

## 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 whiteboards.*

*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:*

<b>goblin cactus happen absent until plastic blanket basket dentist insect tennis subject content inject suspect extend inquest</b>
---

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

*More words to divide into syllables:*

<b>banquet wishful ranches menthol splashes pocket bashful blacktop kingship stricken flashbulb backlog bathtub</b>
---

*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, down<sup>1</sup>**

*Have the student read:*

**Jack will be absent from class 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 got a bucket of chicken.**

---

<sup>1</sup> **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 73

**more:** **m** is decodable; **ore** will be decodable in Lesson 76

**down:** **d** and **n** are decodable; **ow** will be decodable in Lesson 79

*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.

*Have the student do a "triple read" of some of the sentences above.*

**goblin cactus happen absent until plastic  
blanket basket dentist insect tennis subject  
content inject suspect extend inquest**

**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.**

**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 got a bucket of  
chicken.**