

Lose the Rules: Multi-Syllable Words Made Easy

Presented to
2017 READING Conference
Denver, CO
October 10, 2017

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Single-syllable to Multi-syllable

- Always make certain that students can read real and nonsense *single-syllable* words accurately before teaching students to read multi-syllable words.
- They need to be able to read **ab** and **scond** ... before reading the unfamiliar word **abscond**.

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Spelling Multi-syllable Words

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Spelling Multi-Syllable Words Starts with Hearing the Syllables

- Many students try to memorize the spelling without paying attention to matching spelling to syllables.
- We need to teach students to spell by syllable so they understand that they do not have to memorize a string of letters.

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Two Ways To Help Students Spell Multi-Syllable Words

1. Teach students to spell specific words
 - Always show the word first.
 - Teach students to match oral syllables to written syllables.
2. Answer: "How do I spell _____?":
 - Ask the student to say the word, then break it into syllables.
 - Guide the students to spell each syllable correctly.

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Schwa Is Important for Spelling Multi-Syllable Words

ə

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More Words with Schwa - /ə/

- **avoid**
 - the **a** spells schwa, not short a or long a
- **problem**
 - the **e** spells schwa, not short e or long e
- **rapid**
 - the **i** spells schwa, not short i or long i
- **dragon**
 - the **o** spells schwa, not short o or long o
- 'U' spelling schwa is not a problem. (Wonderful)

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Schwa Is a Big Problem for Spelling

- Schwa is a big problem for *spelling* because the schwa sound gives no clue about the letter that spells it.
- Students have to remember the letter that spells the schwa sound 'by heart'.
- Marking the letter(s) spelling schwa can make it easier for students to remember the spelling.

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Show You Know

- What letters spell schwa in these words?

r i b b o n

s e v e n

A r u b a

t u n a

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Reading Multi-syllable Words with Short Vowels

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What Do We Find in Many Classrooms Being Taught About Syllables?

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Syllabication Rules: Focus on Consonants

- Break syllables between two consonants that are the same.

r a b b i t t e n n i s c o t t a g e

- When two consonants are together, break between the consonants.

b a r g a i n v e l v e t c o n c e a l

- Keep blends and consonant digraphs together.

s u b s t i t u t e a t h l e t i c

But what about g a s t r a l ? g a s t r a l o r g a s t r a l ?

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Syllabication Rules: VCV

- When 2 vowels are separated by one consonant, divide the word after the first vowel and before the consonant
 - V / CV: the first vowel is in an open syllable and is long
si lent e vict pho to
- If the first try doesn't work, divide after the consonant and before the second vowel.
 - VC / V: the first vowel is in a closed syllable and is short
rob in van ish ex act

VCCVVCVVCV...

Syllable Division Patterns

PATTERN	VARIATION	EXAMPLE
VCV	vc'lv	napkin
	vc'lv'	inject
	v'lv'	respect
	v'lv	April
VCV	v'lv	baby
	vc'lv	river
	v'lv'	erase
VCCVVCV	vc'lv'lv	important
VCCVVCV	vc'lv'lv'	explain
	vc'lv'lv	emblem
	vc'lv'lv	pumpkin
VV	v'lv	diet
	v'lv'	create
	v'lv	cameo

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What Does Readsters Recommend for Teaching Students about Syllables?

Look for the Vowels!!!

- The nucleus of every spoken syllable is a vowel sound.
- The nucleus of almost every written syllable is one or more letters that spell the vowel sound.
- Students need to know:
 - These letters are almost always vowels: **a e i o u**
 - y** is always a vowel at the end of a word
 - u** is not a vowel when it is after the letter **q**.

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Reading Multi-syllable Words with Short Vowels

Before Students Can Read Multi-Syllable Words with Short Vowels...

- They need to be able to read one syllable real and nonsense words with short vowels easily.

ad mon ish = admonish

Two of the syllables are nonsense words.

Questions To Help Students Read Multi-Syllable Words at the Short Vowel Stage

1. Ask these questions:
 - How many vowels letters do you see?
 - Are they together or apart?
 - How many syllables in the word?
2. Tell the student to break the word into syllables in writing, making sure one vowel letter is in each syllable.

Typical Rules for Syllables Do Not Apply

- Any way of breaking the syllables that will get to the pronunciation works.
- “Admonish” might be broken these ways:
 - ad mon ish
 - This is the “syllable rule” way
 - ad mo nish
 - If the student reads the middle syllable with a long vowel, tell him to “flex” the o to a short o.
- “Replicate” might be broken:
 - rep li cate
 - re plic ate
 - re pli cate

Rules You Might Teach

- Break between two consonants that are the same, and only pronounce the consonant once.
rab bit ten nis ad dress slug gish
- Keep digraphs together
ac com plish ment graph ic (or gra phic)

Most of the time . . . shep herd

If Necessary, Help the Student Break the Word So Each Syllable Can Be Pronounced

1. If the student writes: adm o nish
 - Point out that the syllable ‘adm’ isn’t easy to pronounce, and have the student move the ‘m’ to the middle syllable.
2. If the student writes: admon ish
 - Remind student that when three vowels are apart, there will be three syllables.
3. If the student writes: admoni sh
 - Remind student that every syllable has a vowel.

I’ll demonstrate with establish

1. Show the word. (Don’t say the word!)
2. Ask: How many vowels do you see? (3) Use fingers to show.
3. Ask: Are the vowels together or apart? (apart) Show hands apart.
4. Ask: How many syllables? (3) Use fingers to show.
5. Students draw a line for each syllable. (3 lines) _ _ _
 - If the student draws the incorrect number of lines, ask the student to count the vowels again.
6. Students write one syllable on each line. es tab lish
 - Teacher guides student to correct syllables with questions and suggestions.
7. Students read each syllable individually, out-of-order.
8. Students read each syllable individually in order, then blend them into a word.

The Steps on the Previous Slide Are a Starting Point

- Start with all the steps (asking about vowels, having students read each syllable out of order, etc.)
- After a few times using all – or most of – the steps, have students break words into syllables without any help.
 - Correct a student’s syllable division only if necessary:
 - If a student breaks a word adm – on – ish, explain that dm cannot be pronounced at the end of a syllable, and we need to move the m to the next syllable”
 - If a student break a word admo – nish, ask if every syllable has only one vowel and let the student self-correct by moving the letters so that it has three syllables.

Wisconsin

1. **How many vowel letters?**
 - Raise fingers to show me.
2. **Together or apart?**
 - Put hands apart to show me the vowels are apart.
3. **How many syllables?**
 - Use fingers to show me.
4. Draw lines.
5. Write syllables.
6. Read each syllable.
7. Read whole word.

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Content Area Words with Short Vowels MATH (some with schwa)

element	connect	octagon	input
expand	random	octagonal	maximum
extend	problem	pentagon	minimum
model	subset	solid	profit
product	subtract	constant	axis
statistic	gallon	complex	limit
hexagon	metric	convex	compliment
hexagonal	segment	mathematics	construct

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Content Area Words with Short Vowels SOCIAL STUDIES (some with schwa)

cabinet	radical	political	elastic
citizen	rebel	propaganda	ethnic
civil	republic	protestant	fossil
abolish	republican	public	investment
annex	democrat	misconduct	product
assassin	democratic	element	dissent
capitalism	scandal	conflict	politics
amendment	pacifist	custom	central

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Content Area Words with Short Vowels GEOGRAPHY (some with schwa)

capital	tropical
capitol	subtropical
canyon	tundra
continent	Volcanic
ethnic	canal
fossil	continental
grasslands	inland
planet	peninsula
delta	savanna

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Content Area Words with Short Vowels SCIENCE (some with schwa)

abdomen	habitat	sediment	fungus
adapt	infect	skeleton	gamma
constant	insect	tendon	Kelvin
contract	magnet	combust	kinetic
convex	mammal	conduct	ligament
expand	piston	distill	magma
filament	pollen	elemental	magnetic
fossil	retina	electron	malignant
funnel	sediment	electronic	meniscus
habitat	skeleton	fulcrum	metabolism

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Flexing Vowel Sounds

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Teach Students to “Flex”

Teach students to try different vowel sounds

- If **cōm mōn**, doesn’t work, “flex” the second vowel to a schwa.
- If **ă dūlt**, doesn’t work, flex the first vowel to a schwa.

What are the two different pronunciations? Where is the schwa?

- | | |
|---|--|
| 1. record
rĕ cerd - noun
rə cord - verb | 3. conduct
cōn duct - noun
cən duct - verb |
| 2. progress
prŏ gress - noun
prə gress - verb | 4. convert
cōn vert - noun
cən vert - verb |

More “twin” words with schwa /ə/

- | | |
|-----------------------------------|-----------------------------------|
| 1. con flict - n
con flict - v | 4. con tract - n
con tract - v |
| 2. con tent - n
con tent - adj | 5. pre sent - n
pre sent - v |
| 3. con test - n
con test - v | 6. ob ject - n
ob ject - v |

Reading Multi-syllable Words with Silent E

Teaching Multi-syllable Words with Silent E

Add one new question to help the student chunk the syllables around vowels.

1. How many vowels?
2. Are they together or apart?
3. Do you see a silent e?
 - The silent e will belong with another vowel in a syllable.
 - Show thumb up for yes, thumb down for no.
4. How many syllables?

Usually, VCE spellings are at the end of a multi-syllable word

Sometimes vce at the end of a multi-syllable word spells a long vowel sound:

replace	antelope
subscribe	demonstrate
exclude	centipede
complete	illustrate
alcove	contribute
capsize	sanitize
lactose	imitate
octane	bellicose

Sometimes vce at the end of a multi-syllable word spells schwa:

palace	opposite
lettuce	populace
terrace	adjective
service	literate
justice	effective
Candice	instinctive
cursive	apprentice
confederate	cowardice

Most of the time VCE comes at the end of a multi-syllable word, but exceptions exist

- These may look like possible vce words, but they are not because silent e is almost always at the end of a word:
electric
kinetic
calendar
delectable
relevant
selection
- Compound words are exceptions when a silent e can be in the middle of a word:
makeshift
lakefront
timekeeper
lamebrain
blameworthy
wineglass
bonehead
polecat
sideburn
- Base or root words with consonant suffixes are exceptions when a silent e can be in the middle of a word:
timeless
hopeful
amusement
lifeless
bravely
requirement
likeness
falsehood
lonesome

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trapeze

- How many vowel letters?
 - Raise fingers to show me. (3)
- Together or apart?
 - Put hands apart to show me the vowels are apart. (apart)
- Do you see a silent -e?
 - Show. (thumb up)
- How many syllables?
 - Use fingers to show me. (2)
- Draw lines.
- Write syllables.
- Read each syllable.
- Read whole word.

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complicate

- How many vowel letters?
 - Raise fingers to show me. (4)
- Together or apart?
 - Put hands apart to show me the vowels are apart. (apart)
- Do you see silent -e?
 - Show. (thumb up)
- How many syllables?
 - Use fingers to show me. (3)
- Draw lines.
- Write syllables.
- Read each syllable.
- Read whole word.

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Reading Multi-syllable Words with Vowel Teams

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With vowel teams, the second question becomes relevant

- How many vowels letters?
- Are they together or apart?

When vowels are together, they usually represent one vowel sound.
- Do you see silent -e?
- How many syllables?

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Words Students Can Read

reveal	underneath
increase	disappear
release	leadership
repeat	chimpanzee
prevail	overload
cockroach	disagree
mushroom	bassoonist
approach	discontinue

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clairvoyant

1. How many vowel letters?
 - Raise fingers to show me. (4)
2. Together or apart?
 - Show with hands. (some together & some apart)
3. Do you see a silent -e?
 - Show. (thumb down)
4. How many syllables?
 - Use fingers to show me. (3)
5. Draw lines.
6. Write syllables.
7. Read each syllable.
8. Read whole word.

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Four Questions

1. How many vowel letters?
2. Are they together or apart?
3. Do you see a silent -e?
4. How many syllables?

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Summary

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Summary of Important Points

Students Need to Know

- What a syllable is.
- How to orally segment and blend syllables.
- Every syllable has a vowel sound.
- Almost all syllables have one or more vowel letters.

Reading Multi-Syllable Words

- Students break words into syllables around the vowels in order to read them.
- When one vowel is by itself, it will create a syllable; the exception is silent e which stays in the syllable with the vowel before it.
- When two vowels are together, they will create a syllable. (There are exceptions: chaos, violin, etc.)
- If the word doesn't sound right, "flex" the vowels.

Learning to Spell Multi-Syllable Words

- The teacher shows the word and says it.
- Students break words into syllables orally.
- Students spell the word by syllable.
- Use a heart or other device to draw attention to letters that are difficult to remember.
- Students spell the word.

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Teach Students to Read Words Systematically

Short Vowels

- **Closed syllables** - One vowel followed by one or more consonants has the short sound (at, cat, bent, shrimp, spun)
batman, bathtub, velvet, catatonic, Wisconsin, appendix

R-controlled Vowels

- **Vowel + r** - One vowel followed by a consonant has its own sound (car, barn, her, herd, sir, firm, fur, turn, fort)
market, cortex, organ, armpit, carton, carnival, compartment

Long Vowels

- **Open syllables** - One vowel at the end of the syllable has the long sound (go, so, me, my, pi)
recant, prevent, beyond, matrix, succulent, utensil, humanistic
- **Silent e** - Two vowels (vce) work together to spell the long vowel sound of the first vowel (ace, lace, place, eve, lime, slime, ode, rode, tune)
shipmate, immune, pulsate, decade, infantile, contribute, projectile
- **Vowel teams** - More than one letter spells the vowel sound (pay, raid, bead, feet, pie, my, sigh, boat, toe, snow, cue, view, shout, foil, Paul, awl)
repeat, chimpanzee, boomerang, poisonous, acoustic, venue, discontinue, cavalier

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Why Ask the Four Questions?

1. How many vowel letters do you see?
 2. Are they together or apart?
 3. Do you see a silent -e at the end?
 4. How many syllables in the word?
1. When vowel letters are apart, each vowel indicates one syllable. (fan - tas - tic)
 2. When two or more vowel letters are together, they indicate one syllable. (treat - ment)
 3. Silent e at the end with the preceding vowel letter indicates one syllable. (re - late)
 4. After answering the questions, students can break the words into syllables and read small words.

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Steps to Learn Reading Multi-syllable Words

1. How many vowel letters?
 - Show with fingers.
2. Together or apart?
 - Show with hands.
3. Do you see a silent -e?
 - Show thumb up or down.
4. How many syllables?
 - Show with fingers.
5. Draw lines.
6. Write syllables on lines.
7. Touch and read each syllable.
8. Trace under and read whole word.

What Are the Four Questions?

1. How many vowel letters do you see?
2. Are they together or apart?
3. Do you see a silent -e at the end?
4. How many syllables in the word?

Steps to Learn Reading Multi-syllable Words

1. Show the word. (Don't say the word.)
2. Ask: How many vowel letters do you see?
3. Ask: Are they together or apart?
4. Ask: Do you see a silent -e at the end?
5. Ask: How many syllables?
6. Students draw a line for each syllable.
 - If the student draws the incorrect number of lines, ask the student to count the vowels again.
7. Students write one syllable on each line.
 - Teacher guides student to correct syllables with questions and suggestions.
8. Students read each syllable individually in order, then blend them into a word.

Teaching Spelling of Multi-Syllable Words Starts with Showing and Saying the Word

Step 1: Show and Say the Word

1. Teacher writes the word on the board.
2. Teacher says the word.

Students Learn To Pronounce the Word

Step 2: Know the Word Phonologically

1. Students say the word.
2. Students count the syllables in the orally spoken word.
3. Students say each syllable in the word accurately.
4. Teacher draws a line on the board for each syllable under the word.
5. Students draw a line for each syllable.

Relate Spelling to Oral Pronunciation

Step 3: View the Printed Word by Syllable

1. Students look at the word.
2. Students use the three questions to count the syllables in the printed word.
3. Students break the printed word into syllables.
4. Teacher spells each syllable on the lines on the board.
5. Students spell each syllable on the lines they have drawn.

Identify any Unexpected Spellings

Step 4: Mark Any Spellings that Are Difficult

1. Students discuss which letters might be difficult to remember.
2. Teacher and students mark the letters that might be difficult. (The mark might be a heart, underline, circle, or schwa sign.)

Study the Word

Step 5: Study the Spelling of Each Syllable

1. Students study the word, learning how to spell each syllable.
2. Teacher erases the word and the syllables.
3. Students turn their papers with spelling over.
4. Teacher draws a line for each syllable.
5. Teacher asks students to spell syllables in random order by pointing to a line and calling on a student to spell the syllable.
6. Students chorally spell the word orally.

Spell the Word in Writing

Step 6: Write the Word

1. Teacher erases the board.
2. Students draw a line for each syllable.
3. Students spell each syllable.
4. Teacher writes correct spelling for each syllable.
5. Students check their spelling.
6. Students write the word without breaking it into syllables.

INTRODUCING SCHWA LESSON DRAFT v10 2.1.17

This lesson only works if students know (1) their short vowel sounds, and (2) can read one and two syllable words with short vowels.

Each student will need one copy of **Identify the Letter that Spells Schwa** (page 6 in this packet) and a pencil for step VII.

I. Students Learn the Word 'Schwa' and the Schwa Symbol

1. Draw the schwa symbol on the board:
2. Say: **Today you are going to learn about the schwa vowel sound.**
3. Say: **Everyone say 'schwa'.**
 - Students say 'schwa'.
4. Point to the schwa symbol and say: **This is the symbol for schwa.**
- 5. Point to the schwa symbol and say: name , what do we call this symbol?
 - Student says 'schwa'.
- └ 6. Repeat step 5 with two more students.
7. Say: **Everyone, what do we call this symbol?**
 - Students say 'schwa'.

**II. Students Learn the Schwa Sound**

1. Say: **Everyone, make the short u sound and motion.**
 - Students and teacher make the short u sound and 'up' motion (moving hand, pointing up, from waist to above head), being sure to elongate the sound.
2. Say: **The schwa sound is like short u, but we say it much more quickly because it is lazy.**
3. Say: **The schwa sound is /uh/. (Make this a quick, lazy sound).**
4. Say: **Everyone, say the schwa sound.**
 - Students say the schwa sound /uh/. (Make sure students say a quick, lazy sound.)
- 5. Say: name , what is the schwa sound?
 - Student says the schwa sound /uh/. (Make sure student says a quick, lazy sound.)
- └ 6. Repeat step 5 with two more students.
7. Say: **Everyone, say the schwa sound.**
 - Students say the schwa sound /uh/. (Make sure students say a quick, lazy sound.)

III. Demonstrate the Schwa Sound in 'wagon'

1. Write the word 'wagon' on the board:
2. Say: I know this word is 'wagon'.
3. Say: If you didn't speak English very well and didn't know this word, you would read it with two short vowel sounds.
4. Say: If I read the word using short vowel sounds, it would be 'wăgŏn'.
5. Draw a scoop under the first syllable and say: wăg.
6. Draw a scoop under the second syllable and say: ŏn.
7. Read the word as: wăgŏn (with two short vowels).
8. Say: But I know this word is 'wăguhn' (using the correct pronunciation).
9. Say: The syllables in 'wagon' are: wăg uhn (pointing to each syllable).
10. Point to the second syllable and say: The second syllable in wagon is 'uhn'.
11. Point to the 'o' and say: We expect the 'o' to spell /ŏŏŏŏ/ but it spells the schwa sound /uh/.

w a g o n

w a g o n




w a g o n

IV. Circle and Draw the Schwa Symbol above the Letter that Spells Schwa

1. Circle the letter 'o' and draw the schwa symbol above 'o':
2. Say: I circled the 'o' and drew a schwa symbol over it because the letter 'o' spells the schwa sound 'uh'.
3. Point to the letter 'o' and say: name, what sound does the letter 'o' spell in this word?
 - Student answers /uh/.
 - If student says 'schwa', say 'that's the name of the sound. What is the sound'
4. Repeat step 3 with two more students.
5. Say: Everyone, what sound does the letter 'o' spell in this word?
 - Students say 'uh'.

w a g o n

V. I DO - Find the Schwa

1. Say: I'll show you how I find the letter that spells the schwa sound in a word.
2. Write the word 'sandal' on the board: 
3. Say: First, I'll read the word.
4. Say: **Sandal** (using the correct pronunciation).
5. Say: Now I'll read the word with the short vowel sound for both vowels.
6. Draw a scoop under the first syllable and say: **săn.** 
7. Draw a scoop under the second syllable and say: **dăl.** 
8. Read the word as: **săndăl** (with two short vowels).
9. Say: **We know this word is 'sanduhl'** (using the correct pronunciation).
10. Point to the second syllable and say: **The second syllable is 'duhl'.**
11. Continue pointing to the second syllable and say: **We expect the letter 'a' to spell /ăăăăă/, but it spells /uh/, the schwa sound.**
12. Say: I'll circle the second letter 'a' that spells the schwa sound in 'sandal' (circling the second letter 'a'):



VI. WE DO - Find the Schwa

1. Write the word 'adult' on the board:
2. Say: **Let's find the schwa in this word.**
3. Say: **Everyone, read the word.**
 - Teacher and students read 'adult'.
4. Point to the 'a' in the first syllable and say: **Everyone, what is the short vowel sound for 'a'?**
 - Teacher and students say /ăăăăă/.
5. Draw a scoop under the first syllable and say: **Everyone, read the first syllable with the short vowel sound.**
 - Teacher and students say 'ă'.
6. Point to the 'u' in the second syllable and say: **Everyone, what is the short vowel sound for 'u'?**
 - Teacher and students say /űűűűű/.
7. Draw a scoop under the second syllable and say: **Everyone, read the second syllable with the short vowel sound.**
 - Teacher and students say 'dűlt'.
8. Point to 'adult' and say: **Everyone, read the word with the short vowel sounds.**
 - Teacher and students say 'ădűlt'.
9. Say: **Now, everyone read the real word.**
 - Teacher and students say 'adult' (using correct pronunciation).
10. Say: **Everyone, which letter spells the schwa?**
 - Teacher and students say 'the letter 'a''.
11. Say: **We expect the letter 'a' to spell /ăăăăă/, but it spells /uh/, the schwa sound.**
12. Say: **I will circle the letter 'a' because it spells the schwa sound /uh/ (circling the 'a').**
13. Say: **'A' at the beginning of multi-syllable words often spells schwa.**

adult

adult

adult

adult

VII. YOU DO - Find the Schwa

Students read and find schwa in words on **Read Words with Schwa** page.

1. Say: **Now you will each have a turn to read a word and find the schwa.**
2. Say: **Everyone else will be Checkers. You will listen carefully to the reader.**
3. Say: **When the reader is finished I will say "Checkers". Checkers will show a 'thumbs up' for correct or a 'helping hand' for needs help.**

→ 4. Say: **Pencil on one.**

- Students put pencil on #1.

5. Say: **name , read the word correctly.**

- Student reads the word using correct pronunciation.

6. Say: **same name , now read the word with a short vowel sound in each syllable.**

- Student reads the word with short vowel sounds in each syllable.

7. Say: **Everyone, circle the letter that spells the schwa.**

- Everyone circles the letter that spells the schwa.

8. Say: **same name , what letter spells the schwa?**

- Student says name of letter that spells the schwa.

9. Say: **Checkers?**

- Students show 'thumbs up' or 'helping hand'.

Repeat steps 4 through 9, having each student read a word and find the schwa

Identify the Letter that Spells Schwa

1. Read the word correctly.
2. Read the word with two short vowel sounds.
3. Circle the letter that spells the schwa sound.
4. Say the name of the letter that spells schwa.

- | | |
|--------------------|-------------------|
| 1. s i g n a l | 18. t a b l e t |
| 2. m o d e l | 19. a r r e s t |
| 3. d r a g o n | 20. s p i n a c h |
| 4. a t t a c h | 21. a l o n g |
| 5. n i c k e l | 22. s a l a d |
| 6. a d u l t | 23. c l o s e t |
| 7. r i b b o n | 24. t r a v e l |
| 8. p r o b l e m | 25. c o m m a |
| 9. c h i l d r e n | 26. t u n n e l |
| 10. g r a v e l | 27. g i v e n |
| 11. h a p p e n | 28. b u t t o n |
| 12. p l a n e t | 29. e x t r a |
| 13. a t t a c k | 30. i n s t a n t |
| 14. c o m m o n | 31. l e m o n |
| 15. d i s t a n t | 32. p a n d a |
| 16. s e v e n | 33. b a s k e t |
| 17. j a c k e t | 34. r o b i n |

Steps to Learn Reading Multi-syllable Words

1. How many vowel letters?
 - Show with fingers.
2. Together or apart?
 - Show with hands.
3. Do you see a silent -e?
 - Show thumb up or down.
4. How many syllables?
 - Show with fingers.
5. Draw lines.
6. Write syllables on lines.
7. Touch and read each syllable.
8. Trace under and read whole word.

TWO TO FOUR SYLLABLE WORDS WITH SHORT VOWELS & SCHWA

Compound Words

catfish	suntan	shellfish	hotbed	sunbath
batman	cobweb	nutshell	setup	bedpan
sunfish	bath tub	cannot	pitfall	catnap
hatbox	subset	trashcan	shotgun	
bathmat	bellman	gunship	within	
upset	catnip	sunlit	hubcap	

Two Syllable Words

index	album	helmet	profit	unless
mascot	misfit	locket	comic	racket
tennis	limit	packet	radish	happen
napkin	punish	kidnap	banish	polish
publish	relish	witness	exam	tonsil
goblin	habit	campus	picket	punish
picnic	finish	coffin	vanish	hiccup
cactus	panic	hectic	jacket	plastic
combat	edit	enrich	magnet	insist
attic	cabin	metric	basket	unfit
until	solid	talcum	velvet	
public	rocket	vomit	victim	
nutmeg	ticket	credit	candid	

3 syllable words

fantastic	consistent	Atlantic	congressman	
athletic	misconduct	magnetic	craftsmanship	Cadillac
establish	basketball	cosmetic	Wisconsin	thanksgiving
penmanship	inhabit	imprison	volcanic	columnist
investment	astonish	inexact		disinfect

4 syllable words

establishment	calisthenics	accomplishment
inconsistent	anesthetic	disinfectant

Content area words with short vowels and schwa

MATH

connect
digit
mathematic
problem
subset
subtract
nickel
gallon
metric
seven
common
compass
element
expand
label
model
product
statistic
tenth
hexagon
octagon
pentagon
segment
solid
vertex
width
constant
complex
depth
extend
exact
express
given
input
minimum
profit
axis
random
subscript
limit
compliment

construct

convex
hexagonal
segment
tangent

SOCIAL STUDIES

cabinet
citizen
civil
abolish
amendment
annex
assassin
capitalism
central
communism*
conflict
custom
dissent
draft
elastic
ethnic
granges
fossil
investment
product
pacifist
politic
Protestant
public
radical
rebel
republic
republican
democrat
scandal
trend

GEOGRAPHY

axis

capital
canyon
compass
continent
ethnic
fossil
grasslands
planet
tropical
vast
volcanic
canal
canyon
continental
grid
inland
sediment
silt
subtropical

SCIENCE

abdomen
adapt
constant
contract
convex
expand
extinct
filament
fossil
funnel
habitat
hatch
infect
insect
instinct
magnet
mammal
model
pollen
retina
sediment

skeleton
solid
tendon
combust
conduct
connect
distill
dominant
element
electron
fulcrum
fungus
ingest
Kelvin
kinetic
ligament
magnetic
malignant
meniscus
metabolism*
nonmetal
pistil
piston
plasma
pollen
solvent
specific

LITERATURE

almanac
ballad
drama
ethnic
novel
occult
adult
epic
contrast
conflict
setting
topic

* The final syllable does not have a vowel letter.

ALL KINDS OF VOWELS

2 syllable words

exclude	convene	acquaint	approach
estate	inscribe	restrain	faucet
decade	canteen	ailment	subdue
compose	toffee	applaud	saucer
incline	trolley	acclaim	
fixate	prevail	ensue	

3 syllable words

valentine	tuxedo	imitate	baloney
distribute	congregate	nominate	dominate
demonstrate	absolute	manicure	committee
recognize	comprehend	duplicate	remainder
incomplete	elastic	halibut	appraisal
isolate	demolish	dominate	revenue
microscope	populate	altitude	autograph
develop	delegate	complicate	authentic
consonant	execute	indicate	flamboyant
stimulate	maximize	absentee	loyalty
romantic	medicate	chimpanzee	

4 syllable words

microscopic	tonsillitis	evaluate
-------------	-------------	----------

5 syllable word

hippopotamus

Name _____

Date _____

****PRACTICE****

Lesson # _____

Spelling Words Correct
Syllable Placement Correct
Bonus Word
Correct Words in Sentences
Total

Spelling Words

Number of Syllables

	1	2	3	4
1				
2				
3				
B				

Sentences

1

2

Word Bank

February Tuesday Wednesday
conflicted blossomed collected

Section 1: First spell the word by syllable, then spell the whole word.

1. Write one word that we say with two syllables, but we have to remember three syllables when we spell it.

Word: _____

2. Write two more words that start with capital letters.

Word: _____

Word: _____

Section 2: Spell the whole word.

3. Write one word that has two syllables and suffix –ed.
Circle the letter that spells schwa.

Word: _____

4. Write two words that have three syllables and suffix –ed.
Circle the letter that spells schwa.

Word: _____

Word: _____

Name _____

Date _____

Spelling and Dictation

(Suffix -ed)

Lesson # _____

Spelling Words Correct
Syllable Placement Correct
Bonus Word
Correct Words in Sentences
Total

Number of Syllables

	1	2	3	4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Sentences

1

2

*****PRACTICE*****

Word Bank

glee

brain

new

shone

sigh

Graphemes



Word

1. _____

2. _____

3. _____

4. _____

5. _____

Word Bank

precise sensational

chaos illusion

1. _____

Word: _____

2. _____

Word: _____

3. _____

Word: _____

4. _____

Word: _____

Name _____

Date _____

******PRACTICE******

Independent practice spelling by sound
Multi-Syllable Words

Word Bank

amygdala

synesthesia

saccade

magnetoencephalography

1 _____

Word: _____

2 _____

Word: _____

3 _____

Word: _____

4 _____

Word: _____