

Week 3

Day 1

Do-now



Chapter 4:
Syllable matching list

Syllable matching list

Form a three-syllable word by combining one syllable from each column. Remember that medial CV syllables can have long or short vowel sounds.

Syllables

rep	i	dent
oc	pu	pus
com	to	ment
ev	ti	sent
sen	re	ter

Answers

rep * re * sent
oc * to * pus
com * pu * ter
ev * i * dent
sen * ti * ment

Mini-lesson



Chapter 4: Syllable sort graphic organizer
Chapter 4: Syllable sort cards

Note: This lesson can take place on Days 1 and 2.

- **Time:** Ten minutes on two days.
- **Goal:** To develop an understanding of how to divide words containing CVC and CV syllables.
- **Materials:** Syllable sort graphic organizer, syllable sort cards, class white board.
- **Overview:** Working in pairs, students practice dividing words into syllables.

Directions

Explain to students that since they have learned about the CVC and CV syllables, they are ready to start combining these to form longer words. However, they will need to learn the rules to help them determine the vowel sound in each syllable. Mastering these rules will help with both encoding and decoding.

Write the following multisyllabic nonsense word on the board: “brematbufin.” Have students guess what they think the pronunciation is, but do not confirm it. Tell them you will come back to this again at the end of the lesson. First, they are going to discover the rule.

The purpose of teaching phonics is to help students move an unknown word into a recognizable word. If the word is not already in a student’s listening vocabulary, phonics will not help her make meaning of the word. Helping students understand the phonics rules will help bring together their listening and reading vocabularies and improve their comprehension. It can be important to explain a phonics rule to students, but sometimes it is more effective if they discover the rule themselves.

Tell your students you are going to use a syllable sort to help them discover the rule. Make a copy of the following chart on an overhead sheet. Write the words on the overhead sheet or have them already copied onto a sheet of overhead film. Cut the words apart so that you can display one word at a time.

Begin by placing the first few words in the appropriate sections. Answers are included for your convenience. As students start to discover the pattern, ask individual students to place a word in the section where it belongs.

Syllable sort graphic organizer

Divide between Two Consonants CVC * CVC	Divide before the Consonant CV * CVC	Divide after the Consonant CVC * VC

Syllable sort cards

victim	zenith	topic
velvet	topaz	habit
muffin	relent	cabin
talcum	spoken	polish
goblin	totem	present
witness	omit	seven
tonsil	focus	contest
cactus	human	pupil
tablet	bonus	crisis
candid	moment	rabid

The students should discover that when there are two consonants between the vowels, you usually divide between the consonants. When there is one consonant between the vowels, it is more common to divide before the consonant and make the first vowel long. However, if that does not make a word they know, the students should divide after the first consonant and make the vowel in the first syllable short.

Once students have discovered the rule, guided practice should begin with words containing two CVC syllables. Write the word “tunnel” on the board. Teach students to first underline the vowels in the word to determine the number of syllables. If there are two vowels, students count the number of consonants between the vowels. If there are two consonants between the vowel sounds, divide between the consonants.

For example, the first step in the word “tunnel” would be to underline the vowels—*tunnel*. There are two vowel sounds, so there are two syllables in the word. Between the underlined vowels there are two consonants, two “n’s.” Students should divide the word into two parts between the “n’s.” The first syllable would then be “tun,” and the second would be “nel.” Students have now determined that the word contains two CVC syllables. Based on their understanding of CVC syllables, students know that the vowel sound in each syllable is most likely short.

If students were to discover that there is just one consonant between the two vowels, they would divide before the consonant. This would produce one CV syllable having a long vowel sound and one CVC syllable having a short vowel sound. If this does not produce a word that they know, students would then try dividing the word after the consonant, making the first vowel sound short.

Syllable sort answers

Divide between Two Consonants CVC * CVC	Divide before the Consonant CV * CVC	Divide after the Consonant CVC * VC
victim	zenith	topic
velvet	topaz	habit
muffin	relent	cabin
talcum	spoken	polish
goblin	totem	present
witness	omit	seven
tonsil	focus	contest
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