Vowel – Consonant – Vowel Mini Lessons

Use With Groups:
• Kindergarten: Starting at Lesson 22 of Unit 10
• 1st Grade: Starting with Lesson 1 of Unit 2
• 2nd Grade: Start with Lesson 1 of Unit 1

The following VCVe mini-lessons are based on the lessons developed by Anayezuka Ahidiana of City Springs Elementary in Baltimore, MD and Educational Resources Inc. The purpose of these lessons is to help students more easily determine if the first vowel in a regular word with an ending should be long or short. Students often interchange vowel sounds when reading words with the suffixes –ed, -ing, -er, and –s (i.e. they might say “hopping” for the word hoping).

Teach the following lessons in the order presented in this packet over consecutive days. Do not move on to the next lesson until the group is firm with the current lesson. These VCVe mini-lessons should be taught at the beginning of the Skills meeting time, and, when the VCVe lesson is completed, the regularly scheduled lesson from CKLA should be taught for the remainder of the reading period.

Once the five lessons have been taught to mastery, use the VCVe correction procedure to replace the Read-Spell-Read Correction in 1st and 2nd grades whenever words have a pattern of VCVe words: hop/hope, hoped/hopped, hoping/hopping.

V-C-V Correction:
“Stop.”
“Is that word vowel-consonant-vowel?”
“So will you hear the first vowel’s name?”
“What sound will the first vowel make?”
“What word?”
Lesson 1

Exercise 1
Print the following lower-case letters on the board in one row: a e i o u.

Point your finger to the left of the row. “These are vowels. What kind of letters are they?” Vowels

“When I touch under each letter, tell me the name of the vowel. Get ready.” A, e, i, o, u.

“Say all five of these vowels when I signal. Get ready.” A, e, i, o, u.

Erase the vowels.

“Tell me all five of the vowels without looking. Get ready.” A, e, i, o, u.

Exercise 2
Print the following lower-case letters on the board in one row: t s o i c n l a u m e h i w a.

Point your finger to the immediate left of the row.

“These are all letters, but not all of them are vowels. When I point under a vowel, say vowel. If I point under a letter that is not a vowel, say not a vowel.”

“What are you going to say when I point under a vowel?” Vowel

“What are you going to say when I point to a letter that is not a vowel?” Not a vowel

“Get ready.” Point under each letter in the row. Verify student responses or correct as appropriate.

Exercise 3
Print the following words in a column on the board:
Kindergarten and 1st grade: tape, slide, plums, shopping, traded, five
2nd grade: mister, began, busted, flipped, liking, hopping.

Point your finger to the left of the first word in the column.

“My turn to name the first vowel in each word. The first vowel in this word is i.” Repeat this procedure for each of the remaining words in the column.

“Your turn. Tell me the first vowel in each of the words as I point next to the word. Get ready.” In random order, point to the left of each of the words and signal for a response. Verify all responses and correct as appropriate.

Erase the words and write the following words in a column on the board:
Kindergarten and 1st grade: shapes, tucked, waved, smile, hopes, smelling
2nd grade: rust, voted, moment, riding, hotel, slipper, rush, scrubbing, cracked

“Your turn. Tell me the first vowel in each of the words as I point. Get ready.” Point to the left of each of the words and signal. Verify or correct as appropriate. Repeat for all remaining words in the column.
Lesson 2

Exercise 1
Print the following lower-case letters on the board in one row: a e i o u.

Point your finger to the left of the row. “These are vowels. What kind of letters are they?”
Vowels

“When I touch under each letter, tell me the name of the vowel. Get ready.” A, e, i, o, u.

“Say all five of these vowels when I signal. Get ready.” A, e, i, o, u.

Erase the vowels.

“Now tell me all five of the vowels. Get ready.” A, e, i, o, u.

Exercise 2
“A, e, i, o, u are vowel letters. What kind of letters?” Vowel letters

“The rest of the letters are consonant letters. Listen again. A, e, i, o, u are vowel letters. The rest of the letters are consonant letters.”

“What kind of letters are a, e, i, o, u?” Vowel letters

“What kind of letters are the rest of the letters?” Consonant letters

Exercise 3
“There are two kinds of letters: vowels (hold up one finger) consonants (hold up a second finger).”

“What are the two kinds of letters?” Hold up one finger to signal for vowels and a second finger to signal for consonants. Verify student responses.

Exercise 4
“Listen to the rule: If the letter is not a vowel, it must be a consonant. Listen again: If the letter is not a vowel, it must be a consonant.”

“Your turn. If the letter is not a vowel, what kind of letter is it?” Consonant

Repeat until all students are firm.

Exercise 5
Print the following letters on the board in a column: b o n a t l s e i c q u k.

Point to the left of each letter and say, “Is this a vowel?” If the correct response is “no,” ask “So what kind of letter is it?”

After students have responded to each letter in the column, ask, “What are the two kinds of letters?” Hold up a finger to signal for each response.
Lesson 2 cont’d

Exercise 6
Print the following words in a column on the board:
Kindergarten and 1st grade: rope, cape, hides, shapes, hopes, hunted
2nd grade: slopes, broken, lucky, rope, catch, scrubbing, mine

Point to the left of the first word. “Get ready to tell me the name of the first vowel in each of these words. What’s the first vowel’s name?” O. Verify student responses or correct as appropriate. Follow this procedure for the remaining words.
Lesson 3

Exercise 1
“Tell me all of the vowel names. Get ready.” Hold up one finger per vowel to signal each response. Verify responses or correct as necessary.

Exercise 2
“Remember the rule: If it’s not a vowel letter, it must be a consonant letter. Listen again: If it’s not a vowel letter, it must be a consonant letter.”

“Say the rule with me, get ready. (Use the hand drop signal to start the response.) If it’s not a vowel letter, it must be a consonant letter.”

“By yourselves. Say the rule.” Signal and verify.

“There are two kinds of letters: (hold up one finger) vowels (pause and then hold up a second finger) consonants. What are the two kinds of letters?” Hold up one finger for each kind. Verify the response.

Exercise 3
Print the following letters on the board in a column: p  d  e  m  i  a  b  w  o  l  b  u.

Point to the left of each letter and say, “When I touch each letter, say the kind of letter. Say vowel if it’s a vowel letter. Say consonant if it’s a consonant letter.”

“What are you going to say if it’s a vowel?” Vowel

“What are you going to say if it’s a consonant?” Consonant

Touch under the first letter. Use the Point Touch Signal for each letter and verify student responses. Provide individual turns as appropriate.

Exercise 4
Print on the board in a column: ane, ett, ule, id, ump, opi, ine, iti, at, ice.

“My turn. As I touch under each letter, I’ll say the kinds of letters.”

Point to the left of the first word part (ane). “My turn.” Touch under each letter in the part, saying “Vowel-consonant-vowel.”

Repeat the procedure with the next word part (ett). “My turn again. Vowel-consonant-consonant.”

Return to the first word part. “Your turn. Say the kinds of letters as I touch under them. Get ready.” Quickly touch under each letter to signal students to respond. Vowel-consonant-vowel

“Your turn again. Say the kinds of letters. Get ready.” Quickly touch under each letter to signal students to respond. Verify correct responses or correct as necessary.

Repeat the procedures for the remaining word parts until the group is responding correctly and immediately. Then provide individual turns.
Lesson 3 (cont’d)

**Exercise 5**
Print the following words on the board:
Kindergarten and 1st grade: smoke, bones, bits, grapes, mute, had, Pete
2nd grade: mule, wane, hoped, mopped, kept, switching, hidden, cracking

Point to the left of the first word. You will be using the Point Touch Signal. “Say the name of the first vowel. Get ready.”

Verify student responses or correct as appropriate. Once the group is firm, provide individual turns.
Lesson 4

Exercise 1
“You’re going to tell me all of the vowel names. Get ready.” Hold up a finger per vowel to signal students’ responses. A, e, i, o, u.

“What are the two kinds of letters?” Hold up a finger for each kind as a signal. Vowels, consonants.

Repeat until the group responds immediately on signal. Provide individual turns as appropriate.

Exercise 2
Print the following letters on the board: h e u s i a o n t l x.

“When I touch under each letter, say the kind of letter. Say vowel if it’s a vowel letter. Say consonant if it’s a consonant letter.” Use the Point Touch Signal for each letter. Verify each response or correct as necessary.

Provide individual turns as appropriate.

Exercise 3
Print the following word parts on the board: eve, ami, opp, ime, ups, ap, ode, ut, inn.

“Your turn. Say the kinds of letters as I touch under them. Get ready.” Quickly touch under each letter in the word part to signal students to respond. Verify each response before moving on to the next word part.

Repeat the procedures for the remaining word parts until the group is responding correctly and immediately. Then provide individual turns.

Exercise 4
“Listen to the rule: If it’s vowel-consonant-vowel, the first vowel says its name.”

“Listen again: If it’s vowel-consonant-vowel, the first vowel says its name.”

“Say the rule with me. Get ready. If it’s vowel-consonant-vowel, the first vowel says its name.” Repeat the rule with the group until the students are firm.

“Your turn. Say the rule. Start with ‘If it’s vowel-consonant-vowel.’” Use a hand drop to signal students to respond. Repeat this step until students are firm with the rule.

“Your turn. Say the entire rule.” If it’s vowel-consonant-vowel, the first vowel says its name.

Repeat the step until the group is firm. Then provide individual turns.
Lesson 4 (cont’d)

Exercise 5
Revisit the list of word parts that were written on the board for Exercise 3: eve, opp, ami, ime, ups, ap, ode, ut, inn.

1. “What’s the rule about vowel-consonant-vowel?” If it’s vowel-consonant-vowel, the first vowel says its name.

2. Point to the left of the first word part. “We will pretend that these are words. Say the kinds of letters. Get ready.” Use the Point Touch Signal to point under each letter and have students respond. Vowel-consonant-vowel.

3. “Is this word vowel-consonant-vowel?” Yes
4. “So will you hear the first vowel’s name?” Yes
5. “What is the name of this vowel?” E
6. “So what sound will this vowel make?” (long) eee

7. Point to the left of the next word part. “What’s the rule about vowel-consonant-vowel?” If it’s vowel-consonant-vowel, the first vowel says its name.

8. “Is this word vowel-consonant-vowel?” No
9. “So will you hear the first vowel’s name?” No
10. “So what sound will you hear for this vowel?” (short) ooo

Repeat steps 7-10 above for the remaining word parts.

Exercise 6
Print the following words in a column on the board
Kindergarten & 1st grade: hope, plan, use, cod, plane, slime, slid, crane, hate, slim, code, pine, us
2nd grade: hope, plan, hopping, hopes, hop, slide, slides, slid, taped, taps, time, cut, cute, cutest.

“What’s the rule about vowel-consonant-vowel?” If it’s vowel-consonant-vowel, the first vowel says its name.

Point to the left of the first word. “Look at the underlined part and say the kinds of letters. Get ready.” Vowel-consonant-vowel

Touch in front of the word. “So is this word vowel-consonant-vowel?” Yes

Point to the first vowel in the word. “So will you hear the first vowel’s name?” Yes

“What is the first vowel’s name?” o

Point to the immediate left of the word. “What word?” Point touch. hope

Point to the next word in the list (hopping). “Is this word vowel-consonant-vowel?” No

“So will you hear the first vowel’s name?” No

Touch under the first vowel. “What sound will you hear?” (Short) a.
Lesson 4 (cont’d)

Point to the immediate left of the word. “What word?” Point touch. Plan.

Using the format below, have students read the remaining words in the list. Use the Point Touch Signal and verify responses or correct as necessary.

**V-C-V Format:**

“Is this word vowel-consonant-vowel?”
“So will you hear the first vowel’s name?”
“What sound will the first vowel make?”
“What word?”

Once the group is firm on all words, provide individual turns.
Lesson 5

Exercise 1
“Say all the vowel names. Get ready.” Hold up one finger per vowel to signal the students’ response. A, e, i, o, u

“What are the two kinds of letters?” Hold up one finger for each kind. Vowels, consonants

Exercise 2
“Remember the rule: If it’s vowel-consonant-vowel, the first vowel says its name. Say it with me: If it’s vowel-consonant-vowel, the first vowel says its name. Now say the rule by yourself.” If it’s vowel-consonant-vowel, the first vowel says its name.

Repeat until the group is firm. Provide individual turns as appropriate.

Exercise 3
Write the following words on the board in a column:
Kindergarten and 1st grade: tapes, cuts, tap, shine, use, mules, packs, cute, chase, us
2nd grade: tapes, cute, mope, mopping, riding, grapes, hidden, cuter, mopped, cutting, shining, din, dine, dinner, diner.

“What’s the rule about vowel-consonant-vowel?” If it’s vowel-consonant-vowel, the first vowel says its name.

Point to the immediate left of the first word. “Look at the first vowel and the next two letters if there are two letters. Is this word vowel-consonant-vowel?” Yes

“So will you hear the first vowel’s name?” Yes

“What sound will the first vowel make?” (long) a

“What word?”

Repeat the procedures above for the remaining words. Once the group is firm, call on individuals to respond.