



PHONICS
MASTERY GUIDE

MULTISYLLABIC

*Procedures for Teaching
Syllable Division Principles*

BECOMING *a*
READER

ESTD  2005

Procedure for Teaching VC/CV Syllable Division

This syllable division occurs when a word has two consonants that come between two vowels. In words with this pattern, the split comes between the two consonants (unless the two consonants are a digraph).

Step 1:

Write the word on the board:

tidbit

Step 2:

First, label the vowels in the word:

tidbit

v v

Step 3:

Then, label the consonants between the vowels:

tidbit

vccv

Step 4:

Point out to students that VCCV division and that when words have this division, you split the word between the two consonants:

tid/bit

Step 5:

Look at the first syllable:

tid

Ask students if this is an open or closed syllable. It is a closed syllable because there is a vowel followed (or closed in by) a consonant.

Since it is a closed syllable, the vowel is short. This syllable is pronounced /tid/.

Step 6:

Look at the second syllable:

bit

Ask students if this is an open or closed syllable. It is a closed syllable because there is a vowel followed (or closed in by) a consonant.

Since it is a closed syllable, the vowel is short. This syllable is pronounced /bit/.

Step 7:

Have students blend the two syllables together to say the word.

tidbit

Procedure for Teaching V/CV and VC/V Syllable Division

The V/CV syllable division occurs when a consonant comes between two vowels. Words break after the vowel 75% of the time, which will make the first syllable an open syllable making the vowel long. If the split does not make a word that is recognizable, divide after the consonant. This will make it a closed syllable and the vowel will be short.

V/CV Example

Step 1:

Write the word on the board:

diner

Step 2:

First, label the vowels in the word:

diner

v v

Step 3:

Then, label the consonants between the vowels:

diner

vcv

Step 4:

Point out to students the VCV division. Remind them that 75% of words break as V/CV and to try that first.

di/ner

Step 5:

Look at the first syllable:

di

Ask students if this is an open or closed syllable. It is an open syllable because there is a vowel at the end of the syllable.

Since it is an open syllable, the vowel is long. This syllable is pronounced /dī/.

Step 6:

Look at the second syllable:

ner

Ask students if this is an open or closed syllable. It is a closed syllable because there is a vowel followed (or closed in by) a consonant.

Since it is a closed syllable, the vowel is short. This syllable is pronounced /ner/.

Step 7:

Have students blend the two syllables together to say the word.

diner

VC/V Example

Step 1:

Write the word on the board:

habit

Step 2:

First, label the vowels in the word:

habit

v v

Step 3:

Then, label the consonants between the vowels:

habit

vcv

Step 4:

Point out to students the VCV division. Remind them that 75% of words break as V/CV and to try that first.

ha/bit

Step 5:

Look at the first syllable:

ha

Ask students if this is an open or closed syllable. It is an open syllable because there is a vowel at the end of the syllable.

Since it is an open syllable, the vowel is long. This syllable is pronounced /hā/.

Step 6:

Look at the second syllable:

bit

Ask students if this is an open or closed syllable. It is a closed syllable because there is a vowel followed (or closed in by) a consonant.

Since it is a closed syllable, the vowel is short. This syllable is pronounced /bit/.

Step 7:

Have students blend the two syllables together to say the word. This is not a recognizable word, so tell the students you are going to try the VC/V division.

Step 8:

hab/it

Step 9:

Have the students blend the two syllables together to say the word.

Procedure for Teaching VC/CCV and VCC/CV Syllable Division

Note: When a word contains a consonant blend or a digraph, keep the letters together in the same syllable.

Step 1:

Write the word on the board:

conflict

Step 2:

First, label the vowels in the word:

conflict

v v

Step 3:

Then, label the consonants between the vowels:

conflict

vcccv

Step 4:

Point out to students the VC/CCV division.

con/flict

vc ccv

Step 5:

Have students blend the two syllables together to say the word.

conflict

Procedure for Teaching Consonant - le Syllable Division

This syllable division occurs when a final, separate syllable contains a consonant followed by the letters -le.

Step 1:

Write the word on the board:

table

Step 2:

First, label the vowels in the word:

table

v v

Step 3:

Then, label the consonants between the vowels:

table

vccv

Step 4:

If the first syllable ends with a consonant, try the short vowel sound for the first vowel.
If the first syllable ends with a vowel, try the long sound:

tab/le or ta/ble

Step 5:

Have students read the word to determine the recognizable word.