

LEVEL 81

Syllable Division: VCCV

Stepping Up – Book 1, 94-96

Merrill Reader D, 37-42

Merrill Skills Book D, 27-32

The purpose of teaching syllable division is to give children a strategy for reading unfamiliar words by determining the number of syllables and the vowel sounds in those syllables. The rules of syllable division taught in this curriculum are not always identical to those listed in the dictionary, which relies more heavily on etymology. The first syllable division pattern is VCCV.

The VCCV pattern is taught to ensure that the children get practice reading two-syllable words (with short vowel sounds) because there is an insufficient number of multisyllable words in the Merrill readers. The children are not introduced to syllable types until Level 97.

For reading: Demonstrate how to divide VCCV words on the board.

- Have the children underline the vowels.

picnic
napkin

- Divide between the two consonants between the vowels.

pic/nic
nap/kin

- Read each syllable. Then say the word as spoken (con-test, contest).

For spelling: Teach the children that when they hear the /k/ sound at the end of a syllable, they use the letter c (picnic). In addition, they will need to be told whether to use the letter c or the letter k at the beginning of a syllable (napkin) until they learn the soft c at Level 164. Use Reinforcement Sheet #2 for the first dictations.

- Dictate the target word (napkin).
- What is the first syllable in napkin? (nap)
Have the children write nap in the first column.
- What is the second syllable in napkin? (kin)
Have them write kin in the second column. (Use a k.)
- Write napkin.
Children write napkin in the last column.

napkin	goblin	public	cactus
picnic	album	until	atlas

Pam goes to a public school.
Didn't Ms. King go to the school picnic?
Don't sing until we get on the bus.
Who put the napkins in Jim's lunchbox?
Don't sit on that cactus!
An atlas has a lot of maps.

LEVEL 82

Suffix: -es

Stepping Up – Book 1, 97-98

Merrill Reader D, 43-48

Merrill Skills Book D, 33-37

The suffix -es has two meanings: it marks the plural of a noun or the third person singular of a verb. At least one separate dictation should be given for each meaning. Thereafter, the suffix is reviewed by asking the children to Write the suffix that says /iz/ as in "wishes." Add -es to the suffix chart.

Suffix: -es (noun form)

boxes	lunches	inches	benches
dishes	wishes	bunches	lunchboxes

Ms. King hasn't got the lunches.
That fish isn't ten inches long.
They sat on the picnic benches and sang songs.
Put the set of dishes in the boxes.
They put the lunchboxes on the school bus.
We can't have a picnic until Ben gets the lunches.

Suffix: -es (verb form)

fixes	mixes	rushes	mashes
waxes	fishes	pinches	punches

Ms. King rushes to the school bus.
Jim punches the bag.
Ben mashes the yams and puts them in a dish.
Ms. King mixes the punch.
Who waxes Ben's van?
Ms. King can't go until she fixes the TV.