

EMPOWERING TEACHERS

Phonics Instructional Routine: Two-Syllable Words

Preparation/Materials: Two-syllable word cards (e.g., napkin, basket, picnic), a highlighter, a pencil, and paper for each student.



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say and/or do
- Letters and words in print are in “quotation marks”
- Teacher or student slides finger under the underlined letter(s) or word(s)
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Sounds are noted using //



NOTE: This routine is appropriate for students who understand the closed-syllable type.

TEACHER EXPLAINS TASK

We are going to learn a rule to help us divide two-syllable words.

TEACHER MODELS TASK

Display the word card “napkin” but do not say the word.

Listen and watch.

I will mark the vowels and consonants in this word.

First, I will underline all the vowels.

“napkin”

Then, I will highlight the consonants between the vowels.

“napkin”

Now, listen to this rule:

When there are two consonants between two vowels, we usually divide the word between the two consonants.

I will draw a line between the two consonants.

“nap | kin”

I will read the first syllable.

“**nap**”

I will read the second syllable.

“**kin**”

Now, I will read the word.

“**napkin**”

Repeat the above sequence for the words “basket” and “picnic”.

I read and divided words with two syllables.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Distribute a highlighter, a pencil, and the word card “basket” to each student.

Let’s mark the vowels and consonants in this word.

First, let’s underline all the vowels.

“basket”

Next, let’s highlight the consonants between the vowels.

“basket”

Now, listen to the rule:

When there are two consonants between two vowels, we usually divide the word between the two consonants.

Between which two consonants will we draw a line?

- s and k

Let’s draw a line between the two consonants.

“bas | ket”

Let’s read the first syllable.

- “**bas**”

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TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

Let's read the second syllable.

- “**ket**”

Now, let's read the word.

- ”**basket**”

Repeat the above sequence for the words “napkin” and “picnic”.

Yes. We read and divided words with two syllables.

STUDENTS PRACTICE TASK

Distribute a new word card “picnic” to student(s).

Your turn.

First, underline all the vowels in the word.

“picnic”

Next, highlight the consonants between the vowels.

“picknic”

Now, remember the rule:

When there are two consonants between two vowels, we usually divide the word between the two consonants.

You will draw a line between which two consonants?

c and n

Draw a line between those two letters.

“pic | nic”

Now, read the first syllable.

“pic”

Now, read the second syllable.

“nic”

Now, read the word.

“picnic”

Repeat the above sequence for the words “basket” and “napkin”.

Yes. You read and divided words with two syllables.

Collect highlighters and distribute paper to student(s).

Word cards remain in front of student(s).

Now you will write the words.

Listen: napkin.

Say napkin.

napkin

Clap and say each syllable in the word napkin.

nap-kin

Write napkin.

Students write “napkin”.

Now read the word.

“napkin”

Repeat dictation with words “basket” and “picnic”.

Yes. You read and wrote words with two syllables.

INDEPENDENT PRACTICE

When students consistently read and write the words correctly, provide individual turns using other words (word cards with closed syllables are provided below). Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are saying the correct sounds for each syllable and are writing the correct letters for each sound. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist when reading, have students decode each syllable sound-by-sound and/or reduce the number of words used. If difficulties persist when writing, dictate each syllable separately to students.

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Adaptations using this instructional routine:

- Use compound words (e.g., pancake, sunset, hotdog).

For further independent student practice, refer to the following FCRR Second and Third Grade Student Center Activities at http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_4.pdf

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