# Rule 2

*With a Consonant, Consonant, Vowel, Consonant, pattern, the vowel is short. For example:*

**slip**

**Lessons 29-48** provide practice in learning the **CCVC** pattern. Each lesson contains a reading and spelling component.

Your student will have more success with these lessons if she is familiar with blends. Complete the activities on pages 10-17 before starting Lesson 29.

It's good practice to add some blends that will create nonsense words. Inviting your student to decode nonsense words can lead you to discover if she is guessing.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***bl, fl, sl, cr, dr, gr, sc, st*** (page 203)
CCVC Pattern Card ***ab*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *ab* card and blend cards in your student's work area. Have her put a blend card to the left of the *ab* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I'm what happens to a muscle that's not used. (flab)
I can be found on a beach. (crab)

I'm what knives can do. (stab)

I'm what a gossip does. (blab)

I'm what fudge is rolled out on. (slab)

I'm the opposite of colorful. (drab)

I grow over a wound. (scab)

**Further Practice:** Invite your student to pick three words studied and write a sentence using each.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***cl, gl, gr*** (page 203) and digraph card ***sh*** (page 212)
CCVC Pattern Card ***ad*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *ad* card and blend cards in your student's work area. Have her put a blend card to the left of the *ad* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I'm a nickname for someone who's finished school. (grad)

I swim. (shad)

I'm a good feeling. (glad)

Clothes and I go together. (clad)

**Further Practice:** Invite your student to pick two or three words studied and write a sentence using each.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***br, dr, fl, sn, st*** (page 203) and digraph card ***sh*** (page 212)
CCVC Pattern Card ***ag*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *ag* card and blend cards in your student's work area. Have her put a blend card to the left of the *ag* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I'm a guy who doesn't take a date to a party. (stag)
I can be outside on a pole. (flag)
I ruin women's stockings. (snag)
I'm no fun to be around. (drag)
I was a popular kind of carpet in the sixties. (shag)
I'm what boastful people do. (brag)

**Further Practice:** Invite your student to pick three words studied and write a sentence using each.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***cl, sl, sw, tr*** (page 203) and digraph card ***sh*** (page 212)
CCVC Pattern Card ***am*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *am* card and blend cards in your student's work area. Have her put a blend card to the left of the *am* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I'm deceitful. (sham)
People can ride me at the amusement park. (tram)
I'm good in soup. (calm)
I'm something people did in the water. (swam)
I can make you jump in surprise. (slam)

**Further Practice:** Invite your student to pick three words studied and write a sentence using each.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***cl, pl, sc, sp*** (page 203) and digraph card ***th*** (page 212)
CCVC Pattern Card ***an*** (page 212)
paper and pencil

**DECODE: *First,*** introduce or review Rule 2. ***Then,*** set the *an* card and blend cards in your student's work area. Have her put a blend card to the left of the *an* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I'm good to get you organized. (plan)
I'm quick to look around. (scan)
I'm your family! (clan)
Sometimes I get in the middle of *this* and *that*. (than)
I can be very long in a grand bridge. (span)

**Further Practice:** Invite your student to pick three words studied and write a sentence using each.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***cl, sl, sn, tr*** (page 203) and digraph card ***ch*** (page 212)
CCVC Pattern Card ***ap*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *ap* card and blend cards in your student's work area. Have her put a blend card to the left of the *ap* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I'm a good fellow. (chap)
It's not good to get caught in me. (trap)
I'm pretty quick. (snap)
I show appreciation. (clap)
I can really hurt. (slap)

**Further Practice:** Invite your student to pick three words studied and write a sentence using each.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***br, fl, sc, sl*** (page 203) and digraph cards ***ch, th*** (page 212)
CCVC Pattern Card ***at*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *at* card and blend cards in your student's work area. Have her put a blend card to the left of the *at* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I lay low. (flat)
I get cats to scram. (scat)
I tell you which one. (that)
I live in a louver door. (slat)
I'm not this. (that)
No one likes being around me. (brat)
I'm what friends do. (chat)

**Further Practice:** Invite your student to pick three words studied and write a sentence using each.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***bl, fl, sl, sp*** (page 203) and digraph card ***sh*** (page 212)
CCVC Pattern Card ***ed*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *ed* card and blend cards in your student's work area. Have her put a blend card to the left of the *ed* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I glide on the snow. (sled)
I went very fast. (sped)
I store lawn equipment. (shed)
I lost blood. (bled)
I ran away. (fled)

**Further Practice:** Invite your student to pick three words studied and write a sentence using each.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend card ***gl*** (page 203) and digraph cards ***th, wh*** (page 212)
CCVC Pattern Card ***en*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *en* card and blend cards in your student's work area. Have her put a blend card to the left of the *en* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I let you know what time. (when)
I'm not now. (then)
I'm a beautiful place to rest. (glen)

**Further Practice:** Invite your student to write each of the words in a sentence.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***gr, sk, sl*** (page 203)
CCVC Pattern Card ***id*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *id* card and blend cards in your student's work area. Have her put a blend card to the left of the *id* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I moved smoothly across a surface. (slid)
I am a car out of control. (skid)
I am uniform lines on paper. (grid)

**Further Practice:** Invite your student to write each of the words in a sentence.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***sk, sl, sw, tr*** (page 203) and digraph card ***wh*** (page 212)
CCVC Pattern Card ***im*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *im* card and blend cards in your student's work area. Have her put a blend card to the left of the *im* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I'm what you do when you need to read fast. (skim)
I'm the opposite of wide. (slim)
I'm a fun thing to do in the water. (swim)
I'm what you do when you have too much. (trim)
I'm a passing fancy. (whim)

**Further Practice:** Invite your student to pick three words studied and write a sentence using each.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***gr, sk, sp, tw*** (page 203) and digraph cards ***ch, sh, th*** (page 212)
CCVC Pattern Card ***in*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *im* card and blend cards in your student's work area. Have her put a blend card to the left of the *in* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I'm what you stick out when defiant. (chin)
I'm on a happy face. (grin)
I'm definitely not fat. (thin)
I go around and around. (spin)
I'm part of your leg. (shin)
My sibling was born the same day I was. (twin)
I'm all over your body. (skin)

**Further Practice:** Invite your student to pick three words studied and write a sentence using each.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***gr, qu, sk, sl,sp, tw*** (page 203)
CCVC Pattern Card ***it*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *it* card and blend cards in your student's work area. Have her put a blend card to the left of the *it* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I'm what your teeth do when you're in pain. (grit)

You might find me on a stage. (skit)

I'm what to do to stop smoking. (quit)

I live on the edge of a faucet. (drip)

I can be made with a knife. (slit)

Sometimes I'm called an idiot. (twit)

You need me when your mouth is dry. (spit)

**Further Practice:** Invite your student to pick three words studied and write a sentence using each.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***bl, sl, sn*** (page 203)
CCVC Pattern Card ***ob*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *ob* card and blend cards in your student's work area. Have her put a blend card to the left of the *ob* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I walk around with my nose in the air. (snob)

I don't have much form. (blob)

I'm so very messy! (slob)

**Further Practice:** Invite your student to use each of the three words in a sentence.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***cl, pl, tr*** (page 203) and digraph card ***sh*** (page 212)
CCVC Pattern Card ***od*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *od* card and blend cards in your student's work area. Have her put a blend card to the left of the *od* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I can be found in freshly dug gardens. (clod)

I've been useful to horses shoes. (shod)

I go with heavy feet. (trod)

**Further Practice:** Invite your student to use each of the three words in a sentence.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***bl, cl, pl, sl, sp, tr*** (page 203) and digraph card ***sh*** (page 212)
CCVC Pattern Card ***ot*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *ot* card and blend cards in your student's work area. Have her put a blend card to the left of the *ot* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I get along with horses. (trot)
I'm what blood does when exposed to air. (clot)
I'm what you put in a gun. (shot)
You don't want me on your good shirt! (spot)
People get buried in me. (plot)
You can put a coin in me. (slot)
With a tissue, I take care of tears. (blot)

**Further Practice:** Invite your student to pick three words studied and write a sentence using each.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***cl, gr, sn, st*** (page 203)
CCVC Pattern Card ***ub*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *ub* card and blend cards in your student's work area. Have her put a blend card to the left of the *ub* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

Sometimes people call food by my name. (grub)

If you've been to the movies, you might find me in your pocket. (stub)

I'm a favorite of haughty people. (snub)

Sometimes I'm pictured with a cave man. (club)

**Further Practice:** Invite your student to use each of the four words in a sentence.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***pl, sl, sm*** (page 203) and digraph cards ***ch, th*** (page 212)
CCVC Pattern Card ***ug*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *ug* card and blend cards in your student's work area. Have her put a blend card to the left of the *ug* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I'm a hoodlum. (thug)

I'm a long drink without a breath. (chug)

I'm a hard blow. (slug)

I might be around when you're feeling really smart. (smug)

I fit in an outlet. (plug)

**Further Practice:** Invite your student to use each of the five words in a sentence.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***gl, sl, dr, sc*** (page 203) and digraph card ***ch*** (page 212)
CCVC Pattern Card ***um*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *um* card and blend cards in your student's work area. Have her put a blend card to the left of the *um* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I'm a pal. (chum)

I'm a depressed area to live in. (slum)

I was made to be beat. (drum)

I love shower walls. (scum)

I feel blue. (glum)

**Further Practice:** Invite your student to use each of the five words in a sentence.

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**Rule 2:** With a **C**onsonant, **C**onsonant, **V**owel, **C**onsonant (**CCVC**) pattern, the vowel is usually short.

**Materials*:*** blend cards ***sp, st*** (page 203) and digraph card ***sh*** (page 212)
CCVC Pattern Card ***un*** (page 212)
paper and pencil

**READING:** ***First,*** introduce or review Rule 2. ***Then,*** set the *un* card and blend cards in your student's work area. Have her put a blend card to the left of the *un* card as shown below and tell you the word that is formed. ***Next,*** continue in this manner until all blend cards have been used, discussing the meaning of any unfamiliar words.

**SPELLING:** Orally give your student a riddle in which the answer is one of the words formed with the pattern studied. Direct her to write her answers on another sheet of paper. Some examples are below.

I come with shock. (stun)

I'm what Rapunzel did to make gold. (spun)

When people are exposed to me, I hurt their feelings. (shun)

**Further Practice:** Invite your student to use each of the three words in a sentence.

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