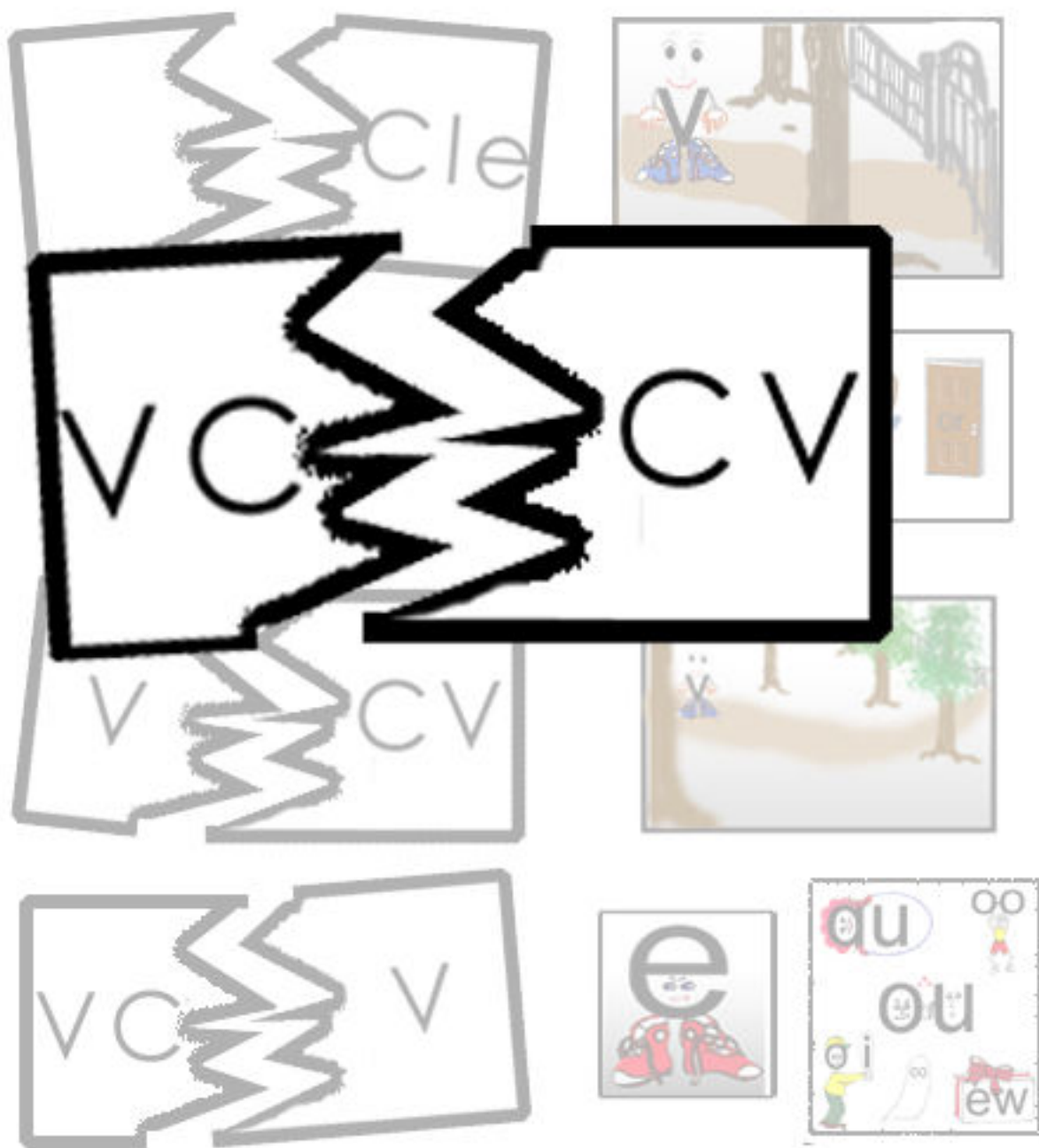


Dividing Words into Syllables



Rules of Syllable Division Summary sheet

1. Vowel/Consonant Vowel (V/CV)

Example: ho tel

2. Vowel Consonant/Consonant Vowel (VC/CV)

Example: mag net

3. Consonant/Vowel Flex Rule (VC/V)

Example: phon/ics

4. /Consonant-le

Example: ta/ble

Breaking Words into Syllables—Greedy Captain Story

The typical instructional language for teaching syllable division (e.g. VC/CV, V/CV, VC/V and consonant –le) can be very difficult for the early learner, and/or the student with a language learning difficulty, to retain. The use of a “sports team” analogy is a reference that students understand, and can easily map to the rules of syllable division.

The visuals associated with the sports team analogy provide a stable and sustainable reference for the student who needs additional processing time to encode or retrieve information. The use of the letter tiles as a manipulative provides an additional sensory avenue for the student to encode and retrieve information, while providing an opportunity for the student to act out the “greedy captain” story.

Breaking Syllables Apart—Greedy Captains VC/CV

Materials:

Letter tiles

Worksheets for VC/CV syllable words

Set up letter tiles for the word **magnet**.

Teacher: We are going to think about how to break a word into syllable teams. We are going to begin by looking at the beginning of the word. We are going to move our eyes carefully from left to right (motion to the direction of *right*) until we find our first vowel sound. This vowel sound is the captain of the first vowel team. All consonants to the left of this first vowel captain become the first syllable team.

Slide letter tiles, including first vowel sound, to the left.

Teacher: Next, we are going to move our eyes to the right (motion to the *right*) until we find the second vowel sound. This vowel sound is the captain of the second vowel team. All consonants to the right of this second vowel captain become the second vowel team.

Slide letter tiles, including second vowel sound, to the right.

Teacher: Now we are going to count the remaining number of consonants. These are the extra players who will be chosen by the vowel captains to be on their syllable teams.

If there are two consonants remaining, the vowel captains of the syllable teams will each take a consonant for their team.



Example:

Teacher: (Point to first syllable -mag). What type of syllable is this?

Student: Closed syllable/short walk.

Teacher: What is the vowel sound?

Student: /ă/

Teacher: What does this syllable say?

Student: "mag"

Teacher: (Point to the second syllable -net). What type of syllable is this?

Student: Closed syllable/short walk.

Teacher: What is the vowel sound?

Student: /ĕ/

Teacher: What does this syllable say?

Student: "net"



Teacher: Now, read the entire word.



Student: Magnet

Vowel/Consonant Vowel (VC/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word

VC CV VC CV VC CV

					
p	u	p	p	e	t

Vowel/Consonant Vowel (VC/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word





Vowel/Consonant Vowel (VC/CV)

Find the captains (vowel sounds). Which team(s) do the consonant(s) go to?
Write the letters in the team boxes. Read the word

s	u	n	s	e	t
---	---	---	---	---	---


--	--	--	--	--	--


Vowel/Consonant Vowel (VC/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word

m a g n e t



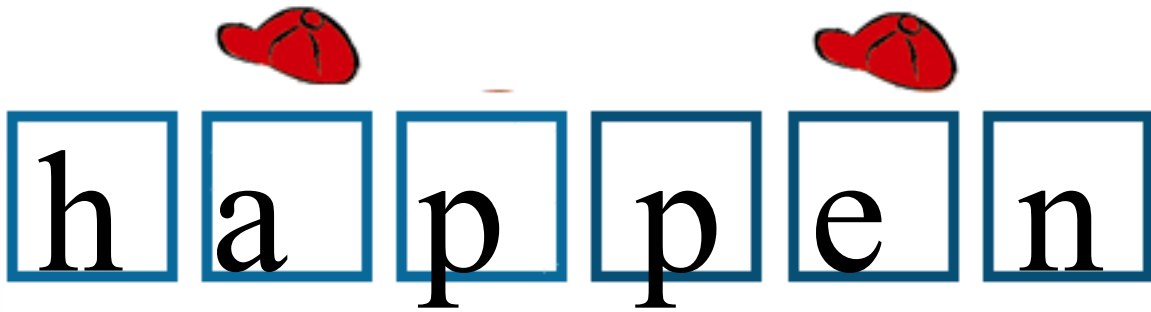
□ □ □ □ □ □



Vowel/Consonant Vowel (VC/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word

h a p p e n







□ □ □ □ □ □



Vowel/Consonant Vowel (VC/CV)

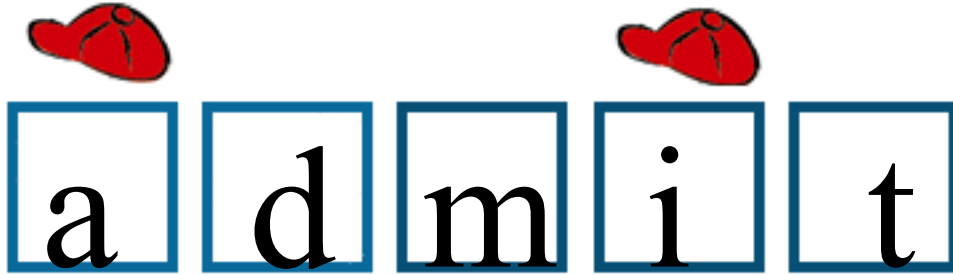
Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word

 
r a b b i t

Vowel/Consonant Vowel (VC/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word

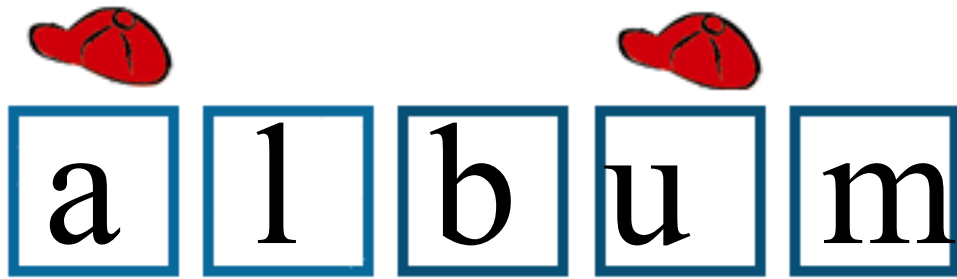


Vowel/Consonant Vowel (VC/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?

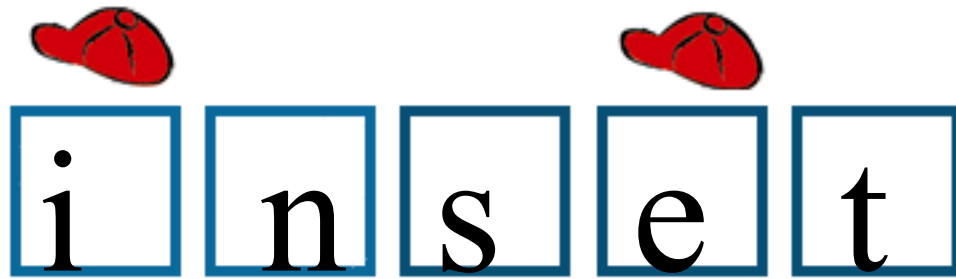
Write the letters in the team boxes.

Read the word





Vowel/Consonant Vowel (VC/CV)



Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word



Vowel/Consonant Vowel (VC/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word

 
t e n n i s

VC/CV Word List

basket	traffic	velvet	infant
puppet	trumpet	picnic	insult
admit	hidden	napkin	insect
sunset	tinsel	album	tennis
magnet	rabbit	kitten	happen

Vowel/Consonant Vowel (VC/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word

The activity area is enclosed in a large blue border. It contains two rows of six square boxes each. In the top row, two red boxing gloves are positioned above the second and fifth boxes. In the bottom row, two hands are shown holding the third and fourth boxes. The boxes are intended for students to write letters based on the instructions above.

Extra sheet for teachers use: fill in practice words

Vowel/Consonant Vowel (VC/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word



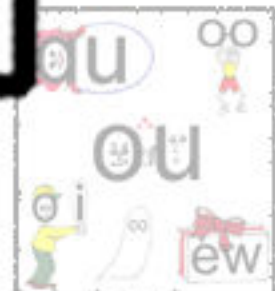
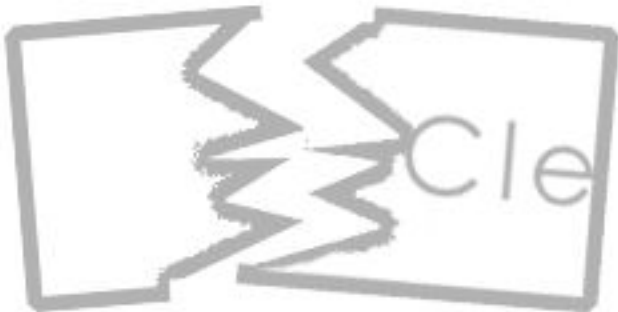
Two red boxing gloves are positioned above a row of five empty blue-outlined boxes. The first glove is above the first two boxes, and the second glove is above the last two boxes.



Two hands are shown holding the bottom corners of the first two boxes in a row of five empty blue-outlined boxes. The first hand is under the first box, and the second hand is under the second box.

Extra sheet for teachers use: fill in practice words

Dividing Words into Vowel/Consonant Vowel Syllables



Rules of Syllable Division Summary Sheet

1. Vowel/Consonant Vowel (V/CV)

Example: ho tel

2. Vowel Consonant/Consonant Vowel (VC/CV)

Example: mag net

3. Consonant/Vowel Flex Rule (VC/V)

Example: phon/ics

4. /Consonant-le

Example: ta/ble

Breaking Words into Syllables— V/CV Syllables

The typical instructional language for teaching syllable division (e.g. VC/CV, V/CV, VC/V and consonant le) can be very difficult for the early learner, and/or the student with a language learning difficulty, to retain. The use of a “sports team” analogy is a reference that students understand, and can easily map to the rules of syllable division.

The visuals associated with the sports team analogy provide a stable and sustainable reference for the student who needs additional processing time to encode or retrieve information. The use of the letter tiles as a manipulative provides an additional sensory avenue for the student to encode and retrieve information, while providing an opportunity for the student to act out the “greedy captain” story.

Breaking Words into Syllables—Greedy Captain Story

Materials:

Letter tiles

Worksheets for V/CV syllables

Set up letter tiles for the word “hotel”

Teacher: We are going to think about how to break a word into syllable teams. We are going to begin by looking at the beginning of the word. We are going to move our eyes carefully from left to right (motion to the direction of *right*) until we find our first vowel sound. This vowel sound is the captain of the first vowel team. All consonants to the left of this first vowel captain become the first syllable team.

Slide letter tiles, including first vowel sound, to the left.

Teacher: Next, we are going to move our eyes to the right (motion to the *right*) until we find the second vowel sound. This vowel sound is the captain of the second vowel team. All consonants to the right of this second vowel captain become the second vowel team.

Slide letter tiles, including second vowel sound, to the right.

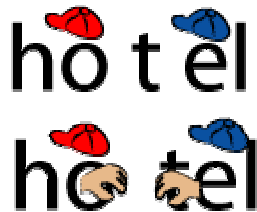
Teacher: Now we are going to count the remaining number of consonants. These are the extra players who will be chosen by the vowel captains to be on their syllable teams.

If there are two consonants remaining, the vowel captains of the syllable teams will each take a consonant for their team.

Teacher: Next, we are going to move our eyes to the right (motion to the *right*) until we find the second vowel sound. This vowel sound is the captain of the second vowel team. All consonants to the right of this second vowel captain become the second vowel team.

If there is only one consonant remaining, the consonant goes to the second vowel syllable team, because this team has the **greedy captain**.

Example: (V/CV)



Teacher: (Point to first syllable *-ho*). What type of syllable is this?

Student: open syllable/long walk.

Teacher: What is the vowel sound?

Student: /ō/

Teacher: What does this syllable say?

Student: "ho"

Teacher: (Point to the second syllable *-tel*). What type of syllable is this?

Student: Closed syllable/short walk.

Teacher: What is the vowel sound?

Student: /ĕ/

Teacher: What does this syllable say?

Student: "tel"

Teacher: Now, read the entire word.

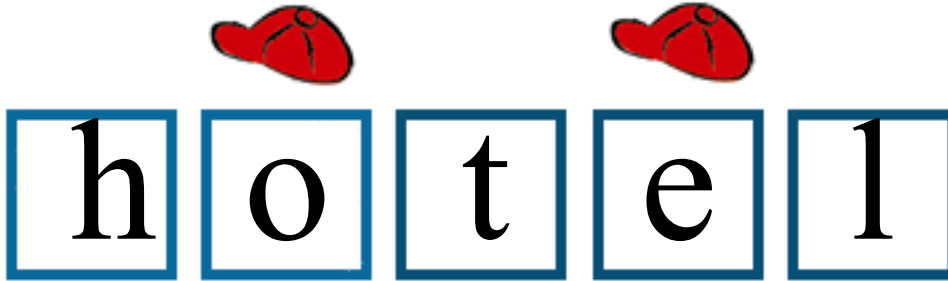
Student: hotel

Consonant blends are considered “best friends” and refuse to be broken up, and usually go together to the second vowel syllable team.

Example: **re fr esh**
re fresh

Vowel/Consonant Vowel (V/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word

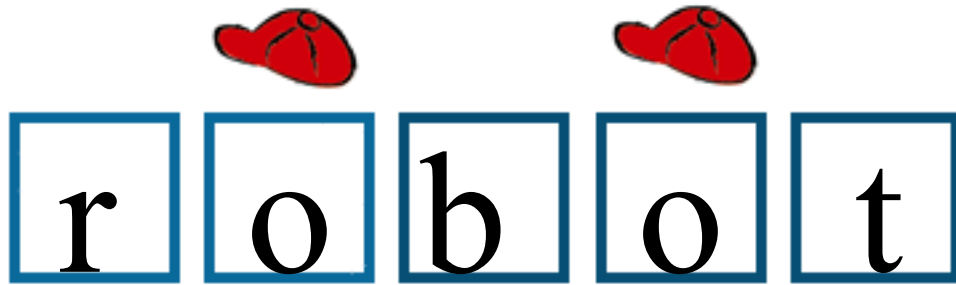


Vowel/Consonant Vowel (V/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?

Write the letters in the team boxes.

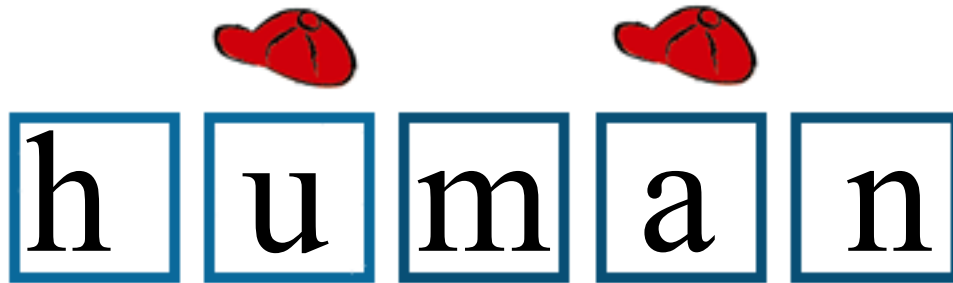
Read the word.



Vowel/Consonant Vowel (V/CV)

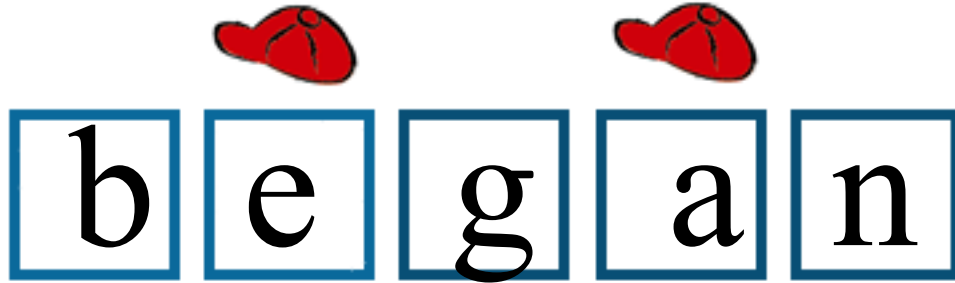
Find the captains (vowel sounds). Which team do the consonant(s) go to?
Write the letters in the team boxes.

Read the word



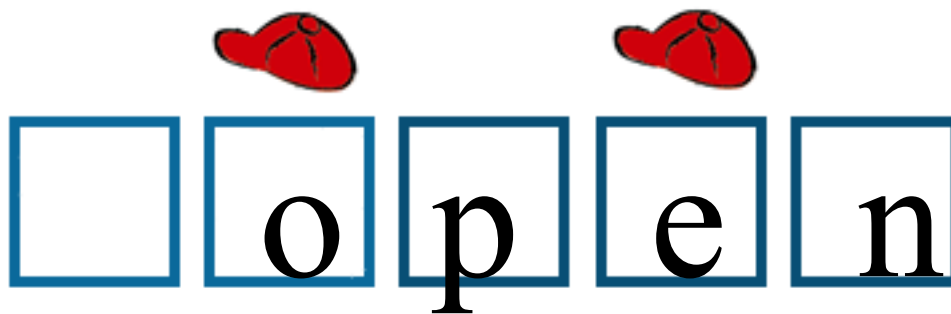
Vowel/Consonant Vowel (V/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word



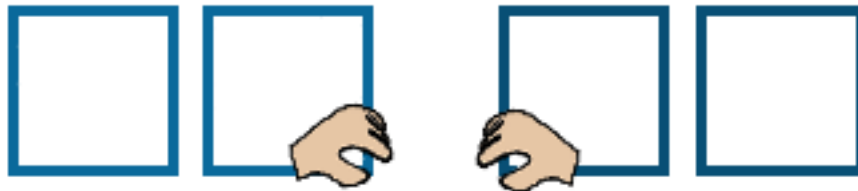
Vowel/Consonant Vowel (V/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word



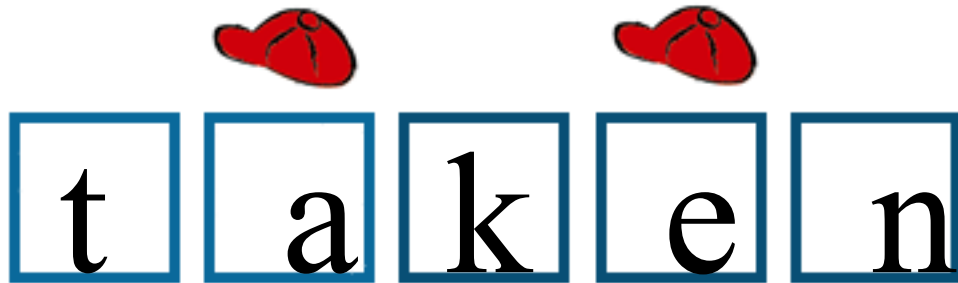
Vowel/Consonant Vowel (V/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word



Vowel/Consonant Vowel (V/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word

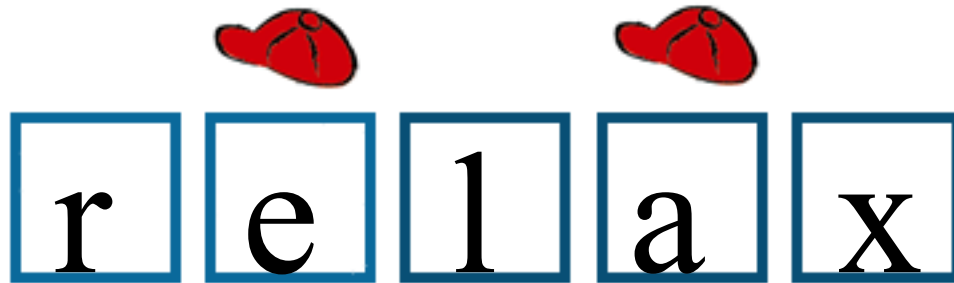


Vowel/Consonant Vowel (V/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?

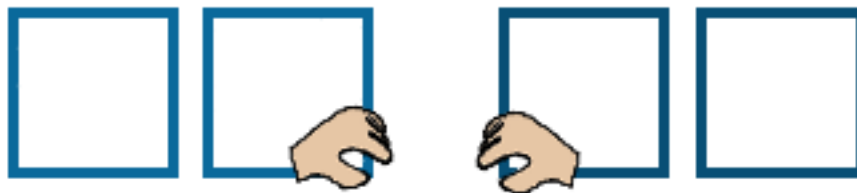
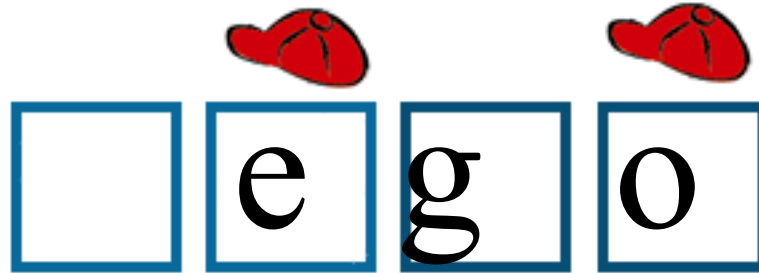
Write the letters in the team boxes.

Read the word



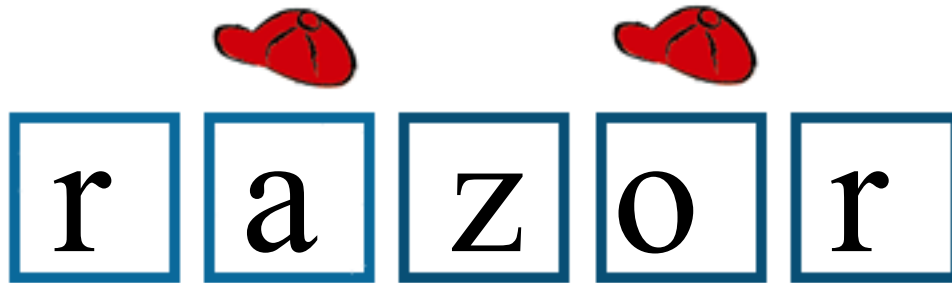
Vowel/Consonant Vowel (V/CV)

Find the captains (vowel sounds). Which team(s) do the consonant(s) go to?
Write the letters in the team boxes. Read the word



Vowel/Consonant Vowel (V/CV)

Find the captains (vowel sounds). Which team do the consonant(s) go to?
Write the letters in the team boxes. Read the word

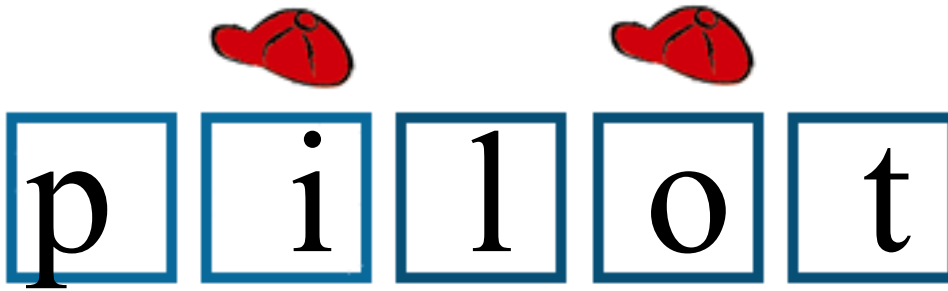


Vowel/Consonant Vowel (V/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?

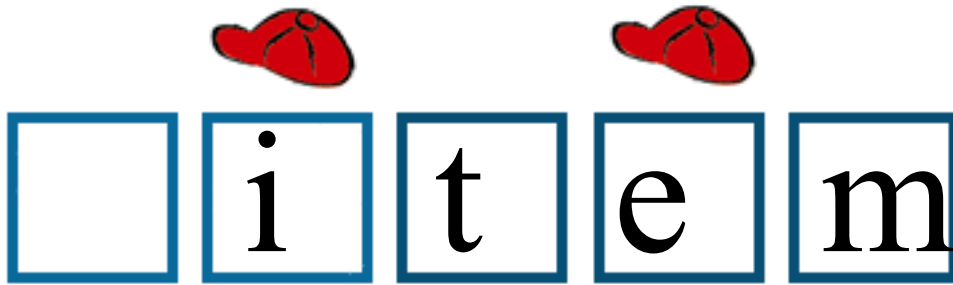
Write the letters in the team boxes.

Read the word



Vowel/Consonant Vowel (V/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word



v/cv word list

robot	ego	silent	music
human	razor	depend	cement
began	pilot	moment	mutant
open	item	belong	hotel
halo	token		
taken	relax		

Vowel/Consonant Vowel (V/CV)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?

Write the letters in the team boxes.

Read the word



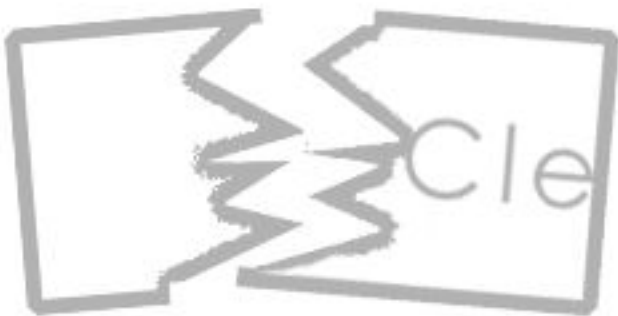
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Extra sheet for teachers use: fill in practice words

Breaking Words apart into Syllables-Flex Rule



Rules of Syllable Division Summary Sheet

1. Vowel/Consonant Vowel (V/CV)

Example: ho tel

2. Vowel Consonant/Consonant Vowel (VC/CV)

Example: mag net

3. Consonant/Vowel Flex Rule (VC/V)

Example: phon/ics

4. /Consonant-le

Example: ta/ble

Breaking Syllables Apart—Flex Rule

Materials:

Letter tiles

Dividing Words into VC/V syllables

Word Lists for VC/V Words

Set up letter tiles for the word **phonics**

Teacher: We are going to think about how to break a word into syllable teams. We are going to begin by looking at the beginning of the word. We are going to move our eyes carefully from left to right (motion the direction *left to right*) until we find our first vowel sound. This vowel sound is the captain of the first vowel team.

Point to the **vowel sound /o/** in the word **phonics**.

All **consonants** to the **left** of this **first vowel captain** become the first syllable team.

Slide letter tiles **p**, **h**, and **n** to the left.

Teacher: Next, we are going to move our eyes to the right (motion to the *right*) until we find the second vowel sound /i/. This vowel sound is the captain of the second vowel team. All **consonants** to the **right** of this **second vowel captain** become the second vowel team.

Slide letter tiles **i** and **c**, and **s** to the right.

Teacher: Now we are going to count the remaining number of consonants. These are the extra players who will be chosen by the vowel captains to be on their syllable teams. There is only **one extra** player which is the consonant **n**.

When there is only one consonant remaining, the consonant usually goes to the second vowel syllable team, because this team has the **greedy captain**. (Push the letter **n** over to the vowel team on the left.)



Teacher: (Point to first syllable *-pho*). What type of syllable is this?

Student: open syllable/long walk.

Teacher: What is the vowel sound?

Student: /ō/

Teacher: What does this syllable say?

Student: "pho"

Teacher: (Point to the second syllable *-nics*). What type of syllable is this?

Student: Closed syllable/short walk.

Teacher: What is the vowel sound?

Student: /ĭ/

Teacher: What does this syllable say?

Student: "nics"

Teacher: Now, read the entire word.

Student: pho nics

Teacher: Is this a word you recognize?

Student: No

Teacher: Sometimes players are traded when they don't work well with a team. Let's trade the n back to the first team. (Move letter tile n to first syllable team.)

Teacher: (Point to first syllable *-phon*). What type of syllable is this?

Student: closed syllable/short walk.

Teacher: What is the vowel sound?

Student: /ō/

Teacher: What does this syllable say?

Student: "phon"

Teacher: (Point to the second syllable *-ics*). What type of syllable is this?

Student: Closed syllable/short walk.

Teacher: What is the vowel sound?

Student: /i/

Teacher: What does this syllable say?

Student: "nics"

Teacher: Now, read the entire word.

Student: Phonics

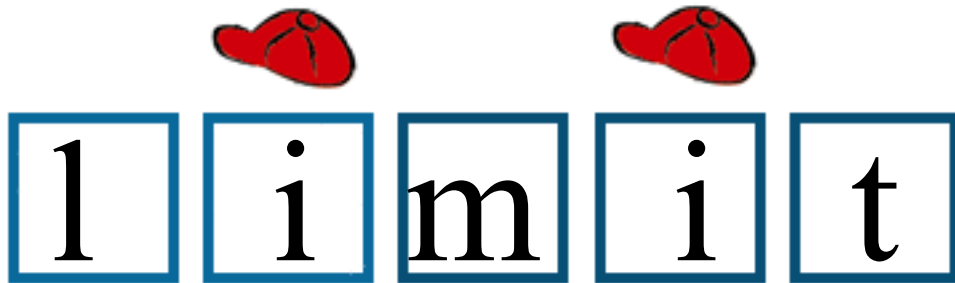
Teacher: Sometimes, the consonant that remains goes to the first syllable team. If we read “phō nics” we won’t recognize the word. If you do not recognize the word after you have divided words as you should for “**greedy captains**”, trade the consonant player to the first vowel team. (Slide the letter tile **n** to the first team). Now when we read this word it says “phōn-ics”. Who can tell me what “phonics means and use the word in a sentence?”

Teacher: We are going to practice breaking apart words that have players that might need to be traded back to the first vowel team. Take out your work sheet.

Write the words from the VC/V word lists on the board and scaffold the first several words using the letter tiles as manipulatives.

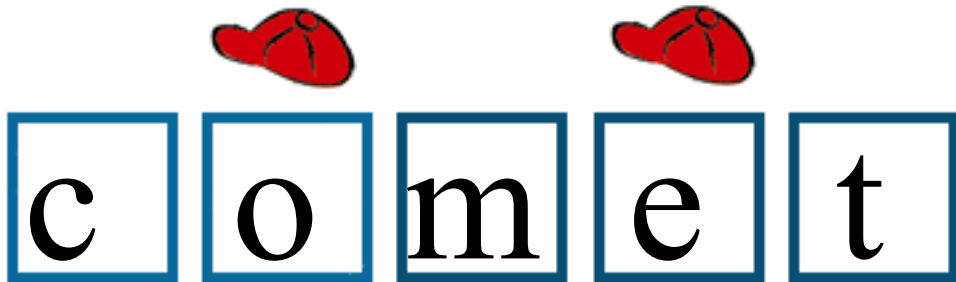
Vowel/Consonant Vowel (VC/V)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word



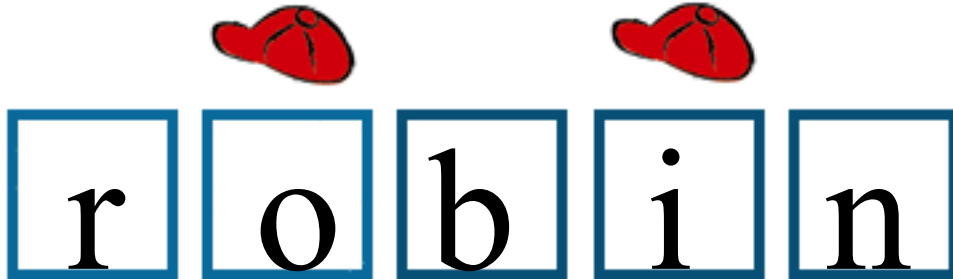
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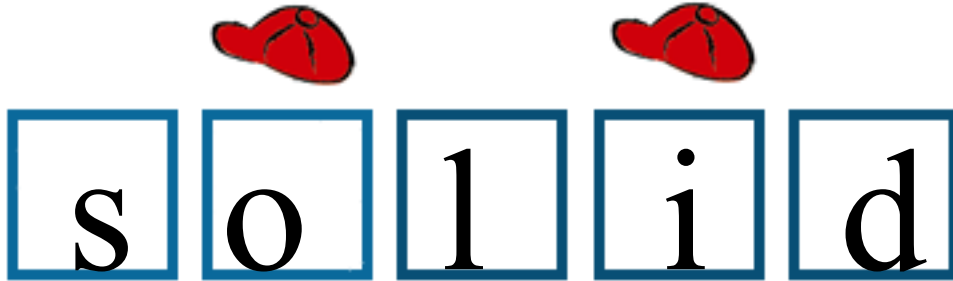
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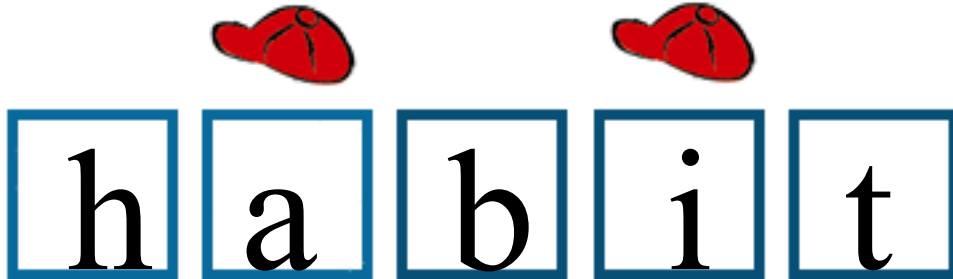
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Find the captains (vowel sounds). Which team(s) do the consonant(s) go to?
Write the letters in the team boxes. Read the word



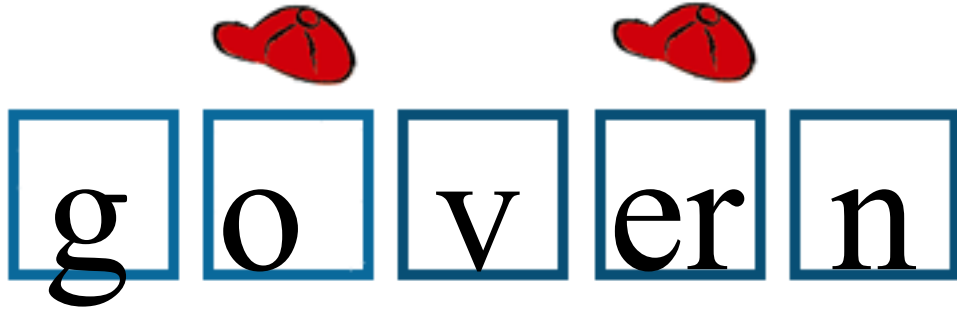
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Find the captains (vowel sounds). Which team(s) do the consonant(s) go to?
Write the letters in the team boxes. Read the word



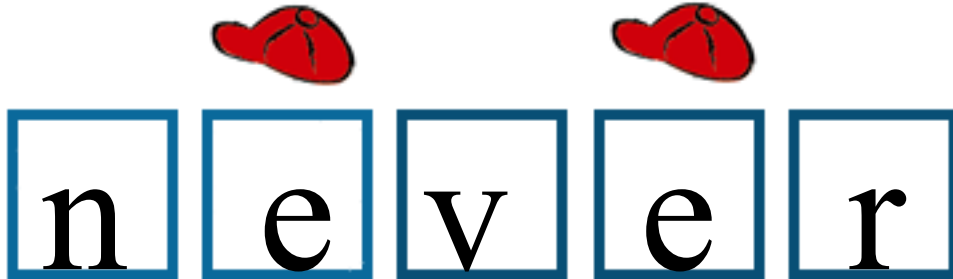
Vowel/Consonant Vowel (VC/V)

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Write the letters in the team boxes. Read the word



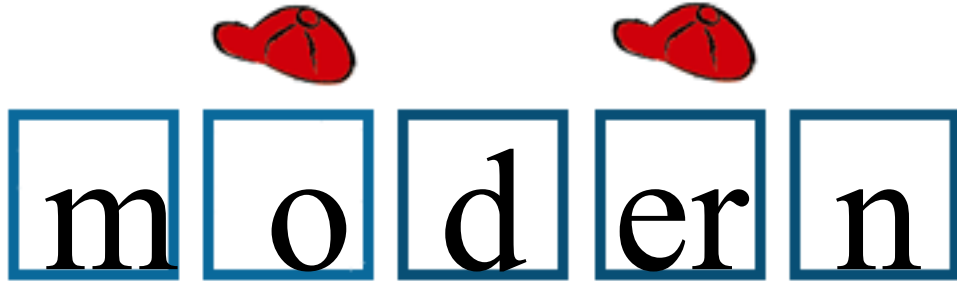
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Find the captains (vowel sounds). Which team(s) do the consonant(s) go to?
Write the letters in the team boxes. Read the word



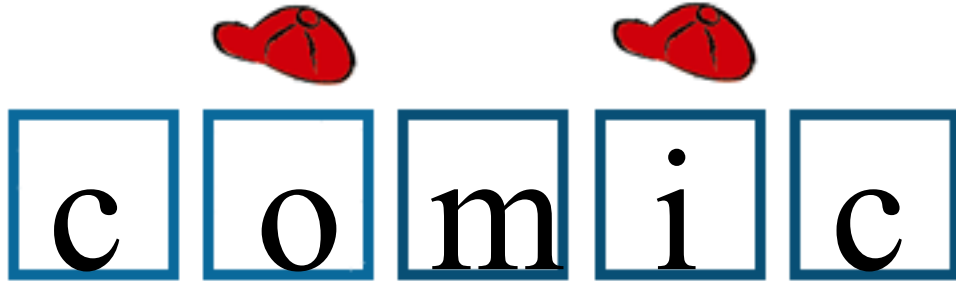
Vowel/Consonant Vowel (VC/V)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word



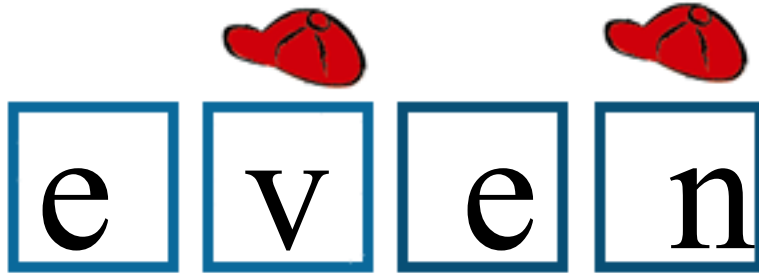
Vowel/Consonant Vowel (VC/V)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word to?



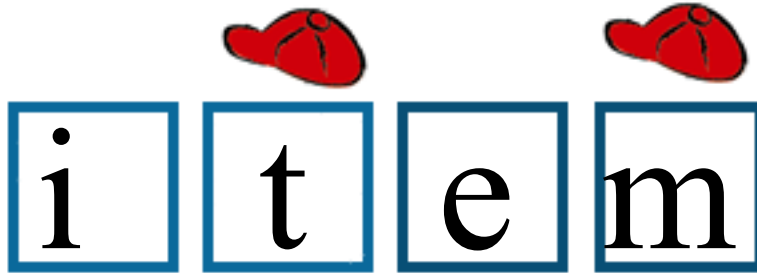
Vowel/Consonant Vowel (VC/V)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word



Vowel/Consonant Vowel (VC/V)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word



VC/V Word List

limit

robin

habit

ever

comet

solid

govern

modern

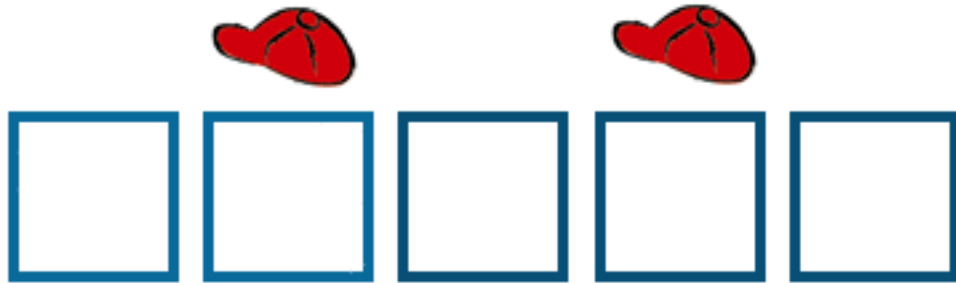
comic

oven

never

Vowel/Consonant Vowel (VC/V)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word



Two red captain hats are positioned above a row of five empty square boxes. The first hat is above the second box, and the second hat is above the fourth box.



A row of five empty square boxes. The middle box (the third one) is being held from the bottom by two hands, one on each side.

Vowel/Consonant Vowel (VC/V)

Find the captains (vowel sounds). Which teams do the consonant(s) go to?
Write the letters in the team boxes. Read the word



Extra sheet for teachers use: fill in practice words

Dividing Consonant-le Syllables



Rules of Syllable Division

1. Vowel/Consonant Vowel (V/CV)

Example: ho tel

2. Vowel Consonant/Consonant Vowel (VC/CV)

Example: mag net

3. Consonant/Vowel Flex Rule (VC/V)

Example: phon/ics

4. /Consonant-le

Example: ta/ble

Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.

Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



g i g g l e

□ □ □ □ □ □

Two cartoon hands are shown pointing to the third and fourth boxes in the row of six empty boxes.

Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.

Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



j u n g l e

□ □ □ □ □ □

Two cartoon hands are shown pointing to the fourth and fifth boxes of the row of six empty boxes below the word 'jungle'.

Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.


Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



f i z z l e

□ □ □ □ □ □



Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.

Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



b u m b l e

□ □ □ □ □ □

Two cartoon hands are shown pointing to the third and fourth boxes of the row of six empty boxes.

Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.

Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



t u m b l e

□ □ □ □ □ □

Two cartoon hands are shown pointing to the third and fourth boxes of the row of six empty boxes.

Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.

Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



r i d d l e

□ □ □ □ □ □

Two cartoon hands are shown pointing to the third and fourth boxes in the row of six empty boxes.

Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.

Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



g e n t l e

□ □ □ □ □ □

Two cartoon hands are shown pointing to the third and fourth boxes in the row of six empty boxes.

Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.

Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



p u d d l e

□ □ □ □ □ □

Two cartoon hands are shown holding the bottom edges of the fourth and fifth empty boxes in the row.

Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.

Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



u n c l e

Two sets of empty boxes for writing. The first set consists of two boxes, with a hand icon pointing to the second box. The second set consists of three boxes, with a hand icon pointing to the first box.

Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.

Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



a p p l e

--	--	--	--	--

Two hands are shown pointing to the second and third boxes of the second row.

Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.

Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



m a p p l e



Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.

Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



t i t l e

--	--	--	--	--

Two cartoon hands are shown pointing to the second and third boxes of the team boxes. The first hand is pointing to the second box, and the second hand is pointing to the third box.

Consonant-le Word List

giggle

cuddle

maple

riddle

jungle

tumble

title

gentle

fizzle

apple

table

puddle

uncle

bumble

Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.

Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



--	--	--	--	--

--	--	--	--	--

Extra sheet for teachers use: fill in practice words

Consonant-le

Find the consonant-le syllable and write the letters in the team boxes.

Find the first syllable and write the letters in the team boxes.

Take the vowel sound in the first syllable for a walk.

Is it a long vowel or a short vowel? Say the vowel sound.

Read the word



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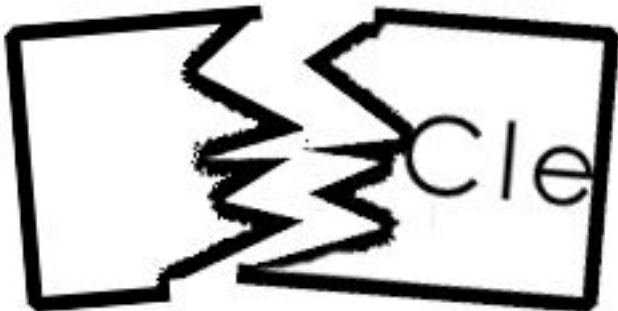
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Extra sheet for teachers use: fill in practice words

Breaking Words into Syllables

Blank Practice Sheets



Rules of Syllable Division Summary Sheet

1. Vowel/Consonant Vowel (V/CV)

Example: ho tel

2. Vowel Consonant/Consonant Vowel (VC/CV)

Example: mag net

3. Consonant/Vowel Consonant (VC/V)

Example: phon/ics

4. /Consonant-le

Example: ta/ble

Word lists for syllable division

VC/CV

basket
puppet
admit
sunset
magnet
happen
rabbit
kitten
velvet
picnic
napkin
album
hidden
tinsel
infant
insult
insect
tennis
traffic
trumpet

V/CV

hotel
robot
human
began
open
halo
taken
relax
ego
razor
pilot
item
token
silent
depend
moment
belong
music
cement
mutant

VC/V

limit
comet
comic
robin
solid
oven
habit
govern
never
ever
modern

Consonant le

giggle
jungle
fizzle
uncle
bumble
tumble
apple
maple
title
table
riddle
gentle
puddle
cuddle

Break the word into syllables

--	--	--	--	--	--

--	--	--	--	--	--



--	--	--	--	--	--

Extra sheet for teachers use: fill in practice words

Break the word into syllables

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

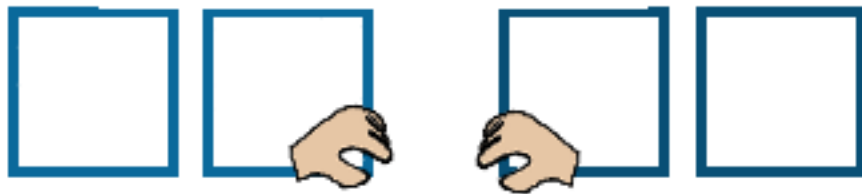
Extra sheet for teachers use: fill in practice words

Break the word into syllables



Extra sheet for teachers use: fill in practice words

Break the word into syllables



Extra sheet for teachers use: fill in practice words

