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

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

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”.

spoken k

Now I will look at the first syllable.

Point to “sp”. This syllable ends in a vowel. It is an open syllable. An open syllable means the vowel has a long sound.

“spoken” 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.

“spoken” I will read each syllable and then read the word.

/s/ “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”.

moment
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.

/ˈmo/ - /ˈment/ “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.**

silent

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.

“sl”

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.

/sl/ - /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.
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
- P.029
- P.033
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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.

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

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.

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

I will look at the first syllable.

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

Now, I will look at the next syllable.

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

I will read each syllable and then read the word.

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
TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

Next, let’s divide the word by drawing a line before the consonant.
- /lɪmɪt/

Now, let’s read each syllable and then read the word.
- /lɪ/ - /mɪt/ “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.
- /lɪmɪt/

Let’s look at the first syllable.
\textit{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.
\textit{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.
- /lɪmɪt/ - /ɪt/ “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

\textit{Distribute the word card “seven” to each student, but do not say the word.}

First, underline the vowels.
\begin{verbatim}
seven
\end{verbatim}

Next, divide the word by drawing a line before the consonant.
\begin{verbatim}
seven
\end{verbatim}

Now, read each syllable and then read the word.
\begin{verbatim}
seven
\end{verbatim}
- \( /s\overline{e}v\overline{e}n/ - /\overline{e}v\overline{e}n/ “seven”

Does this sound like a word you know?
- yes
Does this sound right?
- no

Move the line after the consonant.
\begin{verbatim}
seven
\end{verbatim}

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”
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.
/\textit{sev}/ - /\textit{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)
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Third Grade Phonics Adaptation: Syllable Matching Cards (VC/V) Rule B