmet	goblin
bandit	nutmeg	
absent	bandit	
bobbin	hammer	
traffic	magnet	
supper	mitten	

## Posters

### Color

**VC/CV**

When two consonants come between the vowels, divide between the two consonants, which makes the first-syllable vowel short



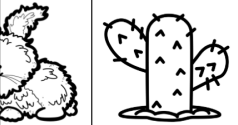
**bit** | **bit**  
C CV

**cac** | **tus**  
VC CV

**BW**

**VC/CV**

When two consonants come between the vowels, divide between the two consonants, which makes the first-syllable vowel short



**bit** | **bit**  
C CV

**cac** | **tus**  
VC CV

**BW**

### Color

**Finger Tapping**

**Reading:**

Step 1: Teacher pulls out letter files for each letter in a VCCV word and asks student to identify the vowels and consonants between the vowels.

Step 2: Teacher asks student when the word should be divided (line between the vowels) and has student separate the word into two syllables.

Step 3: Student reads one syllable at a time by tapping out the sounds and reading the first syllable then tapping out the second syllable. Student then says the entire word.

**Spelling:**

Step 1: Teacher dictates the whole VCCV word and has each student write one syllable at a time while playing hand-taps for consonants each syllable. Student repeats.

Step 2: Student does the following: one syllable at a time (1) taps out the sounds, (2) taps out the corresponding letters, (3) puts out corresponding letter tiles, (4) reads each syllable. Student then reads entire word.

**BW**

**Finger Tapping**

**Reading:**

Step 1: Teacher pulls out letter files for each letter in a VCCV word and asks student to identify the vowels and consonants between the vowels.

Step 2: Teacher asks student when the word should be divided (line between the vowels) and has student separate the word into two syllables.

Step 3: Student reads one syllable at a time by tapping out the sounds and reading the first syllable then tapping out the second syllable. Student then says the entire word.

**Spelling:**

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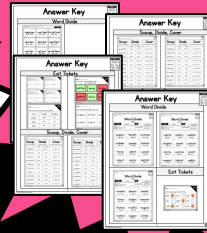
Step 2: Student does the following: one syllable at a time (1) taps out the sounds, (2) taps out the corresponding letters, (3) puts out corresponding letter tiles, (4) reads each syllable. Student then reads entire word.

**BW**



# INCLUDED

Answer Keys



## Activities

### Beat the Clock

### Exit Tickets

### Scoop, Divide, Cover

button catnip yellow rabbit number  
ribbon sudden nutmeg window chapter  
winter until market  
object problem progress

**Beat the Clock**

**Instructions**

- Divide student with the "Beat the Clock Student Page" into two teams. Each team will have a timer and a worksheet.
- Using the "Beat the Clock Teacher Page," each team will receive words to be written on their worksheet.
- Divide the words into two groups. One group will be used for the "Scoop, Divide, Cover" activity and the other for the "Write and Divide" activity.
- Divide the words into two groups. One group will be used for the "Scoop, Divide, Cover" activity and the other for the "Write and Divide" activity.

**Syllable Division Rule**

**VC/CV**

**Data Tracking**

low rabbit number  
g window chapter  
garden happy  
blanket problem

Name: \_\_\_\_\_

Read each word and write each syllable separately.

word	1 <sup>st</sup> syllable	2 <sup>nd</sup> syllable
problem		

Name: \_\_\_\_\_

Place a line between the syllables in each word.  
Draw a picture of each word.

cootus  
mitten

Name: \_\_\_\_\_

Color each box green if divided correctly  
red if divided incorrectly

cof/fee	ten/nis	wi/nter

Name: \_\_\_\_\_

Place a dot between the syllables in each word.

happen	kitten	napkin
winter	silver	silly

Name: \_\_\_\_\_

Color the monster rest for each VCCV word.

dinner	bonus	velvet
robin	sudden	music
magnet	finish	hiccup

Name: \_\_\_\_\_

Scoop	Divide	Cover
indent		
catnip		
tennis		
problem		
laptop		

Name: \_\_\_\_\_

Scoop	Divide	Cover
publish		
servant		
thunder		
suppose		
mistake		
except		
reptile		
costume		
atlas		

Name: \_\_\_\_\_

Scoop	Divide	Cover
contest		
progress		
summon		
capsule		
pattern		
shallow		
object		
custom		
trumpet		
garden		
dessert		
insect		

### Write and Divide

### Color

### Interactive Notebook

BW

happen contest progress  
lesson gossip  
sister velvet  
insect forge  
helmet chap

**Write and Divide**

VC/CV

Word	1 <sup>st</sup> syllable	2 <sup>nd</sup> syllable

for/bid sud/d

VC/CV

win	tile
rep	der
lad	ten
bas	ket
kit	dow

**Overview and Answer Key**

This interactive notebook includes three reinforcement activities for use in teaching VCCV syllable division rules.

**Flip-up Activity for teaching for VCCV syllable division rules:**

- Lift the flap and write the rule and an example word under each word.

**"Yes" or "No" Activity for reinforcing syllable division rules:**

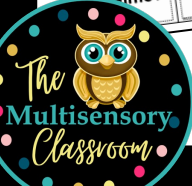
- if the word is divided correctly, place it in the "yes" pocket.
- if the word is divided incorrectly, place it in the "no" pocket.

**Cut, Match, Glue Activity:**

- cut out each syllable to create words.
- glue the words in the correct VC-CV column.
- match pictures with words.

**VC/CV**

VC	CV
hit	ten
lad	der
rep	tile
win	dow
bas	ket



# INCLUDED

## Word Lists & Word Cards

24 Real Words

costume	magnet	inhale	number
tadpole	dentist	pancake	reptile
velvet	admit	cactus	until
rabbit	combat	bobbin	nutmeg
picnic	gossip	napkin	aspen
sudden	hidden	sunlit	tennis

Flexible

24 Real Words

catnip	combat	bobbin	nutmeg	until
picnic	gossip	napkin	aspen	admit
rotten	hidden	sunlit	tennis	musket

Nonense Words

ligpon	rufgek	dimbat	hopdup	possit
findus	loften	hatkin	mussin	rifdon
wendip	lundat	zigrep	yetkin	tumsat

Sentences

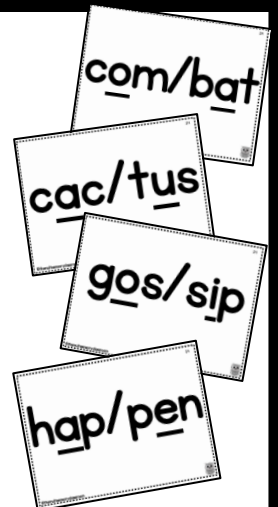
- Jan will set the muffin on the napkin.
- The kitten had velvet fuzz.
- The musket is hidden well.
- The kids had a picnic on the sunlit mat.

Aligned

24 Nonense Words

tanpine	vunder	zentrip	grobnid
hindate	logpin	raghobe	wendup
wusket	biddit	megnic	flossip
sugpin	blifgek	lombat	pidfun
lactus	doften	dabkib	wossig
puddep	fibnob	dittep	mudfan

Flexible



## Decodable Passage & Comprehension Worksheet

24 Flexible

### Picnic at Sunset

Mom rabbit and Cotton rabbit were going to have a picnic dinner at sunset with all their friends. Cotton put napkins, plastic plates, and a fabric blanket into the picnic basket. Mom rabbit made nutmeg muffins and turnips.

They left for the hills to meet their friends for the summer picnic. Mittens the kitten was there. Mrs. Frog and her tadpole were also there. Mittens the kitten smiled. Mrs. Frog said "ribbit," and Cotton said "hello."

Cotton went to untie the ribbon on the basket when he saw the basket was not there! They forgot the basket at home! Cotton and Mom rabbit were sad.

"Ribbit!" said Mrs. Frog. Mrs. Frog had insect snacks in her basket! "Meow!" said Mittens. Mittens had a plastic tin with cupcakes as snacks! Their friends saved the picnic and their snacks! Mom rabbit and Cotton were glad.

and to admit this was the best sunset picnic ever.

VCCV

Sight words: were, their, also, her, there, saw, have

Color a star each time you read

☆ 2 ☆ 3 ☆

24

Name: \_\_\_\_\_

What did Cotton put into the picnic basket?  
\_\_\_\_\_

Who did Mom rabbit and Cotton meet for a picnic?  
\_\_\_\_\_

Why were Mom rabbit and Cotton sad?  
\_\_\_\_\_

1. Color the first syllable in each word red.  
2. Color the second syllable in each word blue.

hidden problem admit  
until magnet velvet

Illustrate your favorite sentence from the story

\_\_\_\_\_

## Answer Key

Picnic at Sunset

Mom rabbit and Cotton rabbit were going to have a picnic dinner at sunset with all their friends. Cotton put napkins, plastic plates, and a fabric blanket into the picnic basket. Mom rabbit made nutmeg muffins and turnips.

They left for the hills to meet their friends for the summer picnic. Mittens the kitten was there. Mrs. Frog and her tadpole were also there. Mittens the kitten smiled. Mrs. Frog said "ribbit," and Cotton said "hello."

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Cotton had to admit this was the best sunset picnic ever.

Sight words: were, their, also, her, there, saw, have

Color a star each time you read

☆ 2 ☆ 3 ☆

What did Cotton put into the picnic basket?  
napkins, plastic plates, fabric blanket

Who did Mom rabbit and Cotton meet for a picnic?  
Mittens, Mrs. Frog, her tadpole

Why were Mom rabbit and Cotton sad?  
They forgot the basket

1. Color the first syllable in each word red.  
2. Color the second syllable in each word blue.

hidden problem admit  
until magnet velvet

Illustrate your favorite sentence from the story

\_\_\_\_\_



# Lesson plan

# LAYOUT

Includes objectives and lesson materials and common core standards for K5-3<sup>rd</sup> grade

Instructions for reading and spelling VCCV words

**Phonics Focus: VCCV Syllable Division** (2:4)

**Lesson Objectives:**

1. Understand and apply rules for VC/CV
2. Read VCCV words using lesson materials
3. Spell VCCV words using lesson materials
4. Read passages with VCCV words as the focus

Common Core Standards	
K-5	RF. K.30, RF. K.1
Grade 1	RF. 1.20-6, RF. 1.1
Grade 2	RF. 2.30-F, RF. 2.1
Grade 3	RF. 3.3, RF. 2.1

**Lesson Materials**

**Teacher Lesson Plan Procedures**

**Rules** (Note: syllable division should be taught after students have learned the different syllable types: Open, Closed, VCe, R-controlled, Vowel Team, -Ce)

1. (Rule) When two consonants come between the two vowels, divide between the two consonants which makes the first-syllable vowel short.
  - Say the words "rabbit" and "cactus" and ask students how many syllables are in each word? (Ans: two)
  - Explain that these are called multi-syllable words because they have more than one syllable. Multi-syllable words can be divided into individual syllables making them easier to read and spell.
  - Point out the vowels and the consonants *between* the vowels, in the following words:
 

r	a	b	i	t	c	a	c	t	u	s

    - Draw a line between the consonants in both words: rab/bit, cac/tus
    - Read the rule on the Rules Poster. Emphasize that the vowel is short in the first syllable because it is a closed syllable (i.e., a syllable with a short vowel closed in with one or more consonants behind it).
    - Read each word one syllable at a time and point out the short vowel in the first syllable. Have students repeat.
  - Write additional VCCV words: picnic, mitten, admit, mitten.
    - Have students determine how many syllables are in each word (Ans: two)
    - Have students code each word by marking the vowels, the consonants between the vowels, and drawing a line between the vowels.
      - Remind students that the word is divided between the two consonants because the first syllable is closed.
    - Draw two rectangular boxes (to represent the two syllables in each of the words) and have students practice writing the first syllable in the first box and the second syllable in the second box to help them visualize syllabication. pic nido

**Finger Tapping**

2. For younger students or those needing additional kinesthetic-tactile reinforcement, use the Finger Tapping Poster to teach the tapping technique for reading and spelling VCCV words. This should be done prior to the reading and spelling portions of this mini-lesson.

**VC/CV**  
When two consonants come between the vowels, divide between the two consonants, which makes the first-syllable vowel short!

**Rules Poster**

**Finger Tapping Poster**

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**Lesson Materials**

**Teacher Lesson Plan Procedures, cont'd** (2:4)

**Decodable Word Lists**

**Reading Words**

3. Have students practice reading VCCV words.
  - Using the Decodable Word Lists (both real and nonsense), review how to read VCCV words by having students identify the first and second syllables in each word.
    - Optional: Have students code words first by writing "v" under the vowels and "c" under the consonants between the vowels and drawing a dividing line between the syllables.
  - After students become adept at recognizing the two syllables in each of the words, they can practice reading the entire word.
  - Give students additional practice reading VCCV words using the following resources:
    - Real and Nonsense VCCV Word Cards
    - Words and Sentences Reading Page
  - Use "Beat the Clock" Activity to assess students' speed when reading VCCV words.
    - Students have four attempts to read as many VCCV words as possible in 15 seconds.

**Spelling Words**

4. Have students practice spelling VCCV words.
  - Use the VC/CV Rules Poster to review the rules for how to divide these types of multi-syllable words.
  - Use the Scoop, Divide, Cover, Worksheet and the Write & Divide Activity to give students more practice in coding and dividing words into syllables.
  - Dictate VCCV words from the Decodable Word List (real words) and have students write the words on paper. Have students code each of the words.

**Oral Reading**

5. Have students demonstrate understanding of VCCV words through reading connected texts.
  - Students highlight all VCCV words in the passage.
  - Review any sight words with students.
  - Have students read with expression. Re-reading the passage aids fluency.
  - Students complete comprehension worksheet.

**Additional Resources**

6. Additional practice with VCCV resources
  - Worksheets:
    - Word Divide- students code and read the words
  - Activities:
    - Exit Tickets- different types of exit tickets as a formative assessment for students to demonstrate their understanding
    - Interactive Notebook- three fun and engaging activities perfect for students to review VCCV Syllable division

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Description of VCCV syllable division rules and finger tapping procedures

Instructions for oral reading and ideas for additional reinforcement or homework



# decodable

**FLEXIBLE** real &  
nonsense words

# LAYOUT

scope and  
sequence  
sub-step where  
word list's  
focused  
phonogram/skill  
is found

banner  
indicates REAL  
or NONSENSE  
word list

24 Real Words

costume magnet inhale number

tadpole dentist pancake reptile

velvet admit cactus until

rabbit combat bobbin

picnic gossip napkin

sudden hidden sunlit

Flexible



image of phonogram/  
skill card that  
corresponds with  
word list

(cards available for purchase in The  
Multisensory Classroom TPT store)

24 Nonsense Words

tanpine vunder zentrip grobnid

hindate logpin raghobe wendup

wusket biddit megnic flossip

sugpin blifgek lombat pifdan

lactus doften dabkib wossig

puddep fibnob dittep mudfan

Flexible

also includes  
NONSENSE  
word list for  
each  
phonogram/  
skill

real & nonsense word lists are **flexible** for students who may be  
stronger readers and can decode words with phonograms not  
yet covered in the scope and sequence



decodable

ALIGNED real words,  
nonsense words, & sentences

# LAYOUT

scope and  
sequence  
sub-step where  
word list's  
focused  
phonogram/skill  
is found

REAL or  
NONSENSE  
words or  
SENTENCES  
banner

2.4

Real Words

catnip combat bobbin nutmeg until  
picnic gossip napkin aspen admit  
rotten hidden sunlit tennis musket

Nonsense Words

ligpon rufgek dimbat hopdup possit  
findus loften hatkin mussin rifdon  
wendip lundat zigrep yetkin tumsat

Sentences

1. Jan will set the muffin on the napkin.
2. The kitten had velvet fuzz.
3. The musket is hidden well.
4. The kids had a picnic on the sunlit mat.

Aligned

Sight words: the

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image of the  
passage's  
focused  
phonogram/skill  
card

sentence sight  
words

words & sentences are completely **aligned** with and only contain phonograms/skills that have already been taught in *The Multisensory Classroom Scope and Sequence* (which is OG-based)



# decodable passage

# LAYOUT

decodable passages are **flexible** for students who may be stronger readers and can decode some words with phonograms not yet covered in the scope and sequence

scope and  
sequence  
sub-step where  
passage's  
focused  
phonogram/skill  
is found

2.4 Flexible

### Picnic at Sunset

Mom rabbit and Cotton rabbit were going to have a picnic dinner at sunset with all their friends. Cotton put napkins, plastic plates, and a fabric blanket into the picnic basket. Mom rabbit made nutmeg muffins and turnips.

They left for the hills to meet their friends for the summer picnic. Mittens the kitten was there. Mrs. Frog and her tadpole were also there. Mittens the kitten smiled, Mrs. Frog said "ribbit," and Cotton said "hello."

Cotton went to untie the ribbon on the basket when he saw the basket was not there! They forgot the basket at home! Cotton and Mom rabbit were sad.

"Ribbit!" said Mrs. Frog. Mrs. Frog had insect snacks in her basket! "Meow!" said Mittens. Mittens had a plastic tin with cupcakes as snacks! Their friends saved the picnic with their snacks! Mom rabbit and Cotton were glad. Cotton had to admit this was the best sunset picnic ever.

Highlight all VCCV words

Sight words:  
*were, their, also, her, there, saw, have*

Color a star each time you read

1 2 3

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image of the  
passage's  
focused  
phonogram/skill  
card

identify words  
containing focus  
phonogram/skill

re-read to  
increase  
fluency

common sight words for this level





# comprehension worksheet

# LAYOUT

short-answer  
questions to  
assess  
comprehension  
of text

24

Name: \_\_\_\_\_

What did Cotton put into the picnic basket?  
\_\_\_\_\_  
\_\_\_\_\_

Who did Mom rabbit and Cotton meet for a picnic?  
\_\_\_\_\_  
\_\_\_\_\_

Why were Mom rabbit and Cotton sad?  
\_\_\_\_\_  
\_\_\_\_\_

1. Color the first syllable in each word red.  
2. Color the second syllable in each word blue.

hidden    problem    admit  
until    magnet    velvet

Illustrate your favorite sentence from the story

©themultisensoryclassroom



image of the  
passage's  
focused  
phonogram/skill  
card

sentence  
illustration to  
visualize the text

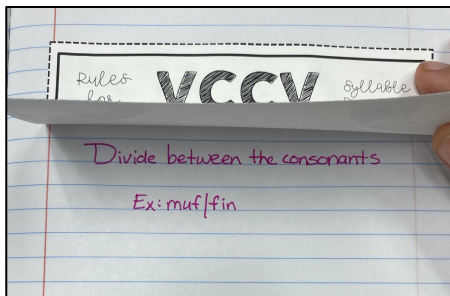
phonics review  
of focused  
phonogram/skill



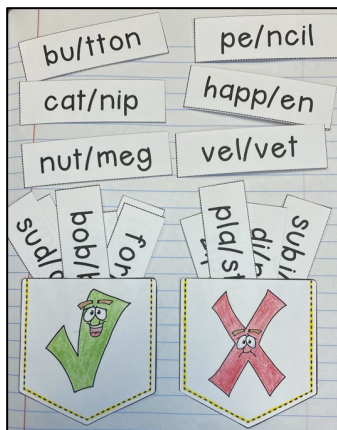
# interactive notebook

# LAYOUT

## Flip-up Activity



## Pocket Activity



## Cut. Match. Paste.



## Overview

## Color

## Black and White

**Overview and Answer Key**

This interactive notebook includes three reinforcement activities for use in teaching VCCV syllable division rules.

**Flip-up Activity for teaching for VCCV syllable division rules:**

- \* If the flip and write the rule and an example word under each word

**RULE VC/CV- divide between the consonants. The first syllable is short.**  
(Ex: hap/pen, cat/nip)

**"Yes" or "No" Activity for reinforcing syllable division rules:**

- \* if the word is divided correctly, place it in the "yes" pocket
- \* if the word is divided incorrectly, place it in the "no" pocket

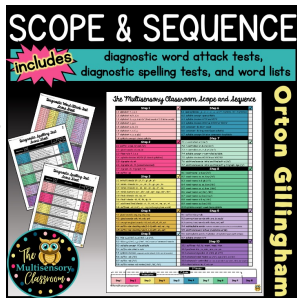
**Cut, Match, Glue Activity:**

each syllable to create words in the correct order. Use the pictures to help you with words.



# COORDINATING RESOURCES

Suffix **-ed** as /ed/ is taught in step 2.4 in *The Multisensory Classroom Scope and Sequence*



Cards for all phonograms included in *The Multisensory Classroom Scope and Sequence* can be purchased here



## The Multisensory Classroom Scope and Sequence

Step 1	Step 6
1.1 alphabet: t, i, s, n	6.1 open syllables: _a_ _e_ _i_ _o_ _u_ _y (V/I-1 syllable, /e/- 2 syllables)
1.2 alphabet: w, h, d, e	6.2 syllable concept: open syllable
1.3 alphabet: b, u, p, s as /z/ (final sound of 2-3 letter words)	6.3 syllable division: V/CV and VC/V
1.4 alphabet: c, g, o	6.4 syllable division: VCCV as V/CCV or VCC/V
1.5 alphabet: a, m, l, k	6.5 consonant -le: short vowel
1.6 alphabet: r, v, f, j	6.6 consonant -le: long vowel (open syllable)
1.7 alphabet: x, y, z, q(u)	6.7 syllable concept/division: consonant -le syllable
1.8 syllable concept: closed syllable	
Step 2	Step 7
2.1 suffix: -s (as /s/ and /z/)	7.1 r-controlled: ar (/ar/)
2.2 glued sounds: all, am, an	7.2 r-control-
2.3 three letter words	7.3 r-control-
2.4 syllable division: VC/CV (2 closed syllables)	7.4 syllable division: VC/CCV and VCC/CV
2.5 digraph: sh, th (voiced/unvoiced)	7.5 additional sounds: initial and final soft c (/s/)
2.6 digraphs: sh, th (voiced/unvoiced)	7.7 additional sounds: initial and final soft c: trigraph: dge (/j/)
2.7 digraph: ch; trigraph: tch	
2.8 suffix: -es	
Step 3	Step 8
3.1 initial l blends: bl-, cl-, fl-, gl-, pl-, sl-	8.1 vowel teams: ai & ay (/aɪ/)
3.2 initial r blends: br-, cr-, dr-, fr-, gr-, pr-, tr-	8.2 vowel teams: ae, ee, & ey (/eɪ/)
3.3 initial s blends: sc-, sk-, sm-, sn-, sp-, st-, sw-	8.3 vowel teams: ie & igh (/iɪ/)
3.4 initial clusters: scr-, shr-, spl-, spr-, squ-, str-, thr-	8.4 vowel teams: oa, oe, & ow (/oʊ/)
3.5 final s blends: -sk, -sp, -st	8.5 vowel teams: ui, ue, & ew (/uɛ/)
3.6 final l blends: -ld, -lk, -lp, -lt	8.6 vowel teams: oo (/oo/), /oo/)
3.7 additional final blends: -ct, -ft, -nd, -nt, -mp, -pt, -xt	8.7 vowel teams: ou & ow (/oʊ/)
3.8 suffixes: -ed (/ed/), -er, -ing (unchanging base words)	8.8 vowel teams: ai & ay (/aɪ/)
	8.9 vowel teams: au & au (/aʊ/)
	8.10 syllable concept: vowel-team syllable
Step 4	Step 9
4.1 glued sounds: ang, ing, ong, ung	9.1 suffix rule: y rule
4.2 glued sounds: ank, ink, onk, unk	9.2 contractions: words with are, is, would
4.3 exception glued sounds: ild, ind, old, oll, olt, ost	9.3 contractions: words with have, not, will
4.4 suffix rule: doubling rule (1-1-1) with -ed, -er, -ing	9.4 multisyllable words: 3 syllables - syllable types (no schwa, accented syllables)
4.5 suffix rule: doubling rule (1-1-1) with -en, -est	9.5 additional sound: schwa (2-syllable words)
	9.6 multisyllable words: 3 syllables - all syllable types (with schwa)
	9.7 syllable division: V/V
Step 5	Step 10
5.1 VCe: a_e (/ə/), e_e (/eɪ/), i_e (/iɪ/)	10.1 suffixes: -ful, -ly, -ment, -ness, -tion
5.2 VCe: o_e (/oʊ/), u_e (/uɛ/), /aʊ/); s as /z/ between 2 vowels	10.2 prefixes: dis-, in-, mis-, pre-, re-, un-
5.3 syllable concept: VCe syllable	10.3 advanced digraphs: ch (/k/), ph (/f/)
5.4 suffix rule: silent e rule	10.4 advanced vowel teams: ea (/iɛ/), igh (/aɪ/), ie (/iɛ/)
5.5 syllable division: compound words (closed & VCe syllable words)	10.5 advanced r-controlled: ar, or, & ur (/ər/), ur (/er/), /ər/, ur (/er/)
5.6 suffix: -ed (/d/)	10.6 silent letters: kn, lf, mb, wr
5.7 suffix: -ed (/t/)	
5.8 suffix review: -ed review (/ed/, /d/, /t/)	

**Sold Separately**

