



SYLLABICATION – LONGER WORDS

PRODUCT CODE: **320**

PRODUCT CONTENTS

TASK CARDS: 15 pages

9 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

MATERIALS PREPARATION

PDF pages are designed to be printed on 8.5 x 11 inch sheets. Cover-weight paper in a variety of colors is available at office supply stores or online. If preparing task cards, laminate printed sheets and cut off the answer keys. Students can use dry erase markers to divide the words, or they can write divided words on a sheet of paper. The pages could also be used as worksheets. Answer keys would need to be folded under or cut off.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for student checklists that can be copied and cut.

Active involvement builds accountability. Once students understand syllabication rules, they can work independently and use the answer keys to check their answers. On the top of each card are the steps for dividing words into syllables in order of application. The answer keys note the syllabication rule that was applied (1, 2, 3). When done thoughtfully, students learn from checking their work and analyzing any errors they make. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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SYLLABICATION RULES

Syllabication, or the breaking down of words into each uninterrupted unit of spoken language, is often taught in such a fragmented manner in materials that students are unable to pull all components together into a viable word analysis strategy. Research indicates that readers generally use sounds to determine syllable division. If this is the case, students must already know what the strategies are intended to teach.

Students who need to use syllabication to decode words must be taught syllabication rules holistically. When they apply basic rules in steps, they begin to recognize patterns and break down unknown words. Initially, students should apply the rules to two-syllable words.

Even those students who read words with ease in context generally improve spelling accuracy if they become more cognizant of word structure and syllabication patterns.

ASSURE THAT STUDENTS HAVE PREREQUISITE PHONICS SKILLS

Students should possess certain prerequisite skills and concepts before being taught the syllabication rules. Frequently, it is necessary to review short and long vowels, as well as prefixes/root words/suffixes, before proceeding with syllabication. You will see why as you review the following foundation concepts.

- Each syllable must contain a sounded vowel. It can be a single vowel sound (i•de•a) or used with one or more consonant sounds (be•gin).
- There are two kinds of syllables: open and closed. A closed syllable ends with a consonant and the vowel is usually short (or a schwa). An open syllable ends with a vowel that is generally long (clo•ver, e•vent). The vowel may be a y pronounced as /e/ (fun•ny) or occasionally /i/ (my•self).
- Since the first rule deals with dividing between root words and affixes, students must be familiar with prefixes, suffixes, and root words.
- Digraphs, or two consonants that make a single sound (ch, sh, th, wh, ng, nk, ng, ck, ...), cannot be divided (buck•le, noth•ing, cash•ier, bush•el, fur•ther).
- In some cases, blends are not divided (se•cret, mi•grate, ze•bra). Do not preteach since students discover this when identifying open vs. closed syllables.

TEACH SYLLABICATION RULES & APPLY IN ORDER

1. **PREFIX/ROOT/SUFFIX** – Check the word for prefixes and suffixes. The first step is to divide between affixes and the root word because this rule overrides the others.
2. **VC/CV** – Check for multiple consonants between vowels. Divide between consonants.
3. **V/CV** or **VC/V** – If the word has one consonant between vowels, decide whether the vowel before the consonant is short or long. If vowel is long, divide after the vowel leaving an open syllable. Otherwise, divide after the consonant leaving a closed syllable.

When words end in consonant +le, le and the preceding consonant form the second syllable.

Students must be alerted not to divide between the final consonant and the le. These words can be fit into the above categories, and the first syllable will be open or closed.

OPEN SYLLABLE – ta•ble i•dle ma•ple fa•ble bu•gle fee•ble

CLOSED SYLLABLE – ap•ple fiz•zle cas•tle sam•ple snif•fle hur•dle

SAME RULES APPLY TO TWO-SYLLABLE & LONGER WORDS

310 Syllable Sorts is a Reading Manipulatives product in which students apply the rules to words that contain only two syllables. As students sort the words according to how they are divided, they learn the rules. If these cards are too difficult for some students, they may need start with the Syllable Sorts.

USING SYLLABICATION – LONGER WORDS

Words with three or more syllables are divided according to the same rules. Students divide the words on these task cards into syllables by following the three steps. Certain patterns emerge, and students begin to notice these as they have more experience with syllabication.

WORKING THE CARDS

Each sheet contains a student card and answer key. Cut them apart. Students can write the divided words on a sheet of paper or use dry erase pens to divide the 30 words on the task cards if they are laminated. The pages could also be used as worksheets. Answer keys would need to be folded under or cut off.

All too often, syllabication instruction has little value to readers. Good readers divide words naturally as they come to them. If they know any syllabication rules, they do not think of them or it would slow their reading down. However, readers who stumble over longer words benefit from syllabication instruction. Syllabication instruction generally helps all students to become better spellers since it gets them to spell unknown words one syllable at a time.

The rules and order of application are on the top of each card. Note how the answer keys have the rule that was used written under each division line. Consider making a transparency of one of the cards and working it with students. It will help them to see you repeatedly apply each rule as you divide the words. Also, they will see that division does not necessarily proceed from left to right. First they divide and then they read. Use the answer key to show them how the rule numbers work.

Keep in mind the purpose of these cards is to help students break down and read multisyllabic words. The application of the rules helps students to read most words. If exact division differs from dictionary syllabication, but the student decodes the word, the goal is attained.

un | sus | pect | ing
1 2 1
dis | ap | pear | ance
1 2 1
un | con | di | tion | al
1 2 3 1
in | ter | cep | tion
2 2 1

DIVISION PATTERNS IN MULTISYLLABIC WORDS

- Some words stand on their own after affixes are removed
re•place•ment per•son•al•i•ty won•der•ful slip•per•y
- Others do not (many contain Latin root words)
con•spic•u•ous in•tro•duc•tion ad•vo•cate pro•nun•ci•a•tion
- Some words have multiple suffixes, and some affixes have multiple syllables
na•tion•al•i•ty breath•less•ly per•son•al•i•ty su•per•cede
- “tion” forms its own syllable and may take part of the root word with it
gen•er•a•tion ex•pla•na•tion in•ter•cep•tion co•op•er•a•tion
- The vowel “i” at the end of an open syllable followed by “tion” has a short i sound (ish)
tra•di•tion•al com•po•si•tion un•con•di•tion•al com•pe•ti•tion
- Vowels in unaccented syllables often make the schwa sound (sounds like short u or ur); schwas make spelling more difficult since they are made by all five vowels
sup•ple•ment talk•a•tive ap•pli•ance glam•or•ous
- The “le” with the consonant that precedes it forms a syllable containing a schwa sound
sem•i•cir•cle syl•la•ble de•sir•a•ble in•vis•i•ble

Divide into syllables. Apply rules in order.

Syllabication #1

Prefix/Root/Suffix	VC/CV	VC/V	V/CV
1. Remove affixes.	2. Look for multiple consonants in middle. First syllable is closed.	Closed syllable (short /schwa)	Open syllable (long /schwa)
3. Determine whether syllable is open or closed.			

industry	patriotic	explanation
computer	absorbing	communication
cultivated	graciously	appropriate
disappearance	supplement	accidental
unconditional	construction	trivial
generation	beneficial	hydrogen
superintendent	celebration	transportation
conservation	unsuspecting	advertisement
establish	acceptable	personality
replacement	stimulation	demolish

Syllabication #1

in dus try	ben e fi cial
com put er	cel e bra tion
cul ti vat ed	un sus pect ing
dis ap pear ance	ac cept a ble
un con di tion al	stim u la tion
gen er a tion	ex pla na tion
su per in tend ent	com mu ni ca tion
con ser va tion	ap pro pri ate
es tab lish	ac ci den tal
re place ment	triv i al
pa tri ot ic	hy dro gen
ab sorb ing	trans por ta tion
gra cious ly	ad ver tise ment
sup ple ment	per son al i ty
con struc tion	de mol ish



Rules applied (1-3) shown on answer keys

EXAMPLE OF 320 TASK CARD

15 cards of 30 multi-syllable words to divide according to 3 steps

ANSWER KEY

SYLLABICATION – LONGER WORDS

SLW-1 _____	SLW-6 _____	SLW-11 _____
SLW-2 _____	SLW-7 _____	SLW-12 _____
SLW-3 _____	SLW-8 _____	SLW-13 _____
SLW-4 _____	SLW-9 _____	SLW-14 _____
SLW-5 _____	SLW-10 _____	SLW-15 _____

STUDENT CHECKLIST

Divide into syllables. Apply rules in order.

Syllabication #1

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conservation	unsuspecting	advertisement
establish	acceptable	personality
replacement	stimulation	demolish

Syllabication #1

in dus try 2 2	ben e fil cial 3 3 1
com put er 2 1	cel e bra tion 3 3 1
cul ti vat ed 2 3 1	un sus pect ing 1 2 1
dis ap pear ance 1 2 1	ac cept a ble 2 1 3
un con di tion al 1 2 3 1	stim u la tion 3 3 1
gen er a tion 3 3 1	ex pla na tion 1 3 1
su per in tend ent 3 1 2 1	com mu ni ca tion 2 3 3 1
con ser va tion 2 2 1	ap pro pri ate 2 3 3
es tab lish 2 2	ac ci den tal 2 3 2
re place ment 1 1	triv i al 3 3
pa tri ot ic 3 3 1	hy dro gen 3 3
ab sorb ing 2 1	trans por ta tion 1 2 1
gra cious ly 3 1	ad ver tise ment 2 2 1
sup ple ment 2 1	per son al i ty 2 1 1 3
con struc tion 1 1	de mol ish 3 3