Guiding Question

In what ways can knowledge of syllable types improve students’ decoding and spelling of regular pattern English words?

Learning outcomes

- Identify 3 of the 6 syllable types in English and how this knowledge can improve accuracy in decoding and spelling
- Divide two-syllable words with vc/cv division pattern
- Explore in-person and remote activities to practice skills in the adult learner classroom
Why?

• Over 80% of English words follow predictable patterns for decoding.

• Teaching phonics patterns gives students confidence to apply strategies to unknown words.

• Without a strategy for chunking longer words into manageable parts, students may look at a longer word and simply resort to guessing what it is - or altogether skipping it.
Syllable Types in English

**Closed**
Has one vowel closed in on the end by one or more consonants (other than R)
The vowel sound is short.
Examples: *in, off, mat, next, plant, sprints, nap/kin*

**Vowel-consonant-e (Silent E)**
Has a vowel-consonant-silent e pattern
The e makes the vowel sound long.
Examples: *make, line, slope, mule, Steve, in/vite*

**R-Controlled**
Has one vowel followed by R
The vowel sound is controlled by the R.
Examples: *horn, card, her, bird, burst, for/get, tar/nish*

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**Short Vowels**

- a
- i
- o
- u
- e
Over 40% of words in English have at least 1 short vowel sound

*flash*  *misread*  *subtraction*

**Short Vowels**

- Often the most difficult sounds for our students to distinguish
- Use key words, pictures/manipulatives, and/or hand gestures to help unlock the sounds.
Silent e

Shifting between closed and silent e

- can - cane
- cap - cape
- hat - hate
- mad - made
- plan - plane
- rat - rate
- Sam - same
- Pet - Pete
- tap - tape
- din - dine
- fin - fine
- grip - gripe
- kit - kite

- pin - pine
- quit - quite
- shin - shine
- slim - slime
- twin - twine
- win - wine
- cop - cope
- glob - globe
- hop - hope
- rob - robe
- slop - slope
- cub - cube
- cut - cute
### R-Controlled Vowels

![R-Controlled Vowels](image)

### Sort and Read the Syllables

<table>
<thead>
<tr>
<th>Closed (cap)</th>
<th>Silent e (cape)</th>
<th>R-controlled (corn)</th>
</tr>
</thead>
<tbody>
<tr>
<td>trend</td>
<td>smile</td>
<td>fork</td>
</tr>
<tr>
<td>swift</td>
<td>fume</td>
<td>fern</td>
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<td>spark</td>
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</tbody>
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| groove       | short           | fret               | mute             | crust            |
Give students a list of words. Spin the wheel. Have them read aloud the words that have the selected pattern.

Why Teach Syllable Types?

- Knowing how to read *it* does not mean you can read *item*.
- Recognizing syllable patterns and where to break words into syllables helps you read the vowel sound correctly.
Syllable Division: VC/CV Pattern

• Steps:
  – Underline the vowels; mark V on top of them.
  – Look *between* the vowels; mark C on top of the consonants.
  – Divide between the Cs.
  – Read each syllable.

  $\text{vc} / \text{cv}$

  nap/kin

Practice

<table>
<thead>
<tr>
<th>cactus</th>
<th>indent</th>
</tr>
</thead>
<tbody>
<tr>
<td>tonsil</td>
<td>bandit</td>
</tr>
<tr>
<td>candid</td>
<td>gossip</td>
</tr>
<tr>
<td>hamlet</td>
<td>quintet</td>
</tr>
<tr>
<td>submit</td>
<td>suspend</td>
</tr>
<tr>
<td>gospog</td>
<td>shilum</td>
</tr>
</tbody>
</table>
VC/CV Pattern w/Silent e

• Steps:
  – Underline the vowels; mark V on top of them; cross out the silent e.
  – Look *between* the vowels; mark C on top of the consonants.
  – Divide between the Cs.
  – Read each syllable.

   VC/CV

   in/vite

Practice

confuse           dictate
inhale            stampede
invade            mandate
welfare           costume
dispute           mundane
wepmire           fudleme
Decodable Sentences

- I do not like to ____________ smoke.
- The bill from the ____________ was $300.00.
- I will not be ____________ from class

VC/CV division pattern works with r-controlled vowels too

- harvest  morbid
- forbid    perfect
- scarlet   garnet
- dirty     border
- murmur    former
- sorpin    shardep
**Accented syllable**

Sample words that can be both nouns and verbs depending on where the stress is placed:

- convict
- subject
- permit
- suspect
- conduct
- contest
- combine
- conflict
- object
- combat
Contest

• Did the man win the singing contest?

• Did the man contest his parents’ will?

Dividing longer words

Atlantic
forgotten
misconduct
fantastic
inconsistent
eclectic
Some ways to practice in class

- Sorting flashcards by syllable type
- UNO
- Flip cards
- Reading in context

Categorizing by Pattern
Flip cards

- This is a half-step before syllable division.
- Write one syllable on each side of the card and flip it for blending.

UNO

- prop 3
- safe 1
- fum 4
- port 3
- time 2
- lec 6
**Objective:**
To recognize and read syllable types (real words and detached syllables)

**How to play:**
Deal 5 cards to each player. Leave remaining cards face down in the center of the table. *Turn one card over face up. The first player is up. On top of the card in the middle of the table, he/she places a card from his/her hand that either has the same syllable type or the same number. He/she reads the word. If the player does not have a matching card, he may play an UNO, Skip, or Pick2 card if he/she has one. If an UNO card is played, that player may change the syllable type and number and announce it to the other players. If the player has no card to play, he/she picks a card from the pile.

Take turns. The winner is the player who has no cards left in his/her hand.

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Thank you

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