

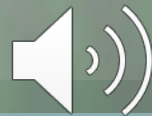
Orton Gillingham Reading Specialists

Learn to Love to Read



Syllable Division

Teaching the Student



Syllable Division

Syllable division is

breaking long words into
chunks

so you can read and spell them
more easily.



When is a student ready for syllable work?



- When your student is:
 - automatic with one syllable words
 - most of the way through column 3 in LTK
 - doing well with compound words
 - well past needing decodable text
 - in at least 2nd grade
 - no longer needing to trace or finger spell
 - encountering multisyllable words in contextual reading



When is a student ready?



- Never assume they know something that's obvious to you.
- Make sure your student knows:
 - what the vowels are
 - what the consonants are
 - the difference between short and long vowels
 - “before” and “after”



What
is
a
Syllable?

**A syllable is a word
or part of a word,
with **ONE** vowel sound.**



1st (put in New Material)



- Practice isolating the syllables in their name
- Count by tapping
- Practice isolating syllables in random words with 1, 2, 3, 4, 5 syllables
 - hippopotamus
 - elephant
 - ball
 - ready
 - lightning



1st continued....



- Every syllable must have a vowel sound
- Write your name. (Pamela)
- Put dots under the vowels in your name. (<a>, <e>, <a>)
- Can you hear the first one? (yes) What sound? (/ă/)
- Can you hear the next one? (yes) What sound? (/ə/)
- Can you hear the next one? (yes) What sound? (/ə/)
- You can hear 3 vowels in your name, so it has 3 syllables. Tap it.
- Tap hippopotamus again. How many syllables? Since it has 5 syllables that means you can hear 5 vowels.



2nd: vc/cv



Pretend you've never seen this word before and have no idea what it is.

tidbit



vc/cv



Put dots under the
vowels.

tidbit

*

*



vc/cv



- Let's start with the first vowel and put a <v> above it.
- We'll put <c>s over these 2 consonants.
- We'll put another <v> over the second vowel and then we stop.

VCCV

tidbit

*

*



VC/CV



Usually, in English, when we have this vowel-consonant-consonant-vowel pattern, we divide between the two consonants and that helps you figure it out.

VC CV

tid/bit

*

*





2nd continued: C = Closed Syllables



- When a syllable has a vowel with a consonant after it, usually the vowel is short. What does short i say? So what would the first part say?
- What would the second part say?
- What's the word?
- How many syllables does it have?
- We call those closed syllables because the vowels are closed off by consonants. What is the 1st i closed off by? What about the 2nd i?



vc/cv



We're going to label each part with a <C> for closed syllable.

VC CV

C tid/bit C

*

*



vc/cv



Let's do another one.

contest



vc/cv



Dot the vowels.

contest

*

*



vc/cv



- Let's start with the first vowel and put a <v> above it.
- We'll put <c>s over these 2 consonants.
- We'll put another <v> over the second vowel and then we stop.

VCCV

contest

*

*



vc/cv



We'll divide
between the
two
consonants.

VC CV

con/test

*

*



VC/CV



- We're going to label each part with a <C> for closed syllable.
- The vowels are short so how do you say the first syllable?
- How do you say the second syllable?
- What's the word?

VC CV

C con/test C

*

*



vc/cv
○

Let's do some more. Walk the student through the process of dotting the vowels, labeling the VCCV pattern, dividing the word, and labeling the syllable types.



vc/cv



n a p k i n

g o s s i p

p r e t z e l

m a g n e t

u n t i l



In the next lesson plan:



- LTK: no change
- Read words/sentences: include 5-10 vccv words (both syllables are closed) for student to practice dividing and reading. You'll continue to have 2 syllable words in this section forever.
- Spelling: put in vc/cv words if the vowels are clearly short (contest, combat, index). No schwas allowed. Have the student dot, label the pattern, divide, label the syllables.
- New Material: based on student.
- Contextual Reading: anytime they encounter a vccv word, have them divide it.
- Game: with vccv words.



Eliciting Questions: Reading



- Stop student *right away* when an error is made.
Don't wait until the end of the list or sentence.
- “Divide it.”
- Trace the troublesome syllable.



What
if vccv
is a
disaster?

Abort mission.

Dump syllable division

and try again

in a few months.



VC/CV



- Dot the vowels.
- Let's label the vccv pattern.
- Divide between the consonants.

VC CV

hip/po

*

*





3rd: ○ = Open Syllables



- When a syllable has a vowel at the end, usually the vowel is long so what would the second part say?
- What's the word?
- How many syllables does it have?
- We call this an open syllable because the vowel is not closed off by a consonant.



VC/CV



We're going to label the first part with a <C> for closed syllable and the second part with an <O> for open.

VC CV

C hip/po O
* *





Let's do some more. Walk the student through the process of dotting the vowels, labeling the VCCV pattern, dividing the word, and labeling the syllable types.



3rd continued: v/cv



- What if we only have one consonant between the vowels?
- Dot the vowels.
- Let's label from the first vowel to the second vowel.
- Now our pattern is vcv.

VCV
bozo

* *



v/cv
○

- When we only have one consonant, our first choice is to divide before the consonant.
- What kind of syllable is the first one? How do you say it? Put an <O>.
- What kind is the second one? How do you say it? Put an <O>.
- What's the word?

○ v cv ○
bo/zo
* *



VCV first choice is v/cv



Let's do some more.

j u d o

d e n y

z e r o

t o f u

p u n y



3rd continued: vc/v



- Dot the vowels.
- Label the pattern.
- Sometimes when we only have one consonant we'll divide after the consonant.
- Divide.
- Label types.
- What's the word?

VC V
C rap/id C
* *



VCV

second choice is vc/v



Let's do some more.

h a b i t

p o l i s h

c a b i n

v i s i t

c o m e t



4th: VCCCV



- Dot the vowels
- Start with the first vowel and label until you get to the second vowel.
- When we have 3 consonants, we have to decide which 2 are going to stay together. (Discuss this)
- Label types.

V C C CV
C pump/kin C
* *



VCCCV



Let's do some more.

h u n d r e d

c u l p r i t

E n g l i s h

s a n d w i c h

s p e c t r u m





5th: E = Silent E Syllables



- At this point silent E syllables will fall into the vce pattern.
- When they dot vowels, you need to explain the part about “do any of them work together?”



Silent E Syllables



- Dot the vowels.
- Do any of them work together?
- Label the pattern.
- Divide.
- Label types.

VC V
C vol/ume E
* * *



Silent E Syllables



Let's do some more.

g a l o r e

e x t r e m e

m i s t a k e

a t h l e t e

d e l e t e





6th: V = Vowel Pair Syllables



- They've been working with vowel pairs for a long time now so you're just pointing out that two vowels side by side usually make one sound. Connect to previously learned material.
 - leeb
 - goog
 - dain
- Label as one vowel.



Vowel Pair Syllables



- Dot
- Are any of them working together?
- Label pattern
- Divide
- Label types

V **v** **c** **v** **C**
pois/on
* * *



Vowel Pair Syllables



Do more using only vowel pairs the student
has been working on.

r a i s i n

p o n t o o n

c o n v o y

c a s h e w

d e l a y





7th: R = R Combination Syllables



- A vowel followed by an **r**

dar

ter

gor



R Combination Syllables



- dot
- label
- pattern
- divide
- notice the vowels
- have <r>s after them
- label types

VC CV

R cor/ner **R**
* *



R Combos



Let's do some more.

g a r d e n

f o r m e r

w h i s p e r

d e r b y

c a r t o o n





8th: L = Consonant-le Syllables



-ble

-cle*

-ckle

-dle

-fle

-gle

-kle*

-ple

-stle**

-tle

-zle

***not on LTK card**

****has its own LTK card**



Consonant-le Syllables



- dot
- count back 3
- divide
- label types

123 divide

C rip/ple L

* *



Consonant-le Syllables



1 2 3 divide

s i m p l e

s a b l e

t u r t l e

n e e d l e



9th: v/v



- Sometimes you'll see two vowels side by side that aren't working together.



v/v



- Dot the vowels
- Are any of them working together?
- Label pattern
- Divide
- Label types

v v

O po/et C

* *



v/v



Let's do some more.

d u e l

m e o w

r u i n

c r e a t e



10th: Affixes = Suffixes and Prefixes



Break syllables between base word and **suffix**.

Break syllables between **prefix** and base word.



Affixes



R farm/er R

base word suffix



Affixes



C in/take E

prefix

base word



Affixes = Suffixes and Prefixes



f a r m i n g

i n s i d e

t e l l e r

e x a c t

r u s t e d

b e l o n g



Six Syllable Types - CLOVER



- C** Closed
- L** Consonant-le
- O** Open
- V** Vowel Pair
- E** Silent E
- R** R Combination



Eliciting Questions: Spelling



- Finger spell by syllable, not by sound.
- “What’s the first syllable?” “Write it.”
- “What’s the second syllable?” “Write it.”
- Finger spell troublesome syllable by sound and bring to correction.



Fair or unfair to dictate?

magnet	bamboo
oyster	campus
infuse	raisin
suspend	seldom
pretend	segment
bandit	muffin



Fair or unfair to dictate?

extreme	advance
needle	syntax
cashew	direct
create	saddle
ransom	exact
belong	tofu

