

SAMPLE

Sort Out Your Syllables

Teacher's Resource Book Sample

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Foreword by Professor John Hattie

 SCHOLASTIC

The structure of *Sort Out Your Syllables*

Sort Out Your Syllables provides students with a plan for reading and writing multisyllabic words that are unfamiliar to them in their print form. The strategies used provide students with a **consistent and simple approach** to finding syllables in words, avoiding the need to use complex syllabification rules.

This approach supports decoding—students get as close as possible to the correct pronunciation when reading an unfamiliar multisyllabic word. Sometimes the final pronunciation of the word may not be completely correct, but it is often close enough for the student to self-correct.

This approach supports spelling—students learn the various vowel spelling patterns (graphemes) and the most appropriate ones to use, based on the sound of the vowel and its position in a syllable.

***Sort Out Your Syllables* is divided into sections:**

Syllable knowledge

- Background, assessments, and introduction lessons

Recognizing vowel spelling patterns

- Recognizing the nine types of vowel spelling patterns

Pronouncing vowel spelling patterns

- Recognizing and pronouncing open and closed syllables
- Pronouncing vowel spelling patterns in different ways in other types of syllables
- Pronouncing the schwa vowel sound in unstressed syllables

Dividing words into syllables

- Learn and practise the four-step strategy for breaking words into syllables

In these sections, students are taught:

- To hear and recognize syllables in the words they say.
- To segment spoken words into syllables in order to sound them out for spelling.
- To recognize vowel spelling patterns in words.
- To discover different ways to pronounce vowel spelling patterns, depending on where the vowel pattern occurs in a syllable.
- A simple and consistent four-step strategy for dividing written words into syllables.

Lesson structure


The lessons in this **Teacher’s Resource Book** are 10 minutes long and are supported by short follow-up activities in the **Student Practice Book** (also available online), which can be undertaken at any time. The daily 10-minute lessons provide students with opportunities for repetition and skill development that allow knowledge to be accumulated rapidly through exposure to short, regular periods of instruction.

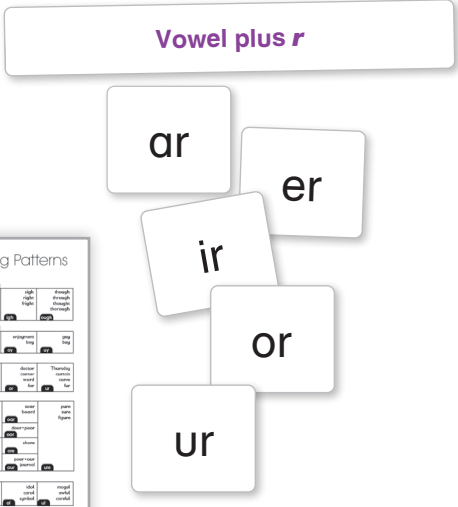
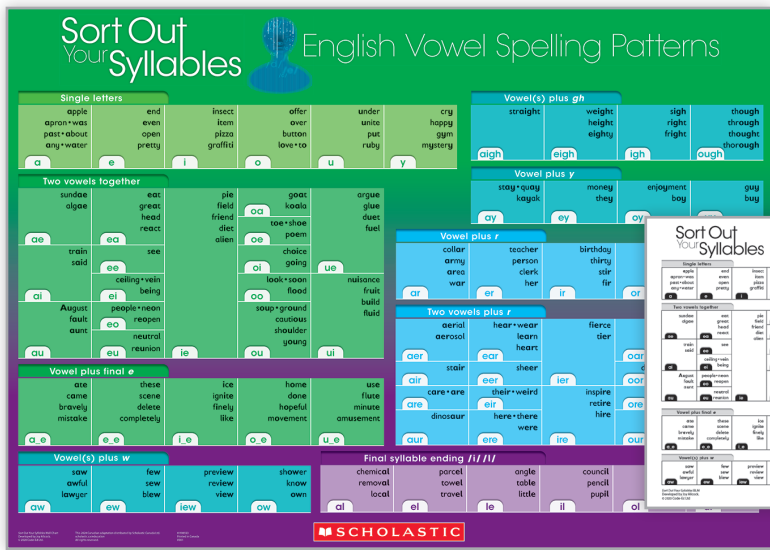
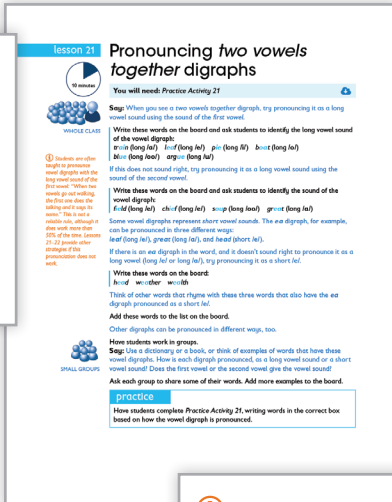
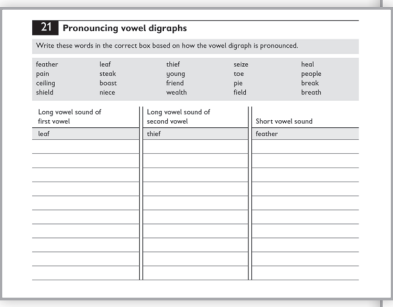
Informational notes for the teacher are indicated with an **i** icon. Additional support for English learners is also included where appropriate. These tips can also be used with other students who need extra support.

Support for English Learners
Have students work in pairs to pronounce and sort the words in Practice Activity 21.

i Students are often taught to pronounce vowel digraphs with the long vowel sound of the first vowel: “When two vowels go out walking, the first one does the talking and it says its name.” This is not a reliable rule, although it does work more than 50% of the time. Lessons 21–22 provide other strategies if this pronunciation does not work.

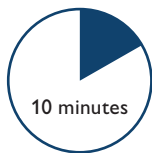
Supporting resources

- The poster-size **Wall Chart** provides a visual reference to the vowel spelling patterns taught in *Sort Out Your Syllables*. Display the chart in the classroom so that students have access to it throughout the lessons.
- Students can also refer to the vowel spelling patterns using their own **BLM** copies of the wall chart (available online).
- Vowel Spelling Pattern Cards and Labels** (available online) help students recognize and classify the nine types of vowel spelling patterns in the English language.
- All program assessments and practice activities, as well as additional digital references, are available online at digital.scholastic.ca/sort-out-your-syllables. 



lesson 2

Two vowels together



You will need: Vowel Spelling Pattern Cards and Labels for ‘Two vowels together,’ *Practice Activity 2*



Say: Vowel digraphs (two vowels representing one vowel sound) represent a number of different vowel sounds. There are many different vowel digraphs.

- Some digraphs begin with **a**.
Write these words on the board:
vertebrae, train, cause.
- Some digraphs begin with **e**.
Write these words on the board:
meat, green, vein, people, neutral.
- Some digraphs begin with **i**.
Write this word on the board: *pie.*
- Some digraphs begin with **o**.
Write these words on the board:
soap, toe, voice, spoon, soup.
- Some digraphs begin with **u**.
Write these words on the board:
blue, fruit.



Have students work in groups.

Say: Take out the spelling pattern cards and label for ‘Two vowels together.’ Spread the cards out so you can see each pattern.

Two vowels together

ae	ai	au	ea	ee	ei
eo	eu	ie	oa	oe	oi
oo	ou	ue	ui		

Support for English Learners

Review the vowel digraph patterns on the Wall Chart or BLM, and have students say each word aloud. Explain the meaning of any unknown words.

For each of these vowel digraphs, write three words that contain them.

Ask each group to share their words for one vowel digraph with the class.

practice

Have students complete *Practice Activity 2*, writing some words for each vowel digraph into their personal spelling patterns chart.