

# SYLLABICATION LESSON INSTRUCTIONS

The following lessons provide teachers with a step-by-step sequence to teach students the Eight Syllable Types and Three Division Patterns. Each lesson also corresponds with a specific skill lesson in *Phonics First™ Foundations for Reading and Spelling*. The corresponding lesson is indicated in parenthesis following each Syllabication Lesson number.

It is assumed that students who begin this syllabication process have mastered the sound-symbol correspondence of short vowels, consonants and digraphs and are able to use these sounds in reading CVC patterned, one-syllable words (hot, wet, mad, tack, etc.). These basic one-syllable reading skills are critical to success in reading multisyllabic words and are taught in Layer One of *Phonics First™ Foundations for Reading and Spelling*. In addition, as each new concept in this book is presented for syllabication of multisyllabic words, it is assumed that the students have already been taught to use that same skill in reading and spelling one-syllable words.

It is easiest to present these syllabication lessons using a whiteboard or on overheads, first modeling the skill and having students practice with the instructor. Depending upon the ability of the group, continue to work through the exercises together, or let students work on the lesson individually using the Student Worksheet section of this book. It is important to remember that the goal is for the student to be able read the word, not just mark and divide it. Once a student has divided the words on the worksheet, s/he must read them to the instructor in order ensure the student has reached that goal. It is not enough for a student to complete a worksheet and turn it in without reading the words aloud for affirmation of correctness.

**LESSON 6 (2-10D): PRACTICE – TWO- AND THREE-SYLLABLE VCCV**

magnum	Talmud	lemniscus	plastic
Wisconsin	unless	seldom	midriff

**LESSON 7 (2-11): PRACTICE – TWO- AND THREE-SYLLABLE VCCV**

Atlantis	tablet	musket	catnip
establish	random	insistent	mascot

**LESSON 8 (2-12): INTRODUCTION – QU, DIGRAPHS AND NG/NK WITH VCCV**

Words in this lesson will contain qu, consonant digraphs, and ng/nk. If qu, consonant digraphs or ng/nk appear in the middle of the word, have students scoop under the letters to show they are linked and treated as one consonant unit.

flash | back  
v c | c v

backpack	mustang	inkwell	Franklin
bathmat	Backgammon	Wellington*	vanquish**

\*The rule for two consonants between the two vowels is to split them. This renders Wel / ling / ton and does not give the correct pronunciation. It is preferable at this point for students to recognize and scoop the double l at the end of Well. Then, the word is read as Well / ing / ton.

\*\*The u stays with the consonant q. Only the i is underlined as a vowel.

Name \_\_\_\_\_

Date \_\_\_\_\_

Lesson 7

Practice – Two- and Three-Syllable VCCV

A t l a n t i s	e s t a b l i s h
t a b l e t	r a n d o m
m u s k e t	i n s i s t e n t
c a t n i p	m a s c o t

Lesson 7  
Practice - Two- and Three-Syllable VCCV

At | lan | tis  
v c | c v c | c v  
└───┘ └───┘

es | tab | lish  
v c | c v c | c v  
└───┘ └───┘

tab | let  
v c | c v  
└───┘

ran | dom  
v c | c v  
└───┘

mus | ket  
v c | c v  
└───┘

in | sis | tent  
v c | c v c | c v  
└───┘ └───┘

cat | nip  
v c | c v  
└───┘

mas | cot  
v c | c v  
└───┘