



Advanced Decoding: Multisyllabic Words

The purpose of this activity is for students to apply the knowledge, when reading three-syllable words, that consonant -le has a consonant preceding the -le.

Prepare

- Print out the Consonant -le Syllable poster from the [6 Syllable Types Classroom Poster Set](#).
- Bullet Body Text 1 Print out entire set of posters from the [Syllable Division Poster Set](#).
- Distribute whiteboards and markers to each student. Use paper and pencils if you don't have enough whiteboards for each student.
- Use the word bank at the end of the activity.

Warm-Up



We have learned how to read two-syllable words with consonant -le syllables. Let's do a quick review of the steps we followed. Review the steps by first referencing the Consonant -le Syllable poster and then the Syllable Division posters.

1. **Look for the vowels, underline them.**
2. **If the word ends with a vowel e, look back to check if the vowel e is paired with the consonant l. If there is -le, see if the -le is preceded by a consonant.**
3. **Put a slash before the consonant -le syllable.**
4. **Look at the first syllable and read the entire syllable with the correct vowel sound.**
5. **Look at the second syllable and read the entire syllable with the correct vowel sound.**
6. **Read the entire word, one syllable at a time, and then put the syllables together to read the whole word.**

Today, we are going to learn how to divide longer words into their syllables. We will use some of the division rules. Show students the Syllable Division posters and review the rules as needed.

Modeling

Display the *When I bump into two...*, *When I bump into three...*, *When I bump into four...*, and *When I bump into one...* posters. **Here are a few more strategies we can use to figure out where to divide the syllables.**

Model for students.

When I see a multisyllabic word, the first thing I do is find the vowels in the order that I read, from left to right. I underline them and then I look for the consonants in between. I might find one, two, three, or even four consonants in between the vowels! I need to remember all of my syllable division rules!

- *When I bump into one, you get one, and I get none!*
- *When I bump into two, one for me and one for you!*
- *When I bump into three, blends and digraphs I must see!*
- *When I bump into four, blends and digraphs I cannot ignore!*

This strategy of marking the vowels will work most of the time to divide the syllables in multisyllabic words.

My turn, watch me. I'm going to look at this first word.

1. Write *rectangle* on the board. I **spot the vowels and underline them**. Point to the vowels *e*, *a* and *e* and underline them. **When the last consonant is an *e*, I always look back to check if the vowel *e* is paired with the consonant *l*. If there is *-le*, look to see if the *-le* is preceded by a consonant**. Point to the final syllable, *ble*. **I have a consonant *-le* syllable, so I will put a slash before the final syllable, consonant *-le***. Put a slash before *ble*.
2. **Now, I look at the first pair of vowels** (point to *e* and *a*) **and look between the vowels**. I notice two consonants. Point to the two consonants, *ct*. Point to the first poster of the Syllable Division posters and read, *When I bump into two, one for me and one for you!* **I know I need to divide between the two consonants**. Put a slash between the two consonants. **I notice that it is one vowel followed by one consonant that is not *r*. So I know it is a closed syllable. Because it's a closed, the vowel will make a short vowel sound**. Point to the *e* and make the short vowel sound. Then, read the entire syllable with the short vowel sound, *rec*.
3. **I look at the second syllable and notice that it is one vowel followed by one consonant that is not *r*. So I know it is a closed syllable. Because it's a closed syllable, the vowel will make a short vowel sound**. Point to the *a* and make the short vowel sound. Then, read the entire syllable with the short vowel sound, *tan*.
4. **The last syllable is a consonant *-le* syllable, so I will say the sound for the consonant *g* /g/ and then the schwa-*l*, əl**. Read the syllable, *gle*.

Modeling *Continued*

5. Now, I will read the whole word with all three syllables, **rec-tan-gle, rectangle** (purposely pronounce the second syllable *tan* as /t/ /a/ /n/, and not /t/ /a/ /ng/), **rectangle** (purposely pronounce it *rec-tan-gle*, emphasizing the *tan*). I hear that I need to readjust the sound in the second syllable to /t/ /a/ /ng/, **tang**, so the word makes sense. Let me try again: **rec-tan-gle, rectangle**.

Guided Practice



Let's try the next one together. Pass out whiteboards and markers or paper and pencils, and have all students copy the word that you write on the board.

Let's go through the steps together.

1. Write *carbuncle* on the board. **We spot the vowels and underline them. Point to the vowels a, u and e and underline them.**
2. **When the last letter is an e, we always look back to see if the vowel e is paired with the consonant l. If there is -le, look to see if the -le is preceded by a consonant. Point to the final syllable, cle. We have a consonant -le syllable so we will put a slash before the final syllable, consonant -le. Put a slash before cle.**
3. **Now, we look at the first pair of vowels. Point to a and u. Look between the vowels and find the consonants. Point to the two consonants, ct. Point to the *When I bump into two...* poster of the Syllable Division posters and read, *When I bump into two, one for me and one for you!* We know we need to divide between the two consonants. Put a slash between the two consonants. We notice that it is one vowel followed by the consonant r. So we know it is a r-controlled syllable. Because it's a r-controlled syllable, the vowel will make a r-controlled sound. Point to the ar, and read the sound. Then, read the entire syllable with the r-controlled vowel sound, car.**
4. **We look at the second syllable and notice that it is one vowel followed by one consonant that is not r. So we know it is a closed syllable. Because it's a closed syllable, the vowel will make a short vowel sound. Point to the u and make the short vowel sound. Then, read the entire syllable with the short vowel sound, bun.**
5. **Read the last syllable with the sound for the consonant c, the /k/ sound, followed by the schwa-l. -cle.**

Students should be reading the syllables and word with you as you guide them.

Guided Practice *Continued*

6. **Now, I will read the whole word with all three syllables, *car-bun-cle, carbuncle* (purposely pronounce the second syllable bun as /b/ /u/ /n/, and not /b/ /u/ /ng/), *carbuncle* (purposely pronounce it car-bun-cle, emphasizing the bun). I hear that I need to readjust the sound in the second syllable to /b/ /u/ /ng/, *bung*, so the word makes sense. Let me try again: *car-bun-cle, carbuncle*.**

If Correct: Fantastic! You read a multisyllable word with a consonant -le syllable by using our division rules.

If Incorrect: Let's review the steps and rules again. *Go through the steps with students and model with the word "carbuncle."* When we have a multisyllabic word that we are going to read, the first thing we do is find the vowels in the word. We underline them. When the last consonant is an "e," we always look back to check if the vowel "e" is paired with the consonant "l." If there is -le, look to see if the -le is preceded by a consonant. We slash before the consonant -le syllable. Then we read the first syllable, the second syllable and the consonant -le syllable as whole word.

Correct: identifies each syllable type, applies the correct rule to say the word, and then readjusts the sounds so the word makes sense.

Try to get a correct response before proceeding.

Practice



I want you to try the next one on your own by writing the word on your whiteboard, underlining the vowels, and dividing the syllables. Select the next word from the word bank below and write it on the board. **Copy the multisyllabic word I show you.**

If students struggle on their own, review the steps above, and go through the syllabication process with individual students.

Support

- Read the word first and have students repeat the word as they feel their chin drop to help cue them as to where to divide the word into syllables.
- To make the pattern more recognizable, have students highlight vowels and say the correct vowel sound.

Challenge

Have students think of their own multisyllabic words with consonant -le syllables.

Word Bank

Word	Syllable Division
assemble	as-sem-ble
embezzle	em-bez-zle
example	ex-am-ple
encircle	en-cir-cle
bamboozle	bam-boo-zle
dissemble	dis-sem-ble
kenspeckle	ken-spec-kle
entitle	en-ti-tle
disciple	di-sci-ple
quadrangle	quad-ran-gle
debraggle	de-brag-gle
corpuscle	cor-pus-cle
resemble	re-sem-ble
ignoble	ig-no-ble
quadruple	quad-ru-ple
soluble	sol-u-ble
monocle	mon-o-cle
finagle	fin-a-gle
tubercle	tub-er-cle
bedraggle	bed-rag-gle

Warm-Up



Wow! You were able to apply all of these different division rules to read multisyllabic words with consonant -le syllables today. Very impressive!

Closed



A syllable in which one vowel is followed by one or more consonants. The vowel will make a short vowel sound.

VC

can

bas/ket

mit/ten

ship

nap/kin

pump/kin

ten

rib/bon

prob/lem

Open



v

A syllable in which one vowel is followed by nothing. The vowel will make a long vowel sound.

go

e/ven

i/tem

be

ze/ro

mo/ment

hi

gra/vy

fre/quent

Silent-e



A syllable in which one vowel is followed by one consonant then silent-e. The first vowel will make a long vowel sound.

v̄ce

same

huge

ig/nite

line

theme

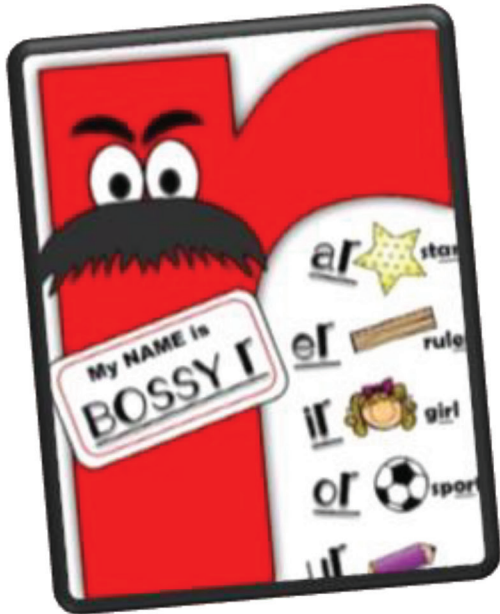
com/pose

zone

stage

de/sire

R-Controlled



vr

A syllable in which one vowel is followed by consonant “r”. The vowel sound is “controlled” by the “r”.

stir

porch

soft/er

verb

scarf

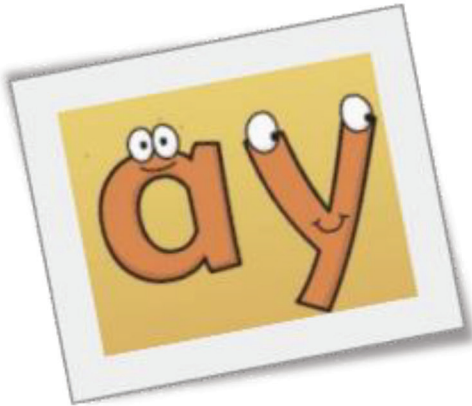
cur/ly

turn

for/mal

thir/sty

Vowel Team



A syllable containing one vowel followed by one or more vowels or consonants side by side that produce one vowel sound.

V V

play

snow

tree

soil

book

flight

au/to

dis/count

mea/dow

Consonant-le



An unaccented final stable syllable containing a consonant and -le. The vowel sound produced will be the schwa.

c-le^ə

puz/zle

cra/dle

un/cle

dou/ble

ea/gle

snif/fle

When I bump into two,
one for me and
one for you!

fabric

mamnet

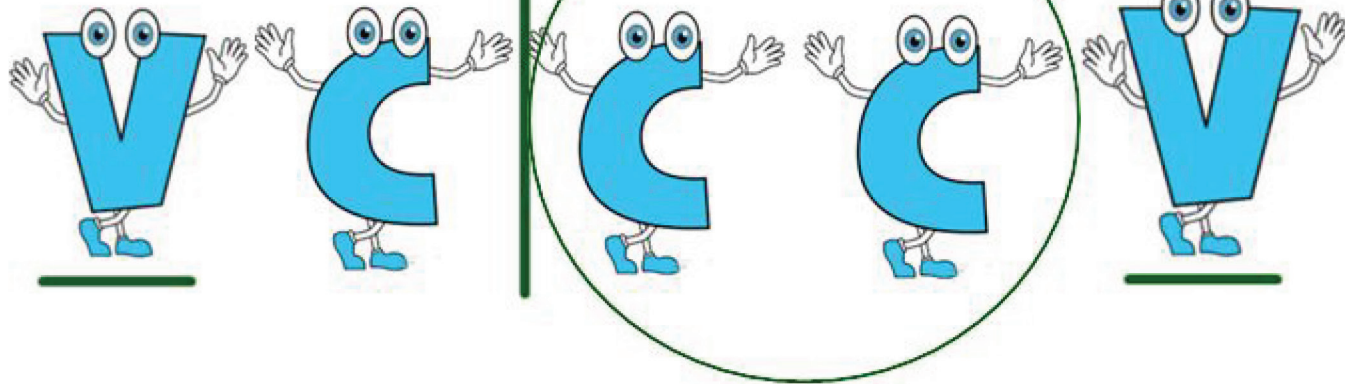


96%
of the
time

When I bump into three,
blends and digraphs
I must see!

pumpkin

enchant



When I bump into one,
you get one, and
I get none!



basis



75%
of the
time

If it's not a word.



25%
of the
time

and try the other division!

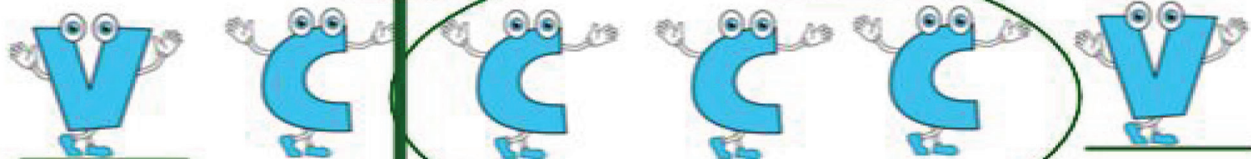


When I bump into four,
blends and digraphs
I cannot ignore!

slingshot



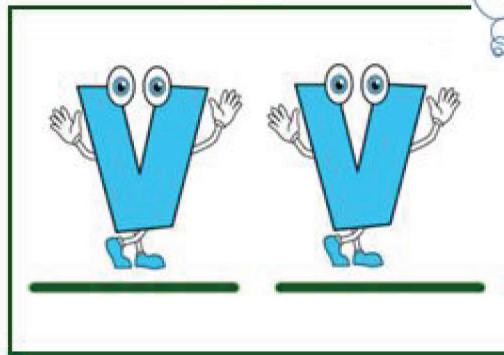
subscribe



When I am with another, read
us first as a team.

Not a word?

Read me as open, where the
long vowel will scream!



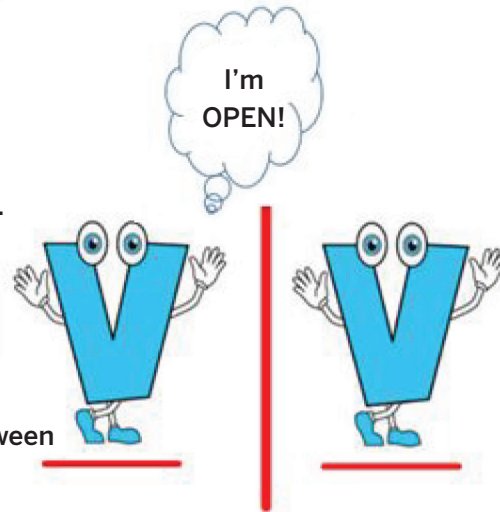
meat



If it's not a word.



Try dividing between
the vowels.



create