

## Phonics Instructional Routine: Words with More Than One Syllable (CV/C) Rule A

Preparation/Materials: Laminated Syllable Word Cards (spoken, moment, silent) and pencils.

# 3

- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under underlined letter(s) or word(s)
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words in print are in “quotation marks”
- Sounds are noted using //



**NOTE:** This routine is appropriate for students who understand open and closed syllable types.

### TEACHER EXPLAINS TASK

We are going to read words with more than one syllable.

### TEACHER MODELS TASK

When there is a word with more than one syllable, I can follow this rule to help me read the word.

Listen to this rule:

If a word has one consonant between two vowels, one way I can divide the word is to draw a line before that consonant.

*Display the word card “spoken”, but do not say the word. Point to the letters as you say them.*

**In this word, the letter “k” is a consonant between the two vowels “o” and “e”.**

**First, I will underline the vowels.**

*spoken*

**Next, I will divide the word by drawing a line before the consonant “k”.**

*spo|ken*

**Now I will look at the first syllable.**

*Point to “spo”.*

**This syllable ends in a vowel. It is an open syllable. An open syllable means the vowel has a long sound.**

**“spo”**

**Now, I will look at the next syllable.**

*Point to “ken”.*

**This syllable ends in a consonant. It is a closed syllable. A closed syllable means the vowel has a short sound.**

**“ken”**

**I will read each syllable and then read the word.**

*/spo/ - /ken/ “spoken”*

*Repeat the above sequence for the words “moment” and “silent”.*

**I divided and read words with more than one syllable.**

### TEACHER & STUDENT PRACTICE TASK TOGETHER

**Let’s remember the rule about reading a word with more than one syllable.**

**If a word has one consonant between two vowels, one way we can divide the word is to draw a line before that consonant.**

**Where do we draw a line?**

- before the consonant between the two vowels

*Distribute the word card “moment” to each student, but do not say the word.*

**First, let’s underline the vowels.**

*moment*

**Do we see a consonant between two vowels?**

- yes

**In this word, the letter “m” is the consonant between the two vowels “o” and “e”.**

**What is the consonant?**

- m

**Next, let’s divide the word by drawing a line before the consonant “m”.**

*mo|ment*

# EMPOWERING TEACHERS

## TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

Now, let's point to the first syllable.

Point to "mo".

This syllable ends in a vowel. It is an open syllable. An open syllable means the vowel has a long sound.

The vowel has what kind of sound?

- a long sound

Let's read the first syllable.

- "mo"

Now, let's look at the next syllable.

Point to "ment".

This syllable ends in a consonant. It is a closed syllable. A closed syllable means the vowel has a short sound.

The vowel has what kind of sound?

- a short sound

Let's read the second syllable.

- "ment"

Now, let's read each syllable and then read the word.

/mo/ - /ment/ "moment"

Repeat the above sequence for the words "silent" and "spoken".

We divided and read words with more than one syllable.

## STUDENTS PRACTICE TASK

Distribute the word card "silent" to each student, but do not say the word.

Remember the rule about reading a word with more than one syllable.

If a word has one consonant between two vowels, one way you can divide the word is to draw a line before that consonant.

Where do you draw a line?

before the consonant between the two vowels

First, underline the vowels.

silent

Do you see a consonant between two vowels?

yes

Name the consonant between the two vowels.

"l"

Next, divide the word by drawing a line before the consonant.

si|lent

Point to the first syllable.

This syllable ends in a vowel. It is an open syllable.

The vowel has what kind of sound?

a long sound

Read the first syllable.

"si"

Point to the next syllable.

This syllable ends in a consonant. It is a closed syllable.

The vowel has what kind of sound?

a short sound

Read the second syllable.

"lent"

Now, read each syllable and then read the word.

/si/ - /lent/... "silent"

Repeat the above sequence for the words "moment" and "spoken".

You divided and read words with more than one syllable.

## INDEPENDENT PRACTICE

When students consistently read and write the words correctly, provide individual turns using other words (additional word cards are provided below). Call on students in an unpredictable order, calling more frequently on students who made errors.

# EMPOWERING TEACHERS

## SCAFFOLDING SUGGESTION FOR ERRORS

*Verify that students are saying the correct sounds and are writing the correct letters for each sound. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, have students decode each syllable sound-by-sound and/or reduce the number of words used. Use highlighters to visually isolate the consonant.*

### **Adaptations using this Instructional Routine:**

- When students have mastered this skill, introduce **Third Grade Phonics Instructional Routine: Words with More Than One Syllable (VC/V) Rule B** (see following routine).
- Use matching syllable words cards to have students “build the words”

**For further independent student practice, refer to the following examples from the FCRR Second and Third Grade Student Center Activities at [http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics\\_4.pdf](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_4.pdf)**

- P.029
- P.033

**spoken**

**moment**

**silent**

**pilot**

**music**

**locate**

**taken**

**fiber**

**protest**

# EMPOWERING TEACHERS

**ken**

**ment**

**lent**

**spo**

**mo**

**si**

## Phonics Instructional Routine: Words with More Than One Syllable (VC/C) Rule B

Preparation/Materials: Laminated Syllable Word Cards (punish, limit, seven) and dry erase markers.



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under underlined letter(s) or word(s)
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words in print are in “quotation marks”
- Sounds are noted using //



**NOTE:** This routine is appropriate for students who understand Words with More Than One Syllable (CV/C) Rule A.

### TEACHER EXPLAINS TASK

We are going to read words with more than one syllable.

### TEACHER MODELS TASK

When there is a word with more than one syllable, I can follow this rule to help me read the word.

Listen to this rule:

If a word has one consonant between two vowels, there are two ways I can divide the syllables in the word. The first way is to draw a line before the consonant and read the word. If that doesn't sound right, the second way is to move the line after the consonant and read the word.

*Display the word card “punish”, but do not say the word.*

First, I will underline the vowels.

*punish*

Next, I will divide the word by drawing a line before the consonant.

*pu/nish*

Now, I will read each syllable and then read the word.

*Make sure to exaggerate the long vowel sound for ‘u’ and mispronounce the word.*

**/pu/ - /nish/ “punish”**

This almost sounds like a word I know but it does not sound right. So, I will move the line after the consonant.

*pun/ish*

I will look at the first syllable.

*Point to “pun”.*

This syllable ends in a consonant. It is a closed syllable. A closed syllable means the vowel has a short sound.

**“pun”**

Now, I will look at the next syllable.

*Point to “ish”.*

This syllable ends in a consonant. It is a closed syllable. A closed syllable means the vowel has a short sound.

**“ish”**

I will read each syllable and then read the word.

**/pun/ - /ish/ “punish”**

*Repeat the above sequence for the words “limit” and “seven”.*

I divided and read words with more than one syllable.

### TEACHER & STUDENTS PRACTICE TASK TOGETHER

Let's remember the rule about reading a word with more than one syllable.

If a word has one consonant between two vowels, there are two ways we can divide the syllables in the word. The first way is to draw a line before the consonant and read the word. If that doesn't sound right, the second way is to move the line after the consonant and read the word.

If the word sounds like a word we know, but doesn't sound right, where do we divide the word?

- after the consonant

*Distribute the word card “limit” to each student, but do not say the word.*

First, let's underline the vowels.

- limit

# EMPOWERING TEACHERS

## TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

Next, let's divide the word by drawing a line before the consonant.

- li/mit

Now, let's read each syllable and then read the word.

- /li/ - /mit/ "limit"

Does this almost sound like a word we know?

- yes

Does this sound right?

- no

Okay, so let's move the line after the consonant.

- lim/it

Let's look at the first syllable.

*Point to "lim".*

This syllable ends in a consonant. It is a closed syllable. A closed syllable means the vowel has a short sound.

The vowel has what kind of sound?

- a short sound

Let's read the first syllable.

- "lim"

Let's look at the next syllable.

*Point to "it".*

This syllable ends in a consonant. It is also a closed syllable.

The vowel has what kind of sound?

- a short sound

Let's read the second syllable.

- "it"

Now, let's read each syllable and then read the word.

- /lim/ - /it/ "limit"

*Repeat the above sequence for the words "seven" and "punish".*

We divided and read words with more than one syllable.

## STUDENTS PRACTICE TASK

Remember the rule about reading a word with more than one syllable.

If a word has one consonant between two vowels, one way you can divide the word is to draw a line before the consonant. But if the word almost sounds like a word you know, but does not sound right, you can divide the word after the consonant.

If the word almost sounds like a word you know, but does not sound right, where do you draw a line?  
after the consonant

*Distribute the word card "seven" to each student, but do not say the word.*

First, underline the vowels.

seven

Next, divide the word by drawing a line before the consonant.

se/ven

Now, read each syllable and then read the word.

/sē/ - /vēn/ "seven"

Does this sound like a word you know?

yes

Does this sound right?

no

Move the line after the consonant.

sev/en

Point to the first syllable.

This syllable ends in a consonant. It is a closed syllable.

The vowel has what kind of sound?

a short sound

Read the first syllable.

"sev"

# EMPOWERING TEACHERS

## STUDENTS PRACTICE TASK (continued)

**Point to the next syllable.**

**This syllable ends in a consonant. It is a closed syllable.**

**The vowel has what kind of sound?**

a short sound

**Now, read each syllable and then read the word.**

/sev/ - /en/ “seven”

*Repeat the above sequence for the words “punish” and “limit”.*

**You divided and read words with more than one syllable.**

## INDEPENDENT PRACTICE

*When students consistently divide and read the words correctly, provide individual turns using other words (word cards provided below). Call on students in an unpredictable order, calling more frequently on students who made errors.*

## SCAFFOLDING SUGGESTION FOR ERRORS

*Verify that students are correctly saying the syllables and reading the words. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, have students decode each syllable sound-by-sound and/or reduce the number of words used.*

### Adaptations using this Instructional Routine:

- Use matching syllable word cards provided to have students “build the words.”

**For further independent student practice, refer to the following examples from the FCRR Second and Third Grade Student Center Activities at [http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics\\_4.pdf](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_4.pdf)**

- P.029
- P.033

# EMPOWERING TEACHERS

**seven**

**punish**

**limit**

**robin**

**static**

**latin**

**profit**

**finish**

**visit**

Third Grade Phonics: Syllable Word Cards (VC/V) Rule B

# EMPOWERING TEACHERS

**pun**

**ish**

**vis**

**it**

**lim**

**it**

Third Grade Phonics Adaptation: Syllable Matching Cards (VC/V) Rule B