

Mini Lesson

Teaching Students to Divide Syllables Part 2

Say: Today we are going to learn another pattern to identify when “consonants that go together” need to be separated.

Write (on the board): butter

Say: Let’s mark the word. Is there a “q” pattern? No. Is there a “gh” pattern? No. Is there a “y” pattern? No. Is there a “w” pattern? No. Is there an “le” pattern? No. Is there an “r” pattern? Yes. I circle the “er” because it makes a special sound. Is there an “o” pattern? No. Is there a 3 vowel pattern? No. Is there a 2 vowel pattern? No. Is there a one vowel pattern? Yes. I mark the “u” short. Are there consonants that go together? Yes. I underline the “tt”. Are there consonants by themselves? Yes. I underline the “b”.

We will now look at the consonants that go together. We underlined the “tt” as one. When you have two consonants together and they are at the end of the word, like miss or mutt, you mark them as one. However, if you have two consonants and they are not at the end of the word and they are followed by a vowel mark, you mark each one separately. In the word butter, the two t’s are followed by a vowel mark so the first “t” is underlined and the second “t” is underlined. The word has two vowel marks and that means two syllables. The first “t” goes with the first syllable and the second “t” goes with the second syllable. The word would be pronounced \but\ \ter\.

This is what we are going to look at today.

Say: We will now look at some more words.

Write (on the board): summer ribbon bigger billow

Say: Who would like to mark the first word?

When the students get to “consonants that go together” make sure they say the double consonants are followed by a vowel mark so they are marked separately. Then they underline the remaining consonants that are by themselves. Next have them tell how many vowel marks and syllables there are in the word. The word is pronounced \sum\ \mer\, \rib\ \bon\, \big\ \ger\, \bil\ \low\

Say: This pattern also works with two consonants together that are not the same. If you have two consonants and they are followed by a vowel mark, separate the two consonants.

Write (on the board): number

Say: I will go through the steps to mark the word. Is there a “q” pattern? No. Is there a “gh” pattern? No. Is there a “y” pattern? No. Is there a “w” pattern? No. Is there an “le” pattern? No. Is there an “r” pattern? Yes. I circle the “er” because it makes a special sound. Is there an “o” pattern? No. Is there a 3 vowel pattern? No. Is there a 2 vowel pattern? No. Is there a one vowel pattern? Yes. I mark the “u” short. Are there consonants that go together? Yes. But, the “mb” is followed by a vowel mark so, I underline the “m” and the “b” separately. Are there consonants by themselves? Yes. I underline the “n”. There are two vowel marks. That means there are two syllables. The word is pronounced \num\ |ber|

Say: We will now look at several more words and mark them using the new pattern.

Write (on the board): window pocket bandit whisper smelly hardly

Say: Who would like to come up and mark one of the words? Continue until all words are marked. Make sure they say “There are two consonants together, but they are followed by a vowel mark, so they are marked separately.

Say: Look for words in your practice book that have consonants that go together that need to be divided. Write them on the board and we will mark them.