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Lesson 2 Phonics

Introduction

What Will I Learn?

- What are syllables?
- How can I use letter sounds, syllables, and word parts to read new words?

You can put together what you know about letter sounds and word parts to read new words.



Break Down the Skills

The 26 letters of the alphabet include **vowels a, e, i, o, u** and **consonants**. These letters make 44 different sounds, or **phonemes**, that are combined to make words. Review each phoneme in the chart below. Look at the letter, read the word, and listen for the sound.

b bus	d dog	f farm	g gate	h hat	j jam	k car	l leaf	m man
n nail	p pat	r run	s sun	t top	v van	w wish	y yo-yo	z zip
ng sing	wh what	zh treasure	ch chin	sh shoe	th the	th third	a ant	e egg
i ink	o odd	u run	ae rain	ee tree	ie light	oa boat	ue uniform	oo mood
oo book	ou cow	oi boy	or fork	ar car	ear spear	er bird	air chair	

Some letters make more than one sound.

- Vowels can be long (**rain, tree, light, boat, uniform**) or short (**ant, egg, ink, odd, run**).
- Some consonants also make more than one sound, such as **g** (**gift, giant**) and **c** (**cat, cent**).

Some groups of letters combine to make a single sound.

- **Digraphs** are consonant groups that make one sound (**ch, sh, th, wh, zh, ng**).
- **Vowel teams** are vowel groups that make one vowel sound (**ae, ee, ie, oa, ue, oo, ou, ow, oi, oy**).
- **R-controlled vowels** are vowels followed by letter **r** (**or, ar, er, ear, air**).

All words are made up of one or more **syllables**. A syllable is a spoken word part, like a beat, that contains one vowel sound. Tap your desk as you say the syllables in the following words.

in / side el / e / phant win / dow

Each syllable in a word has one vowel sound.

- **Chat** has one vowel and one syllable.
- **Clean** and **plate** each have two vowels that make one sound and one syllable.
- **Contest** has two vowels and two syllables (**con / test**).
- **Complete** also has two syllables (**com / plete**). The second syllable has two vowels, but the final **e** is silent, so it only has one vowel sound.

When you see a long word you do not know, do the following.

- Break the long word into syllables.

calculator → cal / cu / la / tor

- Ask what the vowel sound is in each syllable.

cal / **cu** / la / tor

- Blend the syllables to read the word.

cal cu la tor

Combine all you know about letters and sounds to help you read new words.



A syllable has one vowel sound. Remember, sometimes two vowels make only one sound.



If a syllable ends in a consonant, it often has a short sound. If it ends in a vowel, it often has a long sound. If it ends in vowel + r, it has an r-controlled vowel sound.



An **affix** is a group of letters added to a **root** word, or main word, in order to change its meaning. A **prefix** is added to the beginning of a word. A **suffix** is added to the end of a word. If you know the affix and the root, you can read the longer word.

unlike = un + like
 prefix root

likeable = like + able
 root suffix

unlikeable = un + like + able
 prefix root suffix

If you know what these affixes mean, finding them can also help you understand the meaning of an unknown word. For example, if you know the prefix **un-** means **not** and the suffix **-able** means **able to be**, then you know that **unlikeable** means **not able to be liked**.

Here are some more affixes and their meanings.

Prefix	Meaning
dis-	not, separate
ex-	without, former
in-	into, without
pre-	before
re-	again

Suffix	Meaning
-est	most
-ful	full of
-ic	relating to
-less	without
-ness	being, having

You can also figure out how to read a word by using **context**, or the words around it. Some words are spelled the same but have different pronunciations and meanings.

He wiped a **tear** from his eye. There is a **tear** in my jeans.

In the first sentence, **tear** means a drop of liquid from the eye. So you know the vowel sound rhymes with **dear**.

In the second sentence, **tear** means a rip. So you know the vowel sound rhymes with **air**.

Look for affixes and roots to help you read longer words.



As you read, ask **what an unknown word means**. The meaning is a clue to the pronunciation of the word.



Guided Instruction



Guided Questions

cheetah kangaroo wombat mouse puppy

In this row, circle the words with only two syllables.

popular reverberate challenging unfamiliar disperse

In this row, box the words that have a prefix.

happiness restless flavorful backdrop mismanage

In this row, underline the words with a suffix.

counter encounter pleasant unpleasant disengage

In this row, circle the words with three syllables.

- 1 The word **cover** has two syllables. Add a prefix to make a three-syllable word.

- 2 What does **sorrowful** mean? How many syllables does it have?

Independent Practice

Answer the questions that follow.

Practice 1

1 How many syllables does **resentful** have?

- A one C three
B two D four
-

2 Break the word **comforting** into its syllables.

--	--	--

3 What does the word **prejudge** mean?

- A to not judge
B to judge before
C to judge once again
D to judge in the past
-

What does the prefix **pre-** mean?



4 How many syllables does **fantastic** have?

- A two
B three
C four
D five
-

5 Circle the words that have only three syllables.

calibrate retake transplant interpreter disgusted

Practice 2

- 1 Break the word **enchantment** into its syllables.

--	--	--

Remember, each syllable can have only one vowel sound.



- 2 What does **powerless** mean? How many syllables does it have?

- 3 Circle the words that have only two syllables.

fluster **arrival** **medic** **clerical** **plains**

- 4 How many syllables does **retreating** have?

- A** one
B two
C three
D four

- 5 Match each word to the number of syllables it contains.

one syllable	elemental
two syllables	joyful
three syllables	fleet
four syllables	carnivore

Remember, vowel teams make only one vowel sound.



Exit Ticket

Now that you understand phonics and syllables, write how many syllables each word has.

Word	Syllables
exhale	
fisherman	
magical	
rewrite	
compost	
skeptical	
forge	
escalator	
intimidating	

TEACHER GUIDE

Lesson 2 Phonics

At-a-Glance

Learning Objectives		Why Students May Struggle	
<ul style="list-style-type: none"> Review phonics skills used to read longer words. Use syllables and affixes to determine the meaning and pronunciation of an unknown word. Read multisyllabic words in and out of context. 		<p>Students may struggle to understand that syllables are a function of sound and not text. They may also have difficulty isolating each syllable to a single sound.</p>	
Academic Vocabulary			
vowel	consonant	phoneme	digraph
vowel team	r-controlled vowel	syllable	affix
root	prefix	suffix	context

WHAT WILL I LEARN?

ACTIVATING PRIOR KNOWLEDGE

- Display a short passage or sentence that contains at least one challenging longer word. Give partners two minutes to read it and discuss strategies they used to read the challenging word. Then ask them to share what they did with the class. Did they break the word into smaller parts they know? How did they use what they know about letter sounds to read the word? Did they use the context of the sentence or passage to help them figure out the word's meaning or pronunciation?
- Write three words on the board that share a prefix (for example, *retake*, *reprint*, and *reread*). Ask students what they have in common both in spelling and in meaning. Repeat with three words that share a suffix.

EXPLICIT INSTRUCTION

- Tell students that as they read, they will come across words with which they may not be familiar. Explain that in this lesson, they will learn how to use their knowledge of phonics to break large words down into smaller parts to read them. Point out that doing so will help them pronounce the word, and sometimes it may even help them determine the word's meaning.
- Briefly review the phonics skills students already know by displaying some different words that contain a variety of phonemes and spellings, and ask students to read them. If students have trouble with certain words, review the phonics skills necessary for reading those words.

Lesson 2 Phonics

Introduction

What Will I Learn?

- How can I use letter sounds, syllables, and word parts to read new words?

You can put together what you know about letter sounds and word parts to read new words.

Break Down the Skills

The 26 letters of the alphabet include vowels a, e, i, o, u and consonants. These letters make 44 different sounds or phonemes, that all combined to make words. Review each phoneme in the chart below. Look at the letter, read the word, and listen for the sound.

b	d	f	g	h	i	k	l	m
bus	dig	farm	gate	hat	jam	car	leaf	man
n	p	r	s	t	v	w	y	z
nash	pat	ran	sun	top	van	wash	young	zip
ng	wh	zh	ch	sh	th	a	e	
ang	what	treasure	chain	shoe	the	thing	ant	egg
i	o	u	ee	ee	ie	oa	ue	oo
ink	odd	run	rain	tree	light	boat	uniform	mood
oo	ou	oi	or	ar	ear	er	air	
book	cow	boy	fork	car	spare	board	chair	

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- Introduce syllables orally so students learn to think of them as units of sound and not text. Say a word, then have students repeat it, clapping once for each vowel sound they hear. Begin with one- and two-syllable words, increasing to longer words as appropriate. Some specific words to consider for use throughout the following steps are *mishap*, *catalog*, *plate*, *mistake*, and *contaminate*.
- On the board, write some of the words students practiced orally. Using a different color, draw lines between the syllables as students repeat the words aloud and clap the syllables. Point out that each syllable has one vowel sound. They can determine the number of syllables in a word by counting the vowel sounds they hear. Make sure they understand this is the number of vowel sounds, not the number of vowel letters in the word. For example, the letters in a vowel pair or CVCe pattern make one vowel sound and stay together in the same syllable.
- With syllables marked on each word on the board, review phonics rules at the syllable level. For example, point out the word *catalog*. Remind students that both the *a* in *cat* and the *o* in *log* are short. Help them apply the same rule to *mishap*. Then review silent *e* with *plate* and *mistake*. Show students how these can function together in a longer word like *contaminate*.
- Explain that another way to break words into manageable parts is to look for affixes and root words. Point out that there are two kinds of affixes: prefixes and suffixes. Provide examples of both. Explain that if students can read the affix and the root word separately, they can read the longer word.
- Emphasize that affixes have the specific function of changing the meaning of a word. Show multiple examples of one prefix or suffix to demonstrate, such as *miscalculate*, *misinform*, and *misjudge*, and discuss how the affix changes the meaning of each word in a similar way.
- Explain that another way to figure out how to read a word is to consider the text around it and figure out its meaning. This is especially helpful for words that are spelled the same but can have different pronunciations and meanings in different contexts. Write these sentences: *Set the timer for one minute. There was a minute amount of gold dust in the sand.* Point out that *minute* has short vowel sounds when it means “a unit of time” and long vowel sounds when it means “a very small amount.”

BREAK DOWN THE SKILLS

TEACH ACADEMIC VOCABULARY

- Remind students that the alphabet has 26 letters, which include **vowels** (*a, e, i, o, u*) and **consonants**. These letters make 44 different sounds, or **phonemes**. Review the phoneme chart with students.


Lesson 2 Phonics

Introduction

What Will I Learn?

- What are syllables?
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You can put together what you know about letter sounds and word parts to read new words.



Break Down the Skills

The 26 letters of the alphabet include **vowels** (a, e, i, o, u) and **consonants**. These letters make 44 different sounds, or **phonemes**. They are combined to make words. Review each phoneme in the chart below. Look at the letter, read the word, and listen for the sound.

b bus	d dog	f farm	g gate	h hat	j jam	k car	l leaf	m man
n nail	p pat	r run	s sun	t top	v van	w wheel	y yacht	z zip
ng slip	wh what	zh treasure	ch chin	sh shoe	th the	th third	a ant	e egg
i ink	o odd	u run	ae rain	ee tree	ie light	oa boat	ue uniform	oo mood
oo book	ou cow	oi boy	or fork	ar car	ear spare	er bird	air chair	

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- Explain that vowels and some consonants make more than one sound. Letters can also be combined to make a single sound, as in **digraphs** (consonants combined to make one sound), **vowel teams** (vowels combined to make one sound) and **r-controlled vowels** (a vowel followed by an r).
- Explain that **syllables** are spoken units of sound that make up a word. Each syllable has one spoken “beat” and one vowel sound. Read through the examples on the student page.

Chapter 1 • Phonics and Fluency

Some letters make more than one sound.

- Vowels can be long (rain, tree, fight, boat, uniform) or short (ant, egg, ink, odd, run).
- Some consonants also make more than one sound, such as g (gift, giant) and c (cat, cent).

Some groups of letters combine to make a single sound.

- **Digraphs** are consonant groups that make one sound (ch, sh, th, wh, ck, ng).
- **Vowel teams** are vowel groups that make one vowel sound (ai, ee, ie, oa, ui, oo, ou, oi, oy).
- **R-controlled vowels** are vowels followed by letter r (or, ar, er, ear, air).

All words are made up of one or more **syllables**. A syllable is a spoken word part, like a beat, that contains one vowel sound. Tap your desk as you say the syllables in the following words:

in / side al / e / phant win / dow

Each syllable in a word has one vowel sound.

- Clap for one vowel and one syllable.
- Clap and play each have two vowels that make one sound and one syllable.
- Contest has two vowels and two syllables (ign / ignt).
- Complete also has two syllables (ign / plit). The second syllable has two vowels, but the final e is silent, so it only has one vowel sound.

When you see a long word you do not know, do the following.

- Break the long word into syllables.
calculator → cal / cu / la / tor
- Ask what the vowel sound is in each syllable.
cal / cu / la / tor
- Blend the syllables to read the word.
cal cu la tor

Combine all you know about letters and sounds to help you read new words.

A syllable has one vowel sound. Remember, sometimes two vowels make only one sound.

If a syllable ends in a consonant, it often has a short sound. If it ends in a vowel, it often has a long sound. If it ends in vowel + e, it has an r-controlled vowel sound.

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- Explain that an **affix** is a group of letters attached to the beginning or ending of a **root** word, and those letters change the meaning of the word. Point out that a **prefix** is an affix at the beginning of a word and a **suffix** is an affix at the end of a word. Read through the examples on the student page.
- Tell students they can also figure out how to read a word by its **context**, or the words around it. Go over the examples on the student page.
- If time allows, have students complete the On Your Own chart at the end of these notes.

Answer key: *air/plane, rain/drop, el/e/phant, dish/wash/er, ba/by/sit/ter, coun/ter/bal/ance*

Lesson 2 • Phonics

An **affix** is a group of letters added to a **root** word, or main word, in order to change its meaning. A **prefix** is added to the beginning of a word. A **suffix** is added to the end of a word. If you know the affix and the root, you can read the longer word.

unlike = un + like likeable = like + able
 prefix root root suffix

unlikeable = un + like + able
 prefix root suffix

If you know what these affixes mean, finding them can also help you understand the meaning of an unknown word. For example, if you know the prefix un- means not and the suffix -able means able to be, then you know that unlikeable means not able to be liked.

Here are some more affixes and their meanings:

Prefix	Meaning	Suffix	Meaning
dis-	not, separate	-est	most
dis-	without, former	-ful	full of
in-	into, without	-ic	relating to
pre-	before	-less	without
re-	again	-ness	being, having

You can also figure out how to read a word by using **context**, or the words around it. Some words are spelled the same but have different pronunciations and meanings.

He wiped a tear from his eye. There is a tear in my jeans.

In the first sentence, tear means a drop of liquid from the eye. So you know the vowel sound rhymes with dear.

In the second sentence, tear means a rip. So you know the vowel sound rhymes with air.

Look for affixes and roots to help you read longer words.

As you read, ask what an unknown word means. The meaning is a clue to the pronunciation of the word.

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Differentiate for Struggling Readers

Provide extra time working with syllables orally before moving to print. After having students clap the syllables in several words, reinforce the concept by introducing the “hand on chin” method. In this technique, have students place their hands on their chins as they say a word aloud. Each time their chins move down, this is one syllable. Struggling readers may also benefit from the use of compound words when learning to identify syllables.

Differentiate for English Learners

Learning about syllables can help English learners to understand and internalize the rhythm of English and stressed and unstressed syllables, an important component of developing fluency. Model reading multisyllabic words and clapping the syllables; clap loudly for stressed syllables and softly for unstressed syllables. Have students repeat after you.

GUIDED INSTRUCTION

Guided Reading Activity

- Some students may benefit from hearing you read the activity aloud. If necessary, have students follow along as you read aloud. Otherwise, direct students to read the activity quietly to themselves.

Guided Reading Questions

- Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.

Chapter 1 • Phonics and Fluency

Guided Instruction

swung /'swʌŋ/ form of swing
syllable /'sɪləbəl/ read a part of a word that is when you say it. 'Sw and 'system has two syllables /'sɪləbəl/

thearal kangaroo comba mouse poppy
 popular overbarate challenging unfamiliar disperse
 happiness restess favoural backdrop micromanage
 counter encouter pleasant unpleasant changeage

Guided Questions

In this row, circle the words with only two syllables.

In this row, box the words that have a prefix.

In this row, underline the words with a suffix.

In this row, circle the words with three syllables.

1 The word cover has two syllables. Add a prefix to make a three-syllable word.
uncover discover recover

2 What does sorrowful mean? How many syllables does it have?
 It means "full of sorrow." It has three syllables.

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INDEPENDENT PRACTICE

Practice 1 Questions

- Read the questions and answer choices aloud as students select the answers. Review the answers.

Level G • Phonics

Independent Practice

Answer the questions that follow.

Practice 1

1 How many syllables does resentful have?
 A one B two C three D four

2 Break the word comforting into its syllables.
 com fort ing

3 What does the word prejudice mean?
 A to not judge
 B to judge before
 C to judge once again
 D to judge in the past

4 How many syllables does fantastic have?
 A two B three C four D five

5 Circle the words that have only three syllables.
 calibrate retake transplant interpreter disgusted

What does the prefix pre- mean?

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Practice 2 Questions

- Ask students to read the questions and select the answers independently. Review the answers.

Chapter 1 • Phonics and Fluency

Practice 2

1 Break the word enchantment into its syllables.
 en chant ment

2 What does powerless mean? How many syllables does it have?
 It means "without power." It has three syllables.

3 Circle the words that have only two syllables.
 fluster arrival medic clerical plain

4 How many syllables does retreating have?
 A one B two C three D four

5 Match each word to the number of syllables it contains.

one syllable — elemental
 two syllables — joyful
 three syllables — fleet
 four syllables — carnivore

Remember, each syllable can have only one vowel sound.

Remember, vowel teams make only one vowel sound.

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EXIT TICKET

- Have students fill in the Exit Ticket. Encourage them to use the clapping or “hand on chin” technique to help them determine the number of syllables per word.

Word	Syllables
exhale	two
fisherman	three
magical	three
rewrite	two
compost	two
skeptical	three
forge	one
escalator	four
intimidating	five

ADDITIONAL SUPPORT

SUPPORT FOR STRUGGLING LEARNERS

- When practicing syllable division, write words with a very subtle space between the syllables. This will guide students almost imperceptibly as they try to break the words down. As students become more adept, gradually reduce and then eliminate this spacing trick.
- Limit affixes to one syllable (avoiding, for example, *multi-* and *-able*). Introduce multisyllabic affixes only after mastery of single-syllable affixes.
- Give students index cards on which you wrote the individual syllables of words. For example, give students an index card with *hap* written on it and another card with *pen* written on it. Encourage students to combine the cards in the correct order to form a word. Increase the number of cards/syllables as students advance.

SUPPORT FOR ENGLISH LEARNERS

- When brainstorming examples to use with English learners, control the number of phonics rules in play at any one time. For example, choose words with short vowels only or vowel teams only.
- When introducing suffixes, carefully preselect the words you model. Initially, avoid words with spelling changes when a suffix is added (such as *friendliness* and *relatable*).
- Have students work together to make an anchor chart of affixes and their meanings. Tell them they can refer to this chart when they encounter new English words with those affixes. They can also add to the chart throughout the year as they learn new affixes.
- Give students index cards with prefixes and suffixes on them. Call out a word that contains one of the affixes, having students hold up the prefix or suffix they heard. You can also use these cards with root word cards to have students practice adding and removing affixes.

EXTENSION ACTIVITIES

- Provide copies of an above-level text for students to read. Have them highlight longer words that they have to figure out. Ask volunteers to share with the class what strategies they used to decode the words.
- Challenge students to create the longest words possible by combining multiple prefixes and suffixes with a root word. This also works as a scavenger hunt as students read independently. Have them keep a log of words with affixes, and periodically invite students to share their longest entry. See who found the longest word.

Name _____

Date _____

On Your Own

For each word, write one syllable in each box.

airplane

--	--

raindrop

--	--

elephant

--	--	--

dishwasher

--	--	--

babysitter

--	--	--	--

counterbalance

--	--	--	--