

Syllable Division Unit Instructions:

This Syllable Division Unit should be completed in sequential order, beginning with Lesson Plan #1.

The focus of this unit is not on the affixes, roots and their meanings; rather the focus is on the syllable division patterns. The student will not be exposed to a new concept every lesson. When introducing something new, the teacher will provide the student with a deck of cards that cover the new syllable pattern and syllable division rule. Due to the cognition exertion involved in every lesson, every other session will be a review time for the student.

This syllable division unit will focus on "true" vowel sounds. There will always be exceptions, such as syllables containing a "schwa" sound; however, in this course, we will not be focusing on those exceptions. The "schwa" sound will be covered in the advanced language continuum course.

*Keep in mind: h-brothers, diphthongs, vowel teams, and r-controlled vowels should not be separated. When dividing words into syllables, these letter combinations should be labeled with a large "C" or a large "V."

SYLLABLE:

A unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.

There is a section at the end of this unit covering additional syllables that follow basic language rules & are important concepts to master. This section includes:

1. The Stick Vowel Rule

When a C, G, or SC is followed by an E, I, or Y (vowels that can be made using sticks) it will make its soft sound (center, gym, science)

2. The Floss Rule

When an F, L, S, or Z is at the end of a word, it is typically doubled (fluff, hill, mess, buzz)

3. Soldier Rule

CK – the C is the soldier that protects the short vowel from the big K at the end (pack)

TCH – the T is the soldier that protects the short vowel from the big CH at the end (patch)

Orton Gillingham Online Academy ©2016 Teacher may reproduce materials for classroom, non-commercial use only for instructional purposes.

DGE – the D is the soldier that protects the short vowel from the big GE at the end (ledge)

Soldier rule phonemes are always found after a short vowel.

How to teach /CLE:

Teach the student that the -cle is both a syllable division rule and a syllable pattern.

For syllable division: Start with the “e” and count back three, then divide.

*NOTE: There will be helpful demonstration videos in the Appendix of the Transition Layer Module.

Each lesson is followed by 5 activity sets that can be used in stations in the classroom, assigned to students for added practice, or completed in session. If you are working one-on-one, you may choose from the activities to supplement your lesson.

Set 1: Syllable Division Activities

- Provide the words in the division worksheet for the students to label, divide, and read.

Set 2: Words for Spelling

Set 3: Vocabulary Activities

- Tier 2 Vocabulary Matching

*Tier 2 Vocabulary Words: words that are commonly used in the English language

Set 4: RAN Activities (a professional will need to be present to time & record errors)

- Student will rapidly name the syllables provided from left to right.
- The student should complete the activity more than once for added fluency practice.

*RAN (Rapid Automatized Naming) – RAN measures how quickly an individual can name aloud a series of items, letters, syllables, etc. from left to right. RAN practice is intended to aid in the development of fluency. For the purposes of this Syllabication Unit, the focus of RAN will be on syllable patterns.

Set 5: Grammar Sorting

Syllabication Lesson Plan: Lesson # 1

Name _____ Date _____

REVIEW: CLOSED SYLLABLE PATTERN

*A syllable that contains one short vowel that is followed by at least one consonant.

READ: RUN, DIG, TAG, HIM, SAT, LIP, MUD

SPELL: HIT, FUN, TOP, LUCK, SIT, DOT, TUB

VISUAL DRILL: Use closed syllable deck.

AUDITORY DRILL: Use closed syllable deck.

BLENDING DRILL: Use closed syllable deck.

NEW MATERIAL: SYLLABLE DIVISION RULE: VC/CV

-Introduce the closed syllable cards in section #1 of the card deck.

*Divide between the 2 consonants.

READ: COMPLETE WORKSHEET #1

SPELL: WORDS FOR DICTATION ARE PROVIDED ON WORKSHEET #2

SPELLING: 1.) I keep my pet rabbit in a basket.
2.) Set the muffin on the napkin.

READING: Choose a reading passage that is at the students reading level. Point out any words that contain the closed syllable pattern.

ADDITIONAL PRACTICE: COMPLETE WORKSHEETS 3-5 (optional)

ASSESSMENT: (Be diagnostic & prescriptive here when planning your next lesson).

Name: _____

Date: _____

Worksheet #1: Closed Syllable Pattern
VC/CV - Label, Divide, & Read

gossip

bandit

sudden

optic

velvet

napkin

fabric

misfit

combat

tonsil

puppet

rabbit

basket

muffin

tablet

kidnap

Name: _____

Date: _____

Worksheet # 2: Closed Syllable Pattern
VC/CV - Words to Spell

napkin

velvet

rustic

goblet

sonnet

submit

admit

upset

Name: _____

Date: _____

Worksheet #3: Closed Syllable Pattern Tier 2 Vocabulary Development

DIRECTIONS:

Draw a line from the word on the left to its definition on the right.

Vocabulary Matching	
hidden	<ul style="list-style-type: none">• to take someone away without permission
combat	<ul style="list-style-type: none">• make someone unhappy
submit	<ul style="list-style-type: none">• kept out of sight; secret
upset	<ul style="list-style-type: none">• talking about other people; spreading rumors
admit	<ul style="list-style-type: none">• a person who is set apart from others
misfit	<ul style="list-style-type: none">• happening quickly and without warning
sudden	<ul style="list-style-type: none">• a container used to hold or carry things
gossip	<ul style="list-style-type: none">• battle; fighting; war
kidnap	<ul style="list-style-type: none">• relating to countryside; plain
fabric	<ul style="list-style-type: none">• turn something in for a grade or to get feedback
napkin	<ul style="list-style-type: none">• cloth; material
happen	<ul style="list-style-type: none">• up to the point in time
basket	<ul style="list-style-type: none">• take place
until	<ul style="list-style-type: none">• confess to be true; to let in

Name: _____

Date: _____

Worksheet #4: Closed Syllable Pattern TEACHER RECORDING SHEET: RAN Practice

Directions:

Student will rapidly name the syllables provided from left to right. The student should complete the activity more than once for added fluency practice.

Name:	
Syllables: con, mit, sub, & ban	
Grade:	Teacher:
Age: M___ D___ Y_____	Date of Birth: M___ D___ Y_____
Pretest date:	Posttest date:

con	mit	sub	mit	con
ban	sub	mit	con	ban
mit	con	mit	ban	sub
sub	con	ban	sub	mit
mit	ban	sub	ban	con
ban	con	sub	mit	con

Pretest Data	Posttest Data
1 st Read Time:	1 st Read Time:
Errors:	Errors:
2 nd Read Time:	2 nd Read Time:
Errors:	Errors:

Name: _____

Date: _____

Worksheet #4: Closed Syllable Pattern
STUDENT SHEET: RAN Practice

con mit sub mit con

ban sub mit con ban

mit con mit ban sub

sub con ban sub mit

mit ban sub ban con

ban con sub mit con

Name: _____

Date: _____

Worksheet #5: Closed Syllable Pattern Grammar Sorting

gossip	bandit	napkin	submit
basket	puppet	kidnap	rabbit
misfit	admit	rustic	muffin
goblet	fabric	tablet	magnet

DIRECTIONS:

Place the words from the table into the correct category. Some words may fit into more than one category. Some categories may be left empty.

NOUN	VERB	ADJECTIVE	ADVERB

DIRECTIONS:

Select from the words above and write a few sentences.

Syllabication Deck

The Syllabication deck is meant to be used in conjunction with the Syllabication lesson plans. The Syllabication Unit typically follows Level 1 - as part of the transition from Level 1 to Level 2 curriculum.

*Although, if you can find a way to incorporate the Syllabication Unit into teaching syllable patterns in Level 1, there is no problem with doing so.

The deck is broken down into the following sections:

- Section 1 - Closed Syllables
- Section 2 - Closed Syllables w/ Consonant Blends
- Section 3 - Vowel-Consonant-E ("Magic E")
- Section 4 - R-Controlled Vowels (set 1)
- Section 5 - Vowel Teams
- Section 6 - VC/CCV Additions
- Section 7 - Open Syllables
- Section 8 - R-Controlled Vowels (set 2)
- Section 9 - Consonant-LE Syllables (CLE)
- Section 10 - V/V Additions
- Section 11 - VC/CCCV Additions
- The final section is comprised of "additional rule" cards that can be added to the drill work at any time for practice.

If you follow the Syllabication lesson plans beginning with lesson #1: you will introduce closed syllable cards first, closed syllables with consonant blends cards second, then you will introduce the VCE cards, and so on.

During the lesson, the instructor will deliver a visual drill with the student's current deck. This provides students with practice reading syllables that are commonly found in multisyllabic words. This is simply a transition from sounding out the individual sounds in a one syllable word, to being able to blend the syllables in a two or more syllable word.

During the auditory drill, the instructor will dictate the syllable types that are currently in the student's deck (along with any that are challenging for the student). The Syllabication auditory drill will follow the same steps as the Level 1 auditory drill: the instructor will dictate the syllable, the student will repeat the syllable, and then write it on paper - keep in mind that some of the r-controlled syllables will have multiple spellings.

Orton Gillingham Online Academy ©2016 Teacher may reproduce materials for classroom, non-commercial use only for instructional purposes.

During the spelling portion of the Syllabication Unit, finger spelling will no longer be for individual sounds, the student will now be expected to finger spell the syllables (placing a syllable on each finger).

The blending drill is flexible. The instructor may choose how to deliver this.

-One option would be to provide the student with VC/CV, VC/CCV, etc. words (whichever syllable division rule and pattern the student is currently working on) to blend using the scooping technique.

-A second option would be to place the beginning syllable cards in one pile and the ending syllable cards in the other pile, and have the student blend nonsense words using the beginning and ending syllable cards (the instructor will simply want to explain to the students that they will come across several words that are not real words).

-The instructor may also choose to alternate, depending on time, number of students, etc.

At the end of the deck, there are also syllables that follow the rules introduced in Level 1 (FLOSS rule, soldier rule, etc.). The instructor may choose to introduce these at any time.