

Notes Before Lesson 42

Students so far have been able to trust their ears in order to read and write consonants, blends, and vowels. When we move into two-syllable words, we begin to deal with the issue of accented and unaccented syllables. Accented syllables are emphasized, and we pronounce the vowels clearly. Unaccented vowels are pronounced more softly and are swallowed. In an unaccented syllable, also known as a schwa, the vowels tend to sound like “uh” or “ih.” Sandals may sound like “sanduhls.” Cactus may sound like “cactiss.” Children may sound like “childrin” or “childruhn.”

When tutoring, you will notice that students’ misspellings rarely occur in the accented syllable (“san,” “cac,” or “chil” above). Moreover, a student’s misspelling of the schwa syllable often captures the way that syllable is actually pronounced.

Using a resource like Dictionary.com can help you when dealing with unaccented schwa syllables. Dictionary.com gives audio pronunciations of words, divides words into syllables, shows which syllable gets the accent, and respells the syllables to approximate how they sound.

Dividing words into their syllable parts helps the student divide words into manageable chunks when reading or spelling. Thus, we practice counting and dividing syllables not just for the fun of it, but also because it helps students read and spell words.

To help students divide words into syllables, ask them to repeat a word such as “frantic.” Then, ask the student how many beats the word has. If students have trouble counting beats, ask them to put their hands under their chins to feel their chins drop with vowel beats. Direct students to draw two lines on the whiteboard to represent the two beats.

Remind students that every syllable has a vowel sound, so that each line will contain a vowel. You can say, “So, if I want to divide ‘frantic’ I know that the first space is going to have an **a** for the ‘a’ sound, and the second space will have an **i** for the ‘i’ sound.” Then write this on the whiteboard:

_____ a _____ i _____

“Now, I can put in the consonants.”

_____ fran _____ tic _____

In Lesson 42, there will be two consonants between the vowels, and students can divide the word right down the middle between these two consonants.

Keep in mind that **qu**, which makes the “kw” sound, always sticks together:

banquet: _____ ban _____ quet _____

Similarly, the digraphs **sh**, **ch**, and **th** make one sound and stick together:

wishful: _____ wish _____ ful _____

menthol: _____ men _____ thol _____

ranches: _____ ran _____ ches _____

In Lesson 43, the student will divide more words that have more than two consonants between the vowels. In these words, you

and the student decide which consonants are blends that should stick together:

_____ un _____ twist _____

_____ pump _____ kin _____

Even when a student makes a “mistake,” writing sandul for sandal, you can praise all the things the student got right. You might say, “Good job, you got the right number of syllables and all the sounds are there. It’s just that it’s spelled with an **a** rather than a **u** even though, of course, we don’t pronounce sanDAL to rhyme with GAL.” The student may like hearing the silly way the word would sound if the unaccented vowel was pronounced “correctly” as spelled.

LESSON 42

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Two-syllable words

Explain that a word has as many syllables as it has vowel sounds.

Explain that sometimes it helps us to read or spell a word to divide it into syllables in order to sound it out or spell it.

Write the word “rabbit” on the whiteboard and ask the student to name the vowel sounds. Underline the vowels. Now draw two lines on the whiteboard:

Then write:

_____ rab _____ bit _____

Explain that in words with two consonants between the vowels, we divide the consonants right down the middle.

Words to divide into syllables:

goblin	cactus	happen	absent	until	plastic
blanket	basket	dentist	insect	tennis	subject
content	inject	suspect	extend	inquest	fungus
instant	insists	traffic	campus		

Explain to the student that **qu** stays together, as do **sh**, **th**, **wh**, **ch**, and **ck**.

More words to divide into syllables:

banquet wishful ranches menthol bashful blacktop kingship stricken flashbulb backlog bathtub

Explain to the student that sometimes a short syllable can begin with a vowel, as in “epic.” We would divide these words into syllables like this:

<u>ep</u>	<u>ic</u>
<u>den</u>	<u>im</u>
<u>sev</u>	<u>en</u>
<u>pock</u>	<u>et</u>
<u>splash</u>	<u>es</u>

More words to read, write, or divide into syllables:

finish vivid habit signal second thicken given basket cabin novel credit metal travel pivot methods level tenants exits novel topic
--

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

water, more, down¹

Have the student read:

Jack will be absent from school until he is well.

The velvet blanket was on the top shelf. Frank got it down for Mom.

I will water your plants until you come back.

What more can I do to help with your trip?

Tom and Jeff left the picnic basket down in the den.

Dad was upset to see the bedbug on the bed.

Fran got a bucket of shrimp, and Dan picked up a second bucket of chicken.

¹ **water:** **w** and **t** are decodable; **a** making the “ah” sound after **w** will be decodable in Lesson 102; **er** will be decodable in Lesson 75

more: **m** is decodable; **ore** will be decodable in Lesson 78

down: **d** and **n** are decodable; **ow** will be decodable in Lesson 81

Have the student write from your dictation:

Dad put a basket down by the picnic bench for us to put our rubbish in.

Stan wants more chicken and less shrimp today.

Meg called us over to see the cactus.

I hid the tablet in the attic.

You can often see insects on the water.

Choose any of the stories in Group 1 (Short-Syllable Stories) for a “triple read.”

Student View

goblin cactus happen absent until
plastic blanket basket dentist insect
tennis subject content inject suspect
extend inquest fungus instant insists
traffic campus

banquet wishful ranches menthol
splashes pocket bashful blacktop
kingship stricken flashbulb backlog
bathtub

water

more

down

Jack will be absent from class until he is well.

Student View

The velvet blanket was on the top shelf. Frank got it down for Mom.

I will water your plants until you come back.

What more can I do to help with your trip?

Tom and Jeff left the picnic basket down in the den.

Dad was upset to see the bedbug on the bed.

Fran got a bucket of shrimp, and Dan picked up a second bucket of chicken.

LESSON 43

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Two-syllable words with consonant blends

Explain that many two-syllable words have consonant blends. Remind students of blends they know such as **str** in “string” or **nd** in “band.” In blends, we can hear the individual sounds, but the sounds are squished together. In many two-syllable words, there are more than two consonants between the vowels. We keep the blends together.

Write the word “express,” and say the word. Ask the student if he sees the two consonants that belong together in a blend. (pr) Then divide the word on two lines on the whiteboard:

_____ ex _____ press _____

Read and divide the following words in the same way, choosing the blends that you will keep together:

tantrum pumpkin hundred untwist dandruff children implant backstab backflip transplant handgrip
--

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

after, before, across²

² **after**: **aft** is decodable; **er** will be decodable in Lesson 75

before: **b** and **f** are decodable; **e** making the long “e” sound will be decodable in Lesson 48; **ore** will be decodable in Lesson 78

Have the student read:

Just before sunset, the children go down to the public dock for swimming lessons.

Fran can swim across the pond all by herself.

In my small handbag, there are still lots of gumdrops.

Who left their sandals on the deck after our swimming lesson?

Two or three chipmunks ran off with small chunks of my muffin.

Liz did a backflip before splashing into the water.

I do not often win at tennis, but I think that I will win today.

After school Kevin will finish the shed for his cats that he is constructing.

The student can write from dictation:

After our math quiz, what will we be doing in school today?

My dad asked for the drumstick, and my sis asked for the wing.

Mom dusted off one or two small cobwebs from the picnic basket before handing it to us to pack.

When my kitten has a small bit of catnip, she becomes tranquil.

across: a making the short “u” sound will be decodable in Lesson 57; **cross** is decodable

The dentist becomes upset when a small kid has a tantrum.

Stan lives down the block, across from Fran.

*Choose any of the stories in **Group 1 (Short-Syllable Stories)** for a “triple read.”*