



# Phonics Focus Pack

## VCC/V or V/CCV Syllable Division

Syllable Division

### VCC/V or V/CCV

When two consonants come between the vowels:

---

divide by keeping the blends and digraphs together

rock|et  
VCC V

a|pron  
V CCV

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

Orton Gillingham

# INCLUDED

## Lesson Plan

## Worksheets

**Phonics Focus:** VCC/V or V/CCV Syllable Division

**Lesson Objectives:**

- Understand and apply rules for VCC/V and V/CCV syllable division
- Read VCC/V and V/CCV words using lesson materials
- Read VCC/V and V/CCV words using lesson materials
- Read passages with VCC/V and V/CCV words as the focus

**Lesson Materials:** Teacher Lesson Plan Procedures, confid

**Rule Card:**

**Teacher Lesson Plan Procedures, confid**

**Phonics Focus:** VCC/V or V/CCV Syllable Division

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### Word Divide

VCC/V, V/CCV, and VCC/V

**Directions:** Ex: might/ giraffe/ pig/dig/

**Rule:** When two consonants come between vowels

**Directions:** I divide between the two consonants, which makes the first syllable come short or long. I divide by keeping blends and digraphs together.

zebra	picnic	kitten
velvet	matrix	gather
chicken	basket	happen
program	secret	napkin

### Word Divide

VCC/V, V/CCV, and VCC/V

**Directions:** Ex: might/ giraffe/ pig/dig/

**Rule:** When two consonants come between vowels

**Directions:** I divide between the two consonants, which makes the first syllable come short or long. I divide by keeping blends and digraphs together.

rocket	submit	regress
sacred		
magnet		
reflex		

Answer Key

## Posters

### Color

#### VCC/V or V/CCV

When two consonants come between the vowels:

divide by keeping the blends and digraphs together

rock|et  
VCC V

a|pron  
V CCV

### Syllable Division

#### VCC/V or V/CCV

When two consonants come between the vowels:

divide by keeping the blends and digraphs together

rock|et  
VCC V

a|pron  
V CCV

BW

### Finger Tapping

**Reading:**

**Step 1:** Teacher pulls out letter tiles for each letter in a VCC/V or V/CCV word and asks student to identify the vowels and the consonants between the vowels.

**Step 2:** Student reads one syllable at a time by tapping out the sounds and reading the second syllable. Student reads entire word.

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

**Spelling:**

**Step 1:** Teacher dictates the entire VCC/V or V/CCV word and has one student tap the sounds and reading the second syllable. Student reports.

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

BW

### Color

#### Finger Tapping

**Reading:**

**Step 1:** Teacher pulls out letter tiles for each letter in a VCC/V or V/CCV word and asks student to identify the vowels and the consonants between the vowels.

**Step 2:** Teacher asks student where the word would be divided (Use VCC/V and has student separate the word into the 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 and reading the second syllable. Student then reads entire word.

**Spelling:**

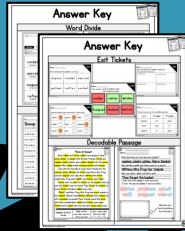
**Step 1:** Teacher dictates the entire VCC/V or V/CCV word and has one student tap the sounds and reading the second syllable. Student reports.

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

# INCLUDED

## Activities

Answer Keys



### Beat the Clock

### Exit Tickets

**Beat the Clock**

Directions: Color in the syllables of each word. Then write the syllable division rule being assessed.

publish	velvet	secret	bandit	packet
duplex	muffin	happen	program	subject
napkin	reflex	willow	puppet	cactus
fragrant	hidden	picnic	rather	entire

**Beat the Clock**

Directions: Color in the syllables of each word. Then write the syllable division rule being assessed.

publish	velvet	secret	bandit	packet
duplex	muffin	happen	program	subject
napkin	reflex	willow	puppet	cactus
fragrant	hidden	picnic	rather	entire

**Instructions**

- Provide student with the appropriate "Beat the Clock Student Page" for the syllable division rule being assessed.
- Using the "Beat the Clock Teacher Page" version of the student page, mark any incorrectly read words.
- (An extension for further review) and record the time for each student reading attempt!
- Repeat with the same list to see how fast your student can read through the words. Students should attempt to beat their previous time with each reading.

**Syllable Division Rule**

**Data Tracking**

**Exit Tickets**

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

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

apron	rocket
zebra	wither

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

Color each box: green if divided correctly, red if divided incorrectly.

roc/ket	rath/er	de/cline
fra/grant	res/pect	hat/red

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

Color the monster next to each VCCV or VCCVY word.

color	packet	label
radet	final	regress
putrid	panic	camel

### Scoop, Divide, Cover

Color

### Interactive Notebook

BW

**Scoop, Divide, Cover**

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

Scoop	Divide	Cover
matrix		
rocket		
nitrate		
program		
wither		
duplex		
reflex		
loket		
respect		
blacken		

**Interactive Notebook**

**Overview and Answer Key**

This interactive notebook includes three reinforcement activities for use in teaching VCCV and VCCVY 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

**RULE VCCV and VCCVY keep consonant blends and digraphs together**

**Matching Pocket Activity for reinforcing syllable division rules:**

- code each of the words and place in the correct syllable division 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

**Examples of notebook pages:**

- VC/CV, VCCV, VCCVY, VCCVY
- Interest
- feath ing, tick er, lath et, stock er
- contest reptile, hamper picnic, tennis
- A bra
- feath ing, tick er, lath et, stock er



# INCLUDED

## Word Lists & Word Cards

6.4 Real Words

April patron rather wicked

betray stocking rubric gather

ticket packet microbe matrix

behold sticker hatred stapler

Flexible

6.4 Real Words

secret	lather	pocket	sacred
hatred	apron	able	supreme
socket	bugle	wicked	flagrant

**Nonsense Words**

daflix	mither	glecking	aprex	lucker
brucket	wocket	stopler	vatred	jashet
duclic	roshun	trather	zecret	potram

**Sentences**

1. Is the ticket with the papers?
2. The dress has a secret pocket.
3. Mother and Father will be at the bank.
4. Jack set the packet of bills on the table.

Aligned

6.4 Nonsense Words

kostin daflix otrim blustam

roshun glocking nadig dreckor

suther vafited leeping yehold

tacket zucket ruter closter

Flexible



## Decodable Passage & Comprehension Worksheet

6.4 Flexible

### Feeding Matrix

April works at the zoo. She marks the progress of the animals and helps with their programs. April gathers information and staples the paper updates together.

Today, April will feed the old lion, Matrix. April puts on an apron and gathers meat scraps for Matrix. April's coworkers advised her to respect the old cat and go slow.

Matrix lathers himself with his tongue and gives April a wicked look as she walks into the enclosure. April would rather be back in the safety of the lab. But she must feed the lion.

She tilts the bucket and pours out the scraps before backing up into the safe room. The lion watches her go, yet he doesn't move. At first April thought the lion might decline the food. But then he stretched and ate. April sighs with relief.

V/CCV words      Sight words: were, their, also, her, there, saw, have

Color a star each time you read

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6.4

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

Where does April work?

What job would April rather not do?

What advice did April's coworkers give her?

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

rocket program secret  
zebra rather decline

Illustrate your favorite sentence from the story

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## Answer Key

Feeding Matrix

April works at the zoo. She marks the progress of the animals and helps with their programs. April gathers information and staples the paper updates together.

Today, April will feed the old lion, Matrix. April puts on an apron and gathers meat scraps for Matrix. April's coworkers advised her to respect the old cat and go slow.

Matrix lathers himself with his tongue and gives April a wicked look as she walks into the enclosure. April would rather be back in the safety of the lab. But she must feed the lion.

She tilts the bucket and pours out the scraps before backing up into the safe room. The lion watches her go, yet he doesn't move. At first April thought the lion might decline the food. But then he stretched and ate. April sighs with relief.

Highlight at V/CCV and V/CCV words      Sight words: were, their, also, her, there, saw, have

Color a star each time you read

Where does April work?  
at the zoo

What job would April rather not do?  
feed the lion

What advice did April's coworkers give her?  
respect the cat with respect and go slow

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

rocket program secret  
zebra rather decline

Illustrate your favorite sentence from the story



# Lesson plan

# LAYOUT

Includes objectives and lesson materials

Includes common core standards for K5-3<sup>rd</sup> grade

Instructions for reading and spelling VCCV words

**Phonics Focus:** VCCV and VCCV Syllable Division (64)

**Lesson Objectives:**

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

**Lesson Materials**

**Teacher Lesson Plan Procedures**

**Rules**

1. (Rule) When two consonants come between the two vowels, divide by keeping the blends and digraphs together:

- Say the words "rocket" and "apron" and ask students how many syllables are in each word (two-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.
- For blending words, point out the vowels and the consonants between the vowels: rocket apron

**VCCV = VCCV**

2. Draw a line between the syllables in both words: rocket/apron

3. Refer to the Rules Poster, explain that the vowel is short in the first syllable of the word because it is a closed syllable (i.e., a syllable with a short vowel closed in with one or more consonants behind it).

4. For additional VCCV words: gather, blocks, basket

5. Have students determine how many syllables are in each word (Ara, two) and have students code each word by writing a "v" under the vowels and "c" under consonants and drawing a dividing line between the syllables.

6. Refer to the Rules Poster, explain that the consonants go together in the first syllable because are digraphs and need to stay in the vowel to make it short.

7. 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. This helps them visualize syllabification for the VCCV words.

8. Refer to the Rules Poster, emphasize that the vowel is long in the first syllable of the word "apron" because it is an open syllable (i.e., a syllable that ends with a vowel and the vowel is long).

**Lesson Materials**

**Teacher Lesson Plan Procedures, cont'd (64)**

**Rules cont'd**

- Write additional VCCV words: matrix, rabric, program
- Have students determine how many syllables are in each word (Ara, two)
- Have students code each word by marking the vowels, the consonants between the vowels, and drawing a line between the syllables.
- Explain to students that since the vowel is long in the first syllable, indicating it is an open syllable—the consonant blend is placed in the second syllable.
- 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. This helps them visualize syllabification for the VCCV words.

**Finger Tapping**

2. For younger students or for 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 the mini-lesson.

**Reading Words**

3. Have students practice reading VCCV and VCCV words.

- Using the Decodable Word Lists (both nononsense and real), review how to read VCCV and VCCV words by having students identify the first and second syllables in each word.
- Optional: Have students code the words first.
- After students become adept at recognizing the two syllables in each word, they can practice reading each word in its entirety.
- One student additional practice reading VCCV and VCCV words using the following resources:
  - Real and Nonsense VCCV and VCCV Word Cards
  - Words and Sentences Reading Page
  - Use "Read the Clock" Activity to assess students' speed when reading VCCV and VCCV words.

4. Students have four attempts to read as many VCCV and VCCV words as possible in 15 seconds.

**Lesson Materials**

**Teacher Lesson Plan Procedures, cont'd (64)**

**Spelling Words**

4. Have students practice spelling VCCV and VCCV words.

- Use the VCCV and VCCV Rules Poster to review the rules for how to divide these types of multi-syllable words.
- Use the Snoop, Divide, Cover Worksheets to give students more practice in coding and dividing words into syllables.
- Dictate VCCV and 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 apply understanding of VCCV and VCCV words through reading connected texts.

- Students read aloud VCCV and VCCV words in the passage.
- Review any difficult words with students.
- Have students read with expression. Re-reading the passage aids fluency.
- Have students complete comprehension worksheet.

**Additional Resources**

6. Additional practice with VCCV and VCCV resources

- Worksheets
- Word Divider: students code and read the words
- Activities:
  - Ticket: differentiate uses of self tickets as an objective assessment for students to demonstrate their understanding
  - Words and Sentences: 30 engaging activities perfect for students to review VCCV and VCCV syllable division

Description of VCC/V and V/CCV 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

6.4 Real Words

April patron rather wicked

betray stocking rubric gather

ticket packet microbe

behold sticker hatred

Flexible



image of phonogram/skill card that corresponds with word list

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

6.4 Nonsense Words

kostin daflix otrim blustam

roshun glocking nadig dreckor

suther vafited leeping yehold

tacket zucket ruter closter

Flexible

also includes NONSENSE word list for each phonogram/skill

all real & nonsense word lists are flexible for students who may be stronger readers and can decode words covering skills 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

6.4 Real Words

secret	lather	pocket	sacred
hatred	apron	able	supreme
socket	bugle	wicked	flagrant

Nonsense Words

daflix	mither	glecking	aprex	lucker
brucket	wocket	stopler	vatred	jashet
dublic	roshun	trather	zecret	potram

Sentences

1. Is the ticket with the papers?
2. The dress has a secret pocket.
3. Mother and Father will be at the bank.
4. Jack set the packet of bills on the table.

Aligned

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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

6.4 Flexible

### Feeding Matrix

April works at the zoo. She marks the progress of the animals and helps with their programs. April gathers information and staples the paper updates together.

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She tilts the bucket and pours out the scraps before backing up into the safe room. The lion watches her go, yet he doesn't move. At first April thought the lion might decline the food. But then he stretched and got up to eat. April sighs with relief.

Highlight all V/CCV and VCC/V 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

6.4

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

Where does April work?  
\_\_\_\_\_  
\_\_\_\_\_

What job would April rather not do?  
\_\_\_\_\_  
\_\_\_\_\_

What advice did April's coworkers give her?  
\_\_\_\_\_  
\_\_\_\_\_

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

rocket program secret  
zebra rather decline

Illustrate your  
favorite sentence  
from the story

©themultisensoryclassroom



image of the  
passage's  
focused  
phonogram/skill  
card

sentence  
illustration to  
visualize the text

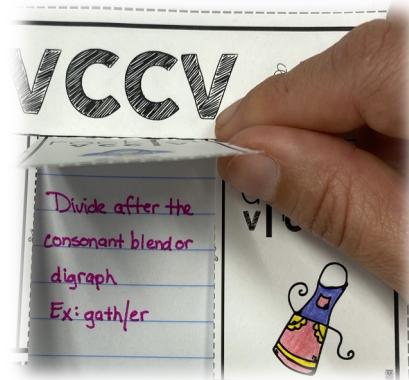
phonics review  
of focused  
phonogram/skill



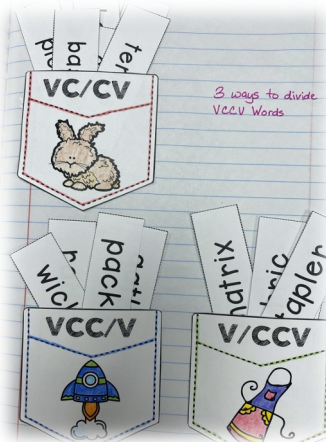
# interactive notebook

# LAYOUT

## Flip-up Activity



## Matching Pocket Activity



## Cut. Match. Paste.



## Overview

**Overview and Answer Key**

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

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

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

**Matching Pocket Activity for reinforcing syllable division rules:**

2. Code each of the words and place in the correct syllable division pocket.

**Cut, Match, Glue Activity:**

3. Cut out each syllable to create words in the correct syllable division. Paste words with words.

## Color

**VC/CV**

**VCCV**

**V/CCV**

**confest** **reptile**

**V** **CCV** **Picture**

**VCC** **V** **Picture**

**feath** **ing**

**tick** **er**

**lath** **et**

**stock** **er**

## Black and White

**VCCV**

**VCCV**

**VCCV**

**confest** **reptile**

**hammer** **picnic**

**puppet** **tennis**

**V** **CCV** **Picture**

**VCC** **V** **Picture**

**feath** **ing**

**tick** **er**

**lath** **et**

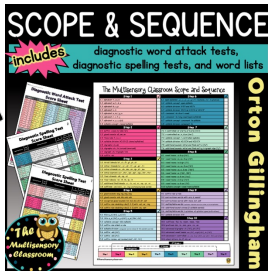
**stock** **er**



# COORDINATING RESOURCES

VCC/V and V/CCV Syllable Division is taught in step 6.4 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: _e_, _e_, _f_, _f_, _y (V/I-1 syllable, /e/- 2 syllables)
1.2 alphabet: b, u, p, s as /z/ (final letter words)	6.2 syllable concept: open syllable
1.3 alphabet: b, u, p, s as /z/ (final letter words)	6.3 syllable division: V/CCV and VC/V
1.4 alphabet: c, g, o	6.4 syllable division: VCCV as V/CCV or VC/V
1.5 alphabet: a, m, l, k	6.5 consonant -le: long vowel (open syllable)
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-controlled: or & are (/or/)
2.3 floss rule: f, l, s, z	7.3 r-controlled: er, ir, & ur (/er/)
2.4 syllable division: VC/CCV (2 closed syllables)	7.4 syllable concept: r-controlled syllable
2.5 digraphs: ck, wh	7.5 syllable division: VC/CCV and VCC/CV
2.6 digraphs: sh, th (voiced/unvoiced)	7.6 additional sounds: initial and final soft c (/s/)
2.7 digraph: ch; trigraph: tch	7.7 additional sounds: initial and final soft g; trigraph: dge (/j/)
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 (/a/)
3.2 initial r blends: br-, cr-, dr-, fr-, gr-, pr-, tr-	8.2 vowel teams: ae, ee, & ey (/e/)
3.3 initial s blends: sc-, sk-, sm-, sn-, sr-, st-, sw-	8.3 vowel teams: ie & igh (/i/)
3.4 initial clusters: scr-, shr-, spl-, spr-, squ-, str-, thr-	8.4 vowel teams: oa, oe, & ow (/o/)
3.5 final s blends: -sk, -sp, -st	8.5 vowel teams: ue, ui, & ew (/oo/)
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 (/ou/)
3.8 suffixes: -ed (/ed/), -er, -ing (unchanging base words)	8.8 vowel teams: ai & ay (/oi/)
	8.9 vowel teams: au & aw (/o/)
	9.0 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 <i>have, is, would</i>
4.3 exception glued sounds: ild, ind, old, oil, oin	9.3 contractions: words with <i>have, not, will</i>
4.4 suffix rule: doubling rule (1-1-1) with -ed, -ing	9.4 multisyllable words: syllable types (no schwa, accented syllables)
4.5 suffix rule: doubling rule (1-1-1) with -en, -est	9.5 additional sounds: silent letters (schwa)
	9.6 multisyllable words: syllable types (with schwa)
Step 5	Step 10
5.1 VCe: a_e (/a/), e_e (/e/), i_e (/i/)	10.1 suffixes: -ful, -ly, -ment, -ness, -tion
5.2 VCe: o_e (/o/), u_e (/oo/, /ou/); 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 (/e/), igh (/a/), ie (/i/)
5.5 syllable division: compound words	10.5 advanced r-controlled: ar, or, & ur (/ar/), or (/er/), /ar/ & /ur/
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/)	

