

## Steps for Reading Big Words

Remember: Every Syllable must have a vowel sound.

1. How many vowels are there?
2. Are they together or apart?
3. Is there an r after a single vowel?
4. Is there an e at the end? What's its job?
5. Underline each vowel grapheme.
6. Are there 2 consonant letters together? If so, divide syllables between them.
7. Are there 2 vowels with a single consonant between (VCV)? If so, divide the syllable before the consonant. (This is correct for 75% of syllables).
8. Say the word. Do you know it? Flex the vowel sounds if necessary.
9. Don't forget about the schwa!

### Additional Skills Needed for Reading and Writing Multisyllabic Words

-Sounds of Suffix -ed- The sounds of -ed are:

1. /ɪd/, as in fold/ed
2. /d/, as in aimed
3. /t/, as in launched

-1-1-1 Doubling Rule – This is one rule in spelling that holds 100% of the time! Here's what it says: Words with one syllable (1) ending in a single consonant (1) immediately preceded by a single vowel (1) double the consonant before a suffix (-ing, -ed)  
(examples-jogging, pinned, swimmer)

-Hard and Soft C and G - C makes the /k/ sound (hard c) when followed by a, o, u, or a consonant and c makes the /s/ sound (soft c) when followed by e, i, or y. G makes the /g/ sound (hard g) when followed by a, o, u, or a consonant and g sometimes makes the /j/ sound (soft g) when followed by e, i, or y.

Hard c words– cob,cube

Soft c words- city, mice

Hard g words- gap,good

Soft g words- gem, cage

-Spelling -ph Words - pharmacy, sophomore, phenomenal, emphasis

-Schwa- The schwa sound says /uh/ in words with more than one syllable. (about, bananaa, was, open, dinosaur, family, travel).

## Closed Syllables in Multisyllabic Words Information

In this intervention group, the following skills are taught:

-Combining Two Closed Syllables - ab/sent, com/bat, kit/ten, mis/hap, pen/cil

-Syllable Division –

1. Divide between 2 consonants (rab-bit, nap-kin,)
2. Divide between 2 words (sail-boat, lip-stick)
3. Divide before and after blends (trans-fer, brink-man-ship)
4. Divide before suffixes (hap-pi-ness, faith-ful, sleep-ing)

-Spell Multisyllabic Words Using Syllable Cards- Written on cards are syllables to form multisyllabic words. The child is to place the syllables together to make a multisyllabic word. (ex. un- help- ful, con-test-ant, bas-ket, Wis-con-sin)

-Decode and Spell Two Closed Syllables With Three Sounds - gum/drop, hun/dred mon/ster,

-Decode and Spell Three and Four Syllable Words –

Three Syllable Words- af/ter/noon, but/ter/fly, un/der/line, wil/der/ness, his/tor/y, per/son/al,

Four Syllable Words- or/din/ar/y, cat/er/pil/lar, com/mun/it/y, de/ter/min/a/tion

## Closed Syllables in Multisyllabic Words Activities

Wordlist

<http://www.resourceroom.net/readspell/wordlists/closed/aioumulti.html>

<https://quizlet.com/9831572/more-syllable-junctures-in-vcv-and-vccv-patterns-flash-cards/>

Use the wordlist to practice reading and writing closed syllable words. The words may also be used for the activities below.

Model-

Write the word *fabric* on a piece of paper. Do not say the word, but provide time for the child to examine the word's parts. Then model how to use syllabication strategies to read the word. I know that each syllable has one vowel sound. I see two vowels in this word separated by two consonants. If I divide the word between the consonants I get /f/-/a/-/b/ and /r/-/i/-/k/. Both of these syllables are closed syllables since each ends in a consonant. Therefore, I will try the short-vowel sound when pronouncing each syllable: /fab/rik/. When I put these two syllables together, I get fabric. (more words to use- sun/set, rab/bit, vel/vet, plas/ter, fos/sil, em/bed/ded, At/lan/tic, fan/tas/tic, mis/un/der/stand?)

### Syllable Puzzles-

Using the following words (hostel, understanding, unselfish, basketball, number, hamburger, grasshopper, yesterday, permanent, companionship). Divide the words into syllables, and write each syllable on an index card. Gather separate plastic bags for each word and keep the index cards for each word together as you place them in the bags. Shake the bags so the syllables are out of order. Ask the child to work in pairs to solve each word puzzle by attempting to place the cards in the bag in the correct order. Encourage the child to sound out the syllables to find the correct order.