Introduction

Real-World Connection

Jaden wants to read the new book he bought at the book fair. He does not know how to read some of the words. He asks his teacher for help. How can Jaden figure out what a word is? Let’s look at strategies that will help Jaden figure out what words are by understanding vowel sounds, syllables, and beginnings and endings of words. Then, at the end of the lesson, we will revisit Jaden.

What I Am Going to Learn

- Understand how to divide words using syllable patterns.
- Understand and decode words with silent letters.
- Understand the way syllables work and how to use them to decode words.

Turn and Talk

Remember when you add a prefix or suffix, it changes the meaning of the root word.

Words to Know

syllable
prefix
suffix
digraph
diphthong

Lesson 2

Syllables

2.2(B) Demonstrate and apply phonetic knowledge by:
(i) decoding words with short, long, or variant vowels, trigraphs, and blends;
(ii) decoding words with silent letters such as knife and gnat;
(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
Lesson 2  Syllables

• Use what I know about beginnings and endings of words to decode the word.

• Understand vowel sounds and how they can help decode a word.

What I May Already Know  1.2(B)(i), 1.2(B)(ii), 1.2(B)(iii), 1.2(B)(v)

• I know how to decode words using letters and sounds.

• I know how to decode words with blends.

• I know how to divide a word into syllables.

• I know how to divide words with -ed, -s, and -es endings.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

Syllables

A syllable is a group of letters. It has only one vowel sound.

Very short words are only one syllable.

- day
- like
- the

• How many syllables does the word dance have?

Most words have two or more syllables. Breaking these words into syllables helps you decode them, or figure them out.

C-V-C Pattern

Some words follow this pattern.

- sat
- tap
- run
Suppose two syllables follow this pattern. Break the word between the two consonants that come together.

<table>
<thead>
<tr>
<th>cvc</th>
<th>cvc</th>
</tr>
</thead>
<tbody>
<tr>
<td>picnic</td>
<td>pic</td>
</tr>
<tr>
<td></td>
<td>nic</td>
</tr>
<tr>
<td>monkey</td>
<td>mon</td>
</tr>
<tr>
<td></td>
<td>key</td>
</tr>
</tbody>
</table>

**CV Pattern**

Some words begin with a consonant and a vowel. The vowel has an open sound. You do not hear a consonant sound after it. Divide these words after the open vowel.

<table>
<thead>
<tr>
<th>cv</th>
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<tbody>
<tr>
<td>believe believe</td>
</tr>
<tr>
<td>tonight tonight</td>
</tr>
</tbody>
</table>

• How should you divide the word *polite* into syllables?

**Final Stable Syllable**

Some words end with a consonant and the letters *le*. Keep these letters together when you break the word.

<table>
<thead>
<tr>
<th>Consonant + le</th>
</tr>
</thead>
<tbody>
<tr>
<td>tumble tumble ble</td>
</tr>
<tr>
<td>wrinkle wrin kle</td>
</tr>
</tbody>
</table>
Lesson 2

Syllables

Some words begin with a **prefix**, a group of letters that come before a root word. Keep the letters that form the prefix together.

<table>
<thead>
<tr>
<th>prefix</th>
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<tbody>
<tr>
<td>undo</td>
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<tr>
<td>un</td>
</tr>
<tr>
<td>do</td>
</tr>
<tr>
<td>redone</td>
</tr>
<tr>
<td>re</td>
</tr>
<tr>
<td>done</td>
</tr>
</tbody>
</table>

• How should you divide the word *unwind* into syllables?

Some words end in a **suffix**, one or more letters that can change the meaning of the word. Keep the letters that form the suffix together.

<table>
<thead>
<tr>
<th>suffix</th>
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<tbody>
<tr>
<td>animals</td>
</tr>
<tr>
<td>animal s</td>
</tr>
<tr>
<td>talking</td>
</tr>
<tr>
<td>talk ing</td>
</tr>
</tbody>
</table>

• How should you divide the word *closest* into syllables?

**Silent Letters**

The *e* at the end of a word is often silent.

| kite | sense | mouse |

Some words have a consonant-vowel-consonant followed by a silent *e*. You do not pronounce the *e*. It does not form a syllable. Keep the consonant-vowel-consonant and silent *e* together.
Syllables

Lesson 2

<table>
<thead>
<tr>
<th>c-v-c-e</th>
</tr>
</thead>
<tbody>
<tr>
<td>produce</td>
</tr>
<tr>
<td>pro</td>
</tr>
<tr>
<td>duce</td>
</tr>
<tr>
<td>decide</td>
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<tr>
<td>de</td>
</tr>
<tr>
<td>cide</td>
</tr>
</tbody>
</table>

Other words have a silent letter at the beginning of the word that you do not pronounce. If there is a letter *k* or the letter *g* before an *n*, you do not pronounce the *k* or the *g*.

<table>
<thead>
<tr>
<th>knight</th>
</tr>
</thead>
<tbody>
<tr>
<td>knife</td>
</tr>
<tr>
<td>gnat</td>
</tr>
</tbody>
</table>

**r-Controlled Vowels**
The letter *r* after a vowel controls its sound. The letters work together and should not be separated.

<table>
<thead>
<tr>
<th>perfect</th>
</tr>
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<tbody>
<tr>
<td>per fect</td>
</tr>
<tr>
<td>corner</td>
</tr>
<tr>
<td>cor ner</td>
</tr>
</tbody>
</table>

• How would you break the word *surprise* into syllables?

**Vowel Digraphs and Diphthongs**

A **digraph** is two consonants or vowels that work together to make one sound. Examples of consonant digraphs are *ch*, *sh*, and *ck*. Examples of vowel digraphs are *ee*, *ea*, *oo*.

A **diphthong** consists of two vowels. In a diphthong, the sound begins with one vowel but rolls to the next. Examples of diphthongs are *oy* in *boy* or *oi* in *coin*. When breaking into syllables, do not break two vowels that work together.
Lesson 2  Syllables

reason    rea son
beaver     bea ver
boyish     boy ish

- How would you break the word season into syllables?

VCCV, VCV, VCCCV Patterns

VCCV
When a word has two consonants in the middle, divide between them.

rabbit
rab bit

VCV
When a word has one consonant in between two vowels, divide the word before or after the consonant.

music     mu sic
shadow     shad ow

VCCV
When a word has three or more consonants in the middle, it usually contains a blend. Divide after the closed first syllable.

hundred
hun dred
Mole Cleans Up

by Nicole Tanner

1  Rat-a-tat-tat!

2  Mole put down his broom and opened the door. There stood Chipmunk.

3  “May I borrow a ladder, Mole?” asked Chipmunk. “I want to finish cleaning my windows in time for our fishing trip.”

4  Mole looked at the jumble in his tunnel. He crawled past candles and cans and found a ladder.

5  “Thank you, Mole. It will be a wonderful afternoon for fishing when the cleaning is done.”

6  “Yes,” said Mole. “But my house is very hard to keep tidy.”

7  I should throw this stuff out, thought Mole as Chipmunk left. But what if one of my friends needs something?

8  He was stacking oars against the wall when he heard a knock.

9  Rat-a-tat-tat!

Guided Questions

Read the first sentence in paragraph 3. Highlight the words that follow the VCCV pattern. Break these words into syllables.

Underline the word in paragraph 8 that has a silent letter.
“Hello, Mole. Do you have a screwdriver?” asked Rabbit. “I’m spring-cleaning, and my mop handle has broken.”

Mole pushed past pots and potato peelers and found a screwdriver.

“Thank you, Mole. It will be a wonderful afternoon for fishing when my house is clean.”

“I’d love to join you, but I am still in quite a mess,” said Mole.

If only I had more space, he thought as Rabbit left.

He was sorting chair legs when he heard another knock.

Rat-a-tat-tat!

“Do you have a hammer, Mole?” Badger asked. “My floorboards need repairing.”

Mole stepped past saws and springs and found a hammer.

“Thank you, Mole. It will be a wonderful afternoon for fishing when this last job is done.”

“I think that I must finish cleaning instead,” said Mole.

Badger left, and Mole tried again to clean his very cluttered house.
22 It was too late for fishing when he finally stopped. *I will see if my friends are back,* he thought.

23 When he stepped outside his tunnel, he saw a small wooden building that had not been there that morning.

24 He lifted the knocker.

25 *Rat-a-tat-tat!*

26 The door opened, and out stepped Chipmunk, Rabbit, and Badger.

27 “We didn’t want to go fishing without you,” said Chipmunk.

28 “If your house were emptier, your cleaning would be faster,” said Rabbit. “But you always have just the things we need.”

29 “So we built this shed for you,” said Badger.

30 “Do you have some things we can help put away?” asked Chipmunk.

31 “I believe I do,” said Mole, and he danced and leaped to his own front door.
Lesson 2  Syllables

Critical Thinking

1. What can you do to help you decode the word *instruct*?

2. What pattern do you need to know to decode the word *closet*?

3. Discuss with a partner how you could use what you learned about syllables to help you figure out words you do not know how to spell.
How Am I Doing?

★ What questions do you have?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

★ How can you figure out a word you do not know?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

★ Color in the traffic signal that shows how you are doing with the skill.

I need help.  I almost have it.  I know the skill.
Independent Practice

Read the selection and choose the best answer to each question.

Grabby Big Tom Bumble

by Sally Derby

1 Grabby Big Tom Bumble was strolling down the street when he spied a man selling hot dogs. Sizzling hot dogs, spicy hot dogs, delicious-smelling hot dogs. “I’ll have some of those!” he said. He grabbed a giant pawful and stuffed them into his mouth.

2 With never a please or thank-you, he gobbled the hot dogs down.

3 Big Tom ambled along until he came to a bakery.

4 “Mmmm, doughnuts!” he purred. Warm doughnuts, sugary doughnuts, doughnuts sprinkled with cinnamon. “I’ll help myself,” he told the baker, snatching up a dozen. “You won’t need all of these.”

5 With never a please or thank-you, he gobbled the doughnuts down.

6 Big Tom went farther down the road. He came upon some workmen opening their lunch pails. “Lunchtime already?” he asked. “I came at just the right time.” Sandwiches thick and meaty, apples crisp and red, celery . . . “Here, take your celery back. I don’t like celery,” he growled.

7 With never a please or thank-you, he gobbled those lunches down.
8 Big Tom came closer to town, humming as he walked. “What’s that I hear?” he rumbled. “I believe it’s the ice-cream truck!” Creamy white vanilla, pink and fruity strawberry, chocolate—best of all. “Ice cream is my favorite,” Big Tom Bumble said.

9 With never a please or thank-you, he gobbled the ice cream down.

10 Big Tom lumbered on, and his stomach jounced with each step. He spied a fresh-air market. At the fruit stall, he stretched out a greedy paw. Smooshy yellow bananas, big juicy oranges, kiwis green and fuzzy. “Just right for an afternoon snack,” he growled. “And I’m starved!”

11 With never a please or thank-you, he gobbled the sweet fruit down.

12 Big Tom shoved through the shoppers. A pile of peppers caught his eye. “Something new!” he exclaimed. “I think I’ll try a handful.”

13 “I wouldn’t,” warned the market man. But Big Tom didn’t listen. The peppers were red, the peppers were shiny, the peppers were hot, hot, hot!

14 With never a please or thank-you, he gobbled the peppers down.

15 He gobbled the peppers down, and his tongue began to burn. His mouth began to smoke. Big tears rolled down his cheeks. “Yeow! My mouth’s on fire!” bellowed Big Tom Bumble. “Water! Give me water!” he begged the market man.

16 “What do you say?” asked the market man as he filled a cup with water.

17 “Please?” mumbled Big Tom. He swallowed all the water.
“Bread will help,” said the market man, offering him a slice.

“Thank you,” Big Tom said.

“Did you learn a lesson?” asked the market man. “Did you learn you should say please? Did you learn you should say thank you? Did you learn you shouldn’t grab?”

“I did learn a lesson,” Big Tom Bumble said. “Next time I’ll say please. Next time I’ll say thank you. Next time I’ll skip the peppers!”

Silly old Tom Bumble.
Lesson 2

1. Which is the correct way to divide Bumble into syllables?
   A. Bum ble
   B. Bumb le
   C. Bu mble
   D. B umble

2. In paragraph 14, which word has a suffix?
   F. never
   G. please
   H. gobbled
   J. down

3. Which word from paragraph 3 has a silent letter?
   A. he
   B. until
   C. came
   D. bakery

4. What pattern does the word lesson in paragraph 20 follow?
   F. CVC
   G. VCCV
   H. VCV
   J. VCCCV
Lesson 2  Syllables

★ Assessment

Choose the best answer to each question.

1. What is the best way to divide gobbled in paragraph 2 into syllables?
   A. Gob led
   B. Gobb led
   C. Go bb led
   D. Gob bl ed

2. Which shows the best way to divide sugary in paragraph 4 into syllables?
   F. Sug ary
   G. Su gary
   H. Sug a ry
   J. Su ga ry

3. Which word has more than one syllable?
   A. Smooshy
   B. Tongue
   C. Growled
   D. Spied

4. Read this sentence from paragraph 8.
   Creamy white vanilla, pink and fruity strawberry, chocolate – best of all.
   Which word has three syllables?
   F. Creamy
   G. vanilla
   H. fruity
   J. pink

5. Which word from paragraph 8 uses a suffix?
   A. humming
   B. hear
   C. strawberry
   D. favorite
Exit Ticket

Now you know how to divide words by syllables, find silent letters, and understand vowels and blends, you can help Jaden decode words.

Jaden’s teacher helped him figure out words he did not know by teaching him how to break apart words into syllables. Jaden still needs help with 3 more words. Help Jaden divide the last three words.

How should Jaden divide the word *trouble* into syllables?

How should Jaden divide the word *turkey* into syllables?

How should Jaden divide the word *reduce* into syllables?