



*The Struggle is Real*

*Grades 3-5*

Part 1

Virtual Professional Development

Why do many adolescents struggle with reading? (Fact and Fake News)

Stop and Jot # 1

Stop and Jot # 2

Decoding



Language  
Comprehension



Reading  
Comprehension

## 8 Syllable Types – THINK CLOVERS

1. **Closed:** short vowel sound with a consonant after the vowel ex. him, bit, pic/nic
2. **Consonant + le:** an unusual syllable that does not contain a sounded vowel (the e is silent, but when the syllable is pronounced there is a distinct schwa sound before the l) ex. ta/ble, pur/ple, puz/zle
3. **Open:** long vowel sound with a single vowel and no consonant after the vowel ex. she, we, po/go
4. **Vowel teams:** 2 letters work together to make a long vowel sound ex. seed, day, coat, toe
  - **Diphthong:** pair of vowels making a new sound, neither long nor short ex. cow, paw, haunt, pool, good
5. **Silent-E:** silent vowel that jumps over one consonant and makes the single vowel say its own name ex. bake, mis/take
6. **Bossy-R:** a vowel-consonant pair also known as r-controlled because the r controls and obscures the vowel immediately preceding it; the vowel does not make a long or short sound. Ex. her, girl, burn, star
7. **Schwa:** syllable that occurs in an unstressed, unaccented syllable ex. ba/nan/a (ba=schwa, nan=closed, a=schwa)

### Syllabication Steps

1. Find and label the first 2 vowels.
2. Draw a bridge to connect the vowels.
3. Label the consonants on the bridge.
4. Divide using the pattern.
5. Label the syllable types.
6. Read the syllables.
7. Read the word.
8. Read the syllables.
9. Read the word.

Let's Practice

### 3 Syllable Division Patterns

1. **VC/CV**  
(divide between the 2 consonants)  
Ex. jum/bo

If you see VCCCV and VCCCCV: Divide this pattern either after the 1<sup>st</sup> consonant or 2<sup>nd</sup> consonant. Students will decide which consonants form common blends and work together better. Once blend(s) are determined, consider them as a consonant and then divide as VC/CV.

Ex. pil/**g**rim (consider the gr as 1 consonant)

2. **V/CV and VC/V**

When confronted with a vowel-consonant-vowel pattern, it can be divided either after the vowel or after the consonant.

Ex. Po/lish and pol/ish

3. **V/V**

In some instances, 2 vowels can be divided because they are not working together to make 1 sound. Ex. o/a/sis

### **Syllables and Morphemes**

1. Find and circle the meaningful chunks.
2. Find and label the first 2 vowels.
3. Draw a bridge to connect the vowels.
4. Label the consonants on the bridge.
5. Divide using the pattern.
6. Label the syllable types.
7. Read the syllables.
8. Read the word.
9. Read the syllables.

Let's Practice

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Stop and Jot Your Start and Stop

Additional Notes