

Syllables Spell Success Teacher's Guide

Section	page #
Overview	2
Scope & Sequence	3
Who, How, & Where to Teach	4
Testing	7
Games and Class Tips	9
Lesson 1 Tips	13
Lesson 2 – 3 Tips	15
Lesson 4 – 5 Tips	17
Lesson 6 – 8 Tips	18
Lesson 9 – 10 Tips	20
Final Thoughts	22
Answers to Language Worksheets	23
Sample Schedules, Appendix A	24

Overview

This guide will teach you how to teach the Syllables program. The Syllables Spell Success program is very powerful. The average class improved 1.7 reading grade levels, improved their reading accuracy from 91% to 97% , and increased their reading speed on average 37%.

The program focuses on syllables and spelling and gets to Greek and Latin word roots and 12th grade level phonics by the end, but in an approachable, interactive manner that allows even children as young as 1st grade or even some Kindergarten students to participate with success. Breaking down the words into syllables makes it easier for young students and students whose first language is not English to succeed.

Lessons 1-3 are phonics basics, starting with short vowel words and syllables, building to 2 syllable words such as rab-bit or lap-top, then long vowel words and syllables such as ba-ker and su-per. Each lesson ends with some simple phonics and word games.

Lessons 4-5 cover more advanced 2 letter vowel combinations and soft c and g, silent letters, and ph as f, and 2 syllable words with soft and hard c such as cir-cus and can-dor. Each lesson also ends with games.

Lessons 6-7 cover prefixes and suffixes and Greek phonics and word roots. Then, students start Webster's Speller, working on 4th, 5th, and 6th grade level words. Accented syllables in Webster's Speller are bolded, helping young children and ELL students correctly pronounce words that are not in their vocabulary. Each lesson ends with Greek word bingo.

Lessons 8 – 10 cover Latin and French phonics and Webster's Speller 7th – 12th grade level words. As you can see on this last slide, the students are reading 7 syllable words by the end. With the syllables broken up and arranged in schwa accent pattern, even young children can read these. I have had many 1st and 2nd grade students read them successfully and even a few Kindergarten students. Each of these lessons ends with Greek and Latin word root bingo.

That might seem like a lot, but the quick teach do cycle makes it easy.

You are shown how to do a small portion and then directly go to a related reading or exercise. So, even if you didn't get much phonics as a child or you don't remember much of it, the structure of the program makes it easy.

The most important thing is to make sure the students are sounding out each word from left to right with no guessing. Help students use the vowel and consonant charts to look up sounds-- eventually they will be self-teaching and able to look up the sounds on their own.

This teacher's guide does not include the student lessons. All volunteers should keep a copy of the student lessons and the teacher's guide.

Scope and Sequence

Lessons 1 - 6 cover all the basic phonics skills in the free to print Blend Phonics, for a more detailed breakdown of the basic phonics skills taught, see the Blend Phonics Scope and Sequence on page 32 of the Blend Phonics Reader.¹

Lesson 1

Short vowels, 2 syllable short vowel words

Lesson 2

Long Vowels, r controlled vowels, 2 syllable long vowel words

Lesson 3

Vowel diagraphs and diphthongs, compound words

Lesson 4

Schwa, soft c, review

Lesson 5

Soft g, silent letters, el & le.

Lesson 6

ph, -tion, -sion, Webster Speller, 2 syllable words

Lesson 7

Greek sound spelling patterns:

ph as f, overuse of y, ch as k, silent h in rh, silent p in ps, pt, pn, silent m in mn

Webster Speller, 2 syllable words

Lesson 8

Latin sound spelling patterns:

i as long e, syllable division between vowels, -ive, -tion, -sion, -tial, -ture -ious, -uous

Webster Speller, 3 & 4 syllable words

Lesson 9

Sound spelling patterns and language of origin

Old English/Germanic: vowel teams and consonant clusters, silent letters kn, wr, mb, gn

French origin: ou as in soup, ch as sh as in chef, zh sound, -et, -eur, -que, -gue

Webster Speller, 4 syllable words

Lesson 10

Where to go from here,

Webster Speller, 5 to 8 syllable words

¹ Blend Phonics Reader, free to print from Don Potter at http://www.donpotter.net/pdf/reading_made_easy_with_blen.pdf

Who, How, & Where to Teach

In my over 30 years as a volunteer literacy tutor, I have found a number of ways to find students and volunteers. I give out reading grade level tests to almost every parent I meet and offer to give it for them if they wish.

A brief summary of the number of students reading below grade level and the fact that how well you read is more correlated with earnings than IQ convinces many of them to give the grade level test to see where their kids stand. Most parents think their children are reading well. However, nationwide, only 33% of 4th graders² and 31% of 8th grade students³ are proficient readers according to the Nation's Report Card. Reading at or above grade level also makes doing homework easier and faster.

I've taught the Syllables material to students as young as Kindergarten, to children of all ages, and to adults. You can print the materials for less than \$10 per student.

I usually teach in a mixed age class. When I've taught the class to students in low performing schools, the teachers have identified students needing help and sent home flyers and permission slips. I've taught these group classes in the schools themselves and in nearby community centers.

There are plenty of places to teach, be creative! I have taught in schools, libraries, and community centers. In Los Angeles, I taught at a facility for formerly homeless moms, the children there had been in and out of LA public schools. As a former military family, we moved a lot and I have taught classes in several different states. Once we were in an area long enough to settle in, I would enlist the help of interested friends to help set up the group classes.

I found people to volunteer by asking friends and asking at church. Also, when I taught at community centers, some of the community center staff would usually help out with the classes. It is best to have at least 1 volunteer for every 3 to 4 students, and the more the better, especially for the first few lessons. The quick teach do cycle of the class helps make it easy for volunteers to work with the students. You can reassure your volunteers that it will be easy to help, the only have to help the students with what has just been taught in the video.

One note about volunteers—you need to make volunteering a privilege. Teens make great volunteers for the whole class, and younger children who are reading at at least the 6th grade level can help out with the first 5 or 6 lessons. You need to be reading at at least the 10th grade level to help out with lessons 7 to 10. Parents and Grandparents are usually good volunteers, but you have to make sure you lay out discipline styles and expectations at the beginning. I've found that moms and grandmas who have raised 3 or more kids have been the best helpers, good at both teaching and classroom management.

² According to the 2022 National Association of Educational Progress report, see: <https://www.nationsreportcard.gov/reading/nation/achievement/?grade=4>

³ <https://www.nationsreportcard.gov/reading/nation/achievement/?grade=8>

You can recruit volunteers of all ages by explaining that what they are teaching will also improve their own spelling and writing abilities. Teens may be further motivated by the fact that it may also improve their own reading speed and test scores.

Once you have people to help and a place to teach, you need a plan.

Different schedules you could use as you work with the schedules of your volunteers and your teaching location. There is a 12 day version with an hour per day, a 3 day schedule with 3 to 4 hours per day, a 4 day schedule with 2 1/2 hours per day and 3 1/2 hours the last day, and a 6 day schedule with an average of 2 hours per day. The sample schedules are shown in Appendix A.

The first schedule we'll look at is 12 one hour sessions. The first day is an hour of testing, the 2nd – 11th days are an each hour of teaching, exercises, and games. The last game of each class is a fun letter game that only requires a few volunteers to monitor, freeing up the rest to gather up the class folders and clean up the facility you're using.

You can modify the 12 day class to 10 days if you have the parents give the MWIA and reading grade level tests to their children before the first lesson and after the 9th lesson. Then, allocate the first few minutes of the first and last class to collect scores and quickly give the test to any children whose parents forgot or had trouble giving the tests.

The next schedule breaks up the material into 6 days. The first day lasts 1 hour and 45 minutes, the last two hours and 15 minutes, and the middle four last 1 ½ hours each. The time for the first and last day may be a bit shorter or longer depending on how many volunteers you have to give the tests and how experienced they are with the testing materials.

The next schedule is 4 days, approximately 2 ½ hours each, with the last day 3 ½ hours long.

The final sample schedule is 3 days, with the first two days 3 hours and 15 minutes and the last day 4 hours and 15 minutes. This schedule is best over Friday, Saturday and Sunday, or Monday, Wednesday, Friday, with the long 4 hour day on Friday when the students do not have to squeeze in time for homework.

The schedule you will want to use will depend on the facility you are using and the schedule availability of your volunteers and students. If you want each day of the schedule to be the same length, you can extend break and snack times accordingly. If you are using a schedule with more than one lesson per day, the second and subsequent break should include a bit of movement if possible, especially for young students. A bit of recess will help the brain take a break and be ready to focus on the lessons upon return to class.

No matter which schedule you use, there is a general class flow of each class. The first class, you will be doing testing first while students who are not being tested coloring in their vowel and consonant charts. I provide colored pencils, placing them in between of every 4 to 6 students. You should leave one volunteer to monitor the students who are coloring.

Each class starts with a few minutes of instruction in the video, followed by a reading from documents in the student folder or a syllable division exercise from the folder. Work for the

allotted amount of time stated in the video, with each volunteer helping a few students read a few words or do the syllable division exercises and then sound out a few of the divided words. There is also a list of the time for each exercise or worksheet on the first page of the sample schedules document shown in Appendix A.

The most important thing for the volunteers to focus on is getting the students to sound out every sound from left to right. They can help the students look up the sounds in the one page chart if they need help with the sound. The last several lessons also have some language worksheets for the volunteers to help students complete and words from Webster's Speller to help the students learn to read multi-syllable words. If students have trouble with these, work on one syllable at a time, then put the syllables together to read the word.

Then, there are games. During game time, a few of the volunteers should take students aside one at a time and do the nonsense word fluency tracking for that lesson. The final game only needs a few volunteers to monitor, so the rest of the volunteers can finish up the fluency tracking and then help clean up the classroom.

There are more detailed instructions specific to each lesson later on in this guide.

Testing

Testing is a very important part of the teaching process. It helps you measure progress before and after the program, it helps identify students that may need more help, and it helps identify students that may need additional testing.

What to Test

There are 2 required tests and one optional test. The first test you need to give each student is the 40L Quick Screen Reading Grade Level Test (40L QST.) The next required test is the MWIA, a diagnostic reading test. The score on the 40L QST will determine which version of the MWIA you need to use. The optional test is a quick nonsense word test. It is also a diagnostic test. The tests are linked from 40L's Syllables Spell Success page.

How to Test

For both of the required tests, you write the student's name on your copy that you will be marking and have them read from a blank version of the same test. It is best to hide your markings behind a folder out of the student's view so they won't get distracted. Give the tests in a quiet corner of the class.

The more comfortable the volunteers are with the tests, the faster the testing portion will go. You should go over how to give the tests with them in a meeting prior to the first class. I also recommend that they give them to a spouse or a child for practice.

The first test you need to give each student is the 40L Quick Screen Reading Grade Level Test. This test is easy to give, you just have the student read through the words and count up the number correct.

You stop after 10 total missed words or 5 missed words in a row. Then, you divide the number of correct answers by 10 to get a reading grade level. One important thing to note, do not tell the correct word, this makes it so you can re-use the test after the Syllables Program finishes without test bias. See 40L's YouTube video "How to - Grade Level Test" for a more detailed explanation.⁴ There are also printed instructions with the test.

The next test you need to give is the MWIA. This is a very powerful reading diagnostic test. It compares the speed and accuracy of reading 2 different types of words, holistic and phonetic words. Holistic words are words commonly taught as sight words. You time each portion and count the number of errors in each section.

There are short versions of the MWIA available that take just a minute or two per student to give. Scoring takes a while, but you can save the scoring portion for later to conserve class time if

⁴ 40L's YouTube video "How to - Grade Level Test," available at:
<https://www.youtube.com/watch?v=OV5ebupTqBQ>

needed. There is detailed information on the test, and there is also a YouTube playlist with more videos about the MWIA.⁵

You need to give the 40L QST first because you give a different version of the MWIA depending on the student's reading grade level. Students scoring at the first grade level or below take the MWIA I or the MWIA 1 short. Students scoring above that, a grade level of 1.1 or higher on the QST should take the MWIA 3 or the MWIA 3 short.

There is also a short optional nonsense word test that you can use to figure out if a student may need phonics help or if the Syllables lessons are likely to improve their reading speed and accuracy. It is a short timed reading for speed and accuracy of 25 nonsense words. The test includes age norms for accuracy and oral reading rates. Time the rate at which the student reads the words and keep track of the number of words missed. There are detailed instructions in the test.

If you are doing a 10 lesson version of the class, have the parents give these tests and use the first portion of the first class to finish up any students that did not get tested. Other students can color in their one page vowel and consonant chart during this time. Normally, you will give the tests again during the last class. For a 10 lesson version, have the parents give the test after lesson 9 is completed and give any missing tests during game time of lesson 10.

For a normal class with scheduled post-testing time, score the tests during the long break and announce a class average improvement at the end.

My volunteers have found giving the tests to be the thing that they need the most practice with. For most of them, helping students with phonics is easier than giving the tests! Make sure your volunteers have plenty of practice giving and scoring the tests before you start your group testing.

⁵ 40L's YouTube MWIA playlist, available at:
https://www.youtube.com/watch?v=aKs88XmuqzA&list=PLJLxBWdK_5l1hszDT4DBohbex3S332Xap

Games and Class Tips

My volunteers have given me some great ideas, most of these classroom management tips come from mothers and grandmothers with a lot of experience.

First, never give the students unstructured free time unless it is an outside recess or inside with a snack to keep them busy. Also, for the first several classes, you need to have at least 3 adult volunteers for every student. After the students see how much they are learning and get used to the flow of the program, you can then have 4 adult volunteers for every student. However, the more volunteers you have per student, the more individualized attention you can give to each student.

The volunteers need to have a very clear idea of what they need to do each lesson. Before the first class, they need to practice giving the tests. Before the first teaching lesson, they need to understand how they will work with the students. Their primary job is to make sure the students are sounding out the words correctly from left to right. When you are doing syllable division exercises, they should first make sure the students are dividing the words in the correct spot, then help the students sound out the words that they have already divided. Students should use pencils so that they can erase any mistakes.

In general, my volunteers will sit next to or stand near the students they are helping during the video instruction and then stand near the student they are helping, allowing them to move quickly between students. Your volunteers should do a few words with one student and then move on to the next student, cycling through the students a few words at a time until it is time to watch the next video instruction.

The first game we'll cover is the phonics concentration game. This is a game that makes both real and nonsense words. It is the main game played in the first 5 lessons. You need to make a copy of the game for every 3 to 4 students. You can make by writing letters on small cards or by printing a file. The game has beginning and ending cards labeled with 1's and 2's. You pick up a 1 for the beginning of a word and a 2 for the end. You get 2 points for sounding out a real word and 1 point for sounding out a nonsense words. The volunteers can play with the students if there are less than 4 students in a group. Play with 20 to 30 cards per group and keep track of the score, starting a new game when you use all the cards. Only use the cards with sounds that have been learned, they are marked to correlate with the Blend Phonics units. When there is a minute left, announce that and allow the students to finish out the round and then clean up the cards.

The main game for the last 5 lessons is Latin and Greek word bingo. Even young kindergarten and 1st grade students can play with the help of volunteers and older students. Each volunteer will need a copy of the one page sheet "Latin and Greek Master Word List for Bingo" and a copy of the definitions.

Pass out a copy of the bingo cards for the lesson to each student, as well as bingo markers. You can use things like dried beans, skittles, or allergy free chocolate chips as bingo markers. If you use candy, make sure the students keep at east 16 pieces of candy until the end of the game. I also like to laminate the cards if using candy.

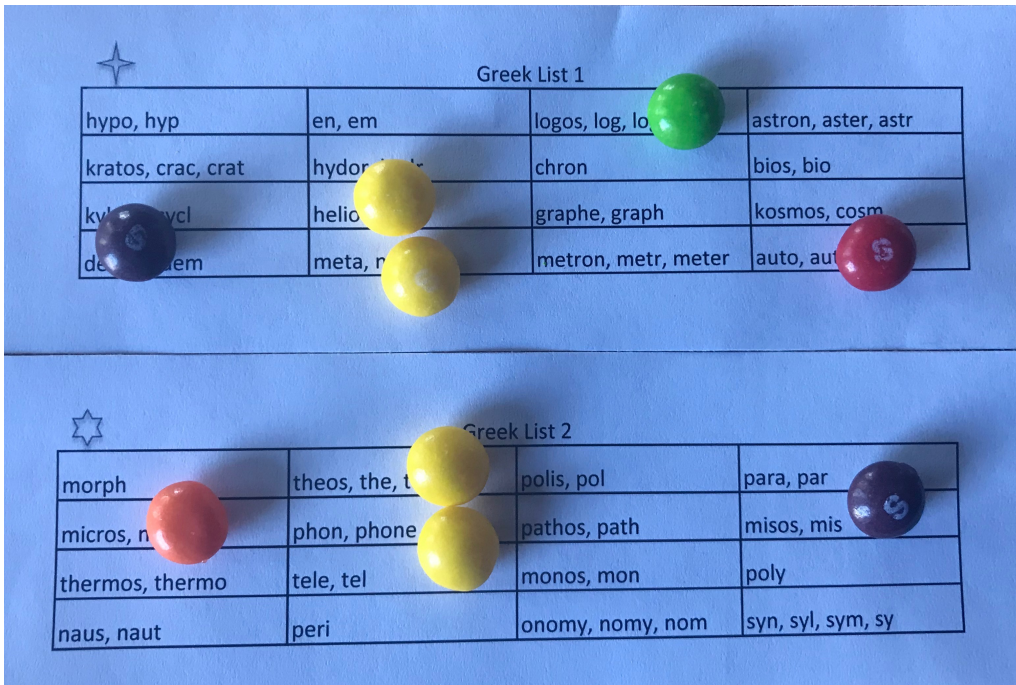
It is best not to laminate the one page master word list sheet the students will be using, it helps to have them fold the page so they are only looking at the list or lists they are using for the current game. For example, if they are using Greek List 1, fold it in 1/4s so that only that list is showing. If using both Latin lists, fold the paper in half with only the Latin lists showing.

Have the volunteers call out the English meaning for a root, then the students will find the Greek or Latin root on the card and then find that root on their bingo card. For example, on Greek List 1, a volunteer will call out “water,” the students will find water on their one page sheet and look across and see on that the Greek root meaning water is “hydor, hydr,” and then find “hydor, hydr,” on their bingo card. Another volunteer can read out some words and their meanings from this root, for example, “hydrogen, a gas making up part of water, H₂O” while the rest of the volunteers and older students help any student who needs help finding the root on their bingo card.

The first student to get 4 across, 4 down, or 4 diagonal on their card wins. Since there is no free square and every card has every root word, several students may get a bingo at once. If they complain, I like to offer them the option of Greek and Latin worksheets from Marcia Henry’s Words instead and say, “The purpose of this game is to have fun, eat chocolate, and learn word roots, not to have a single winner every game.”

In later lessons, you can play with 2 to 4 sets of cards, getting a bingo when you get 4 in a row across, down, or diagonal across any of the cards. Students get to pick card arrangement at the beginning, do not allow moving the arrangement of the cards after the game starts.

hypo, hyp	en, em	logos, log, logy, logu	astron, astr
kratos, cr	hydor, hydr	chron	bios, bio
kyklos, cycl	helios, heli	graphe,	kosmos, cosm
demos, dem	meta, met	metron, metr, meter	auto, aut



I like to end each lesson or group of lessons, the last lesson before leaving the facility or before a major break, with a relay game race with letters.

You need teams of 2 – 6 students on each group. For a smaller group, a few volunteers can play with the students and help them find letters. After the game rules are understood, it only takes a few volunteers to monitor the game and the rest of the volunteers can clean up the materials and clean up the facility.

Each group needs a small box or bowl of letters. I use Tupperware containers. You can use magnetic letters for younger students and Scrabble or Banana Gram letters for older students. Place a box of letters on a chair or table across the room from the table where the letters will be made into words. Have the students run in relays and scoop up only what they can hold in one hand, assessing a penalty of freezing for 30 seconds or 1 minute if they use more than one hand or grab the entire box. The other students can start making words at any time. After 5 to 6 minutes, start a countdown of 10 seconds until the game is over. The teams get 1 point for every correctly spelled word. Later games, you can encourage longer words by giving 1 point for every

syllable of every correct word. Also, later games may take 2 – 4 minutes as they get faster at building words. I like to end the game and start a new one when they have used about 80% of the letters.

While this game is of limited value for teaching phonics, it does teach a bit of spelling and is a fun way to end a class while enabling clean up since it needs only a few volunteers to monitor once the students learn how to play. The relay letter game that allows the kids to run around and requires minimal volunteer supervision, allowing the remaining volunteers to clean up the classroom. You can also keep playing as students leave, doing quick games with new smaller teams if students leave at different times.

In summary, the primary goal is to help students learn to sound out words from left to right without guessing. The games are a fun way to reinforce this goal.

Lesson 1 Tips

We are now going focus on how to get ready to teach lesson 1. This first lesson, you may need to have a few minutes of extra time budgeted to give the students general classroom expectations about paying attention, bathroom breaks, etc. Also, it may take a bit more time to move between activities and get the volunteers and students used to working with one another and with the materials.

For the first part of this lesson, you need to give grade level tests to any student who has not had one, allow the other students to color in their one page vowel and consonant chart while finishing up any grade level tests. It is very important to have a before and after measure of progress.

You also need to make sure you have all the material you need to teach the lesson. It is best to make a checklist. You need a workbook for each student and enough copies of the games for the number of students in the class. I tell my students to bring their own pencils but keep some available for students who forget. I also bring extra blank paper and an extra copy or two of the workbook or folder materials for the volunteers to look over. You need paper to score the game.

For the phonics concentration game, you will only be using the cards for the first 13 Blend Phonics units, so you want to keep these cards separated. I use small clips or ziplock bags to separate out later cards from the cards for the current lesson.

Here is an overview of the things that will be covered during this first lesson:

Lesson 1	Time
Blend Phonics Unit 2	1
Syllable Division Exercise 1	2
Blend Phonics Unit 6	1
Blend Phonics Unit 7 - 9	2
Blend Phonics Unit 10 - 13	2
Syllable Division Exercise 2	3

For the first exercise, Blend Phonics Unit #2, make sure the volunteers understand how to help the students. Older students should use the nonsense word blend phonics document, for younger students, have them try the nonsense words first and then switch to a regular blend phonics document if the nonsense words are too tough. Have the students use their one page vowel and consonant charts to help them sound out the words. The volunteers should focus on helping the students sound out words from left to right, helping them look up sounds they don't know on the chart. Eventually, the students will learn to look up the sounds themselves. Do a few words with each student, rotating through the students, until the time is up.

Then, there will be a bit more teaching, then the syllable division exercise #1. For this exercise, have the students divide words and check their division before sounding out the words with the students. Students who have trouble dividing up the words should mark the vowels with X's and

then divide between the consonants. Students who have trouble sounding out the words should first tackle the first syllable, then the second syllable, then put them together to sound out the whole word. Again, do a word or two with each student, then move on to another student. However, make sure they do not start any work on Syllable Division Exercise #2 at this time. The students who are not being directly worked with should continue to divide words on their own.

Students should use the nonsense word version if possible, but younger students may need to use the version with regular words if the nonsense words are too difficult for them.

Students should use their pencil to draw a line between the 2 consonants for each word in syllable division exercise 1.

The first few nonsense words are shown with here: rin|cap, lat|lap
The first few regular words are shown here: hub|cap, lap|top

Again, if the student has trouble, have them mark the vowels first and then divide the word, saying, "Each syllable has a vowel. You divide between the 2 consonants, the consonants are between the vowels in these words." hủb|cấp lắp|tồp

Then, there will be some more instruction and exercises. Continue work with the students on the next 3 Blend Phonics exercises like the first. Remember, your primary goal is to get the students able to use the chart and sound out words from left to right.

The final exercise for lesson 1 is Syllable Division Exercise #2. Some students may have trouble seeing which of the 3 consonants in the middle are blends. Help them by writing a small tie between the two consonants that are blends, then have them draw between the blends and single consonant.

Here is an example of the first 2 words from syllable division exercise #2 with ties between the blends and divided between the blend and the single consonant: chest|nut, sun|spot

Next up are the games. During the game time, have a few volunteers work with students and do the nonsense word fluency timings. Time at least the first 25 word exercise, and do both exercises for the lesson with each student if there is time.

The first game is the phonics concentration game. Make sure your classroom is properly set up for the game and that you have enough game sets and paper to keep score. You can have the students stretch a bit while setting up the game if you do not have a full break at this time.

Play the relay letter race for the last 10 minutes of class. You can do a few minutes less of this last game if you are behind schedule. Set up the room and play the relay race letter game where you make words from tubs of letters in groups. After the first class, I like to set aside a few minutes to talk with my volunteers and see if they have any questions or suggestions. They often have good ideas about particular students or classroom setup that will make the class go smoother.

Lesson 2 – 3 Tips

These lessons are very similar to Lesson 1, working with Blend Phonics, syllable division exercises, and the same games. But, the concepts are a bit more complex. Many of the students have never learned about open vowel two syllable words and will have a tough time with them at first.

The first thing covered in lesson 2 is silent e words. Most students have learned about this, but a common mistake is to slay the short vowel instead of the long vowel. For example, to read the word “cape” as “cap.” If they make that mistake, write “cap” in the margin next to the long vowel words in Blend Phonics, then write “cape” under the word cap, also in the margin. Say, “CAP ends in a consonant and has a short vowel sound, CAPE has a silent e which makes the vowel a long, it says its name.” Go back and forth between the two words a few times, then move on. You can also do this with nonsense words, for example: LAT/LATE/LAT, going back and forth between the words. (While “lat” is a nonsense word, it is also a syllable part of some real words such as lateral and latitude.)

Lesson 2	Time
Blend Phonics Unit 14	3
Blend Phonics Unit 15 - 17	2
Blend Phonics Unit 18 - 20	2
Syllable Division Exercise 3	3
Syllable Division Exercise 4	4

Lesson 3	Time
Blend Phonics Unit 21 - 22	2
Blend Phonics Unit 23	1
Blend Phonics Unit 24	1
Blend Phonics Unit 25	2
Blend Phonics Unit 26 - 27	2
Syllable Division Exercise 5	3

Syllable Division Exercise 3: This one is usually a bit tougher for the students, even many older students have usually not done a lot of work with 2 syllable long vowel words. Check their division closely before moving around and helping students sound out the words. Make sure they are dividing before the consonant. If they make a mistake and say the short vowel sound, for example, they say “dinner” instead of diner, write out dinner on the side of exercise #2 and show it dividing between 2 consonants to be short. Explain that 2 consonants will divide between, making the vowel short, while 1 consonant will usually divide before the consonant, making the vowel long and saying its name.

The first 3 words from syllable division exercise #3, example division: ti|mer, ma|ter, gra|der

Syllable Division Exercise 4: This one can be tough, even for students who did well on Syllable Division Exercise 3. The mixing of short and long vowels makes it harder. Work carefully between the groups of words, contrasting and showing the difference between words like dinner and diner (din-ner, di-ner.) Make sure students are dividing them correctly before allowing them to finish the exercise.

The first 6 words from syllable division exercise #4, example division:
din|ner, di|ner; mat|ter, Ma|ter; cot|ton, mo|tor

At the end of lesson 2, play the phonics concentration game with game cards up to Blend Phonics unit 20.

Syllable Division Exercise 5 should be easy for most students, although some may need help with the two letter vowel teams. Encourage them to find the vowel teams on their one page vowel and consonant chart if this is the case, and help them locate them if they have trouble.

Syllable Division Exercise 5 example divided words: fly|leaf mail|man sea|shore

At the end of lesson 3, play the phonics concentration game with game cards up to Blend Phonics unit 27.

Encourage students not to miss classes. If they do miss a class or are going to, encourage them to watch the video for the lesson online at the YouTube Channel "ThePhonicsPage." Do a quick review with a dedicated volunteer for the first few minutes of the first few exercises to catch up quickly by working one on one. Only read 2 words from each blend phonics unit for review, but do at least 4 words of each syllable division exercise. Try to do this in the few minutes before class starts if the student who missed a lesson comes early. Again, encourage full attendance, but sometimes things do come up. You can also do a bit of make up work during the break or at the end during the games.

Remember, during the game time, have a few volunteers work with students and do the nonsense word fluency timings. They are important for progress and also good for morale as the students see their reading speed and accuracy increase over time.

Lesson 4 – 5 Tips

Lessons 4 and 5 are very similar to Lessons 1 - 3, working with Blend Phonics, syllable division exercises, and the same games. But, again, the concepts get a bit more complex.

Lesson 4	Time
Blend Phonics Unit 30 - 31	2
Blend Phonics Unit 32 - 34	2
Blend Phonics Unit 35 - 26	2
Blend Phonics Unit 37	2
Syllable Division Exercise 6	3
Blend Phonics Unit 38	2

Lesson 5	Time
Blend Phonics Unit 39	2
Blend Phonics Unit 40	2
Blend Phonics Unit 41 - 42	2
Syllable Division Exercise 7	3
Blend Phonics Unit 43 - 44	3
Syllable Division Exercise 8	2

While most students have learned soft c and g, they can still have problems with it. Also, au/aw (as in saw or pause) is a vowel combination that many of my students do not know well. Mark a star next to any combination that causes problems for a student and then review it the next few lessons. Silent letters can also be challenging, especially for young students. ELL students or students with speech difficulties may have problems with the different sounds of ending –ed, but most students will say the correct sound of ed naturally, again, star any section that a student has difficult with for later review.

Syllable Division 6 is review, but ups the difficulty level because all previous syllable division rules are taught.

Syllable division 7 also covers all previous rules but focuses on soft and hard c. After the end of lesson 4, play the phonics concentration game with cards up to unit 38. After lesson 5, all basic phonics have been covered and you can play the game with all of the cards.

Syllable division exercise 8 is also difficult for many students. The first line is all –le words and the second line is all el words. The 3rd line is a mix of the two, make sure all the students correctly divide and read at least 2 words from line 1 and line 2 before trying line 3.

Example divided -le words from line 1: ta|ble ket|tle a|ble ma|ple

Example divided -el words from the last 2: lev|el reb|el grav|el mod|el

Lesson 6 – 8 Tips

There are a lot of new things in these lessons, we add in Webster’s Speller and Greek and Latin Exercises. These are high level words, but with help, younger students can successfully sound these out, too.

Syllable Division exercise #9, dividing between vowels, is generally hard for all students, but especially younger students. Syllable Division exercise #10 is generally a bit easier, most students have worked with prefixes and suffixes in school, but young students may need help. Syllable division #11 is the hardest of them all—it combines all the rules and includes all types of words. Students generally need a lot of help with this exercise. First, help them figure out what rule applies, then help them divide and sound out the words.

Syllable Division Exercise #9 example divided words: ra|di|o, cam|e|o, pi|o|neer, me|ow

In some of the syllable division 9 words, the i has its romance sound of long e, as in radio. In other words it has its normal ending long vowel syllable sound of long i. The word "continuous" also has a silent o in ous, it divides between the u and ous.

Syllable Division Exercise #10 example divided words: pre|fix, de|cide, be|fore, na|tion

When you get to the first Webster exercise in lesson 6, make sure that you go back to the syllabary for review if a student gets a syllable wrong. For example, if a student reads ti-ger as tigger, go back to the t syllables and have them read “ta te ti to tu ty,” then read ti again, then turn back to Webster Table 26 and read ti and then ti-ger. **For students who need a review of some of the phonics basics, work 5 minutes on Webster and then spend the rest of the Webster time on review of the phonics areas that you have starred from earlier lessons to review. You want to make sure that their phonics foundations are solid.**

With the Greek worksheet in Lesson 7, make sure students understand that the middle column of Greek word parts can be either be beginning or ending parts, while the 1st column of words are beginning parts and the 3rd column of words are end parts. For example, the word part “naut” can be beginning in nautical or ending in astronaut, “phon” can be phonetic or telephone. With younger students, help them sound out a few of the easier beginning and ending forms and help them figure out a few that could combine to make words. Walk around making sure everyone understands the worksheet and help students who need help. Make sure everyone makes and reads at least 2 words, time permitting. You can scribe for the youngest students if needed.

Again for lessons 7 and 8, during the Webster time, if a student needs basic phonics review, spend half of the allotted Webster time on basic phonics. Also, if students need more work on Webster exercise 26, they can continue work on that, but make sure each student tries a few words from Webster tables 32 and 66 for lesson 7 and from 68, 81, and 90 for lesson 8. Young students may need a lot of help, but should try at least a word or two with generous help, they will feel very accomplished as they work to sound out 2 and 3 syllable words. A young student may not be able to do Webster table 90 or above, even with help; if so, just do more words from the earlier Webster tables during the Webster work time.

For the Latin worksheet exercise for Lesson 8, a young student can just focus on sounding out the easier Latin words and not worry about trying to figure out the parts of speech. You can divide the words up for a young student and help them through sounding out some of the easier words like “nation, future, culture, special, and serious.” Older students may or may not have a strong grammar background. If they don’t, you can work as a group the last few minutes of the exercise and teach the class the parts of speech for each type of word. Make sure you bring a copy of the answers for yourself and the other volunteers. The answers are on page 23 of this guide.

Lesson 6	Time
Syllable Division Exercise 9	3
Syllable Division Exercise 10	2
Syllable Division Exercise 11	3
Webster Table 26	5

Lesson 7	Time
Language Worksheet	4
Webster Table 32, 66	10

Lesson 8	Time
Language Worksheet	4
Webster Table 68, 81, 90	10

End lesson 7 with Greek word root bingo and Lesson 8 with Latin word root bingo. You will be amazed how many roots the students learn as they play. You can either continue Latin and Greek word root bingo at the end of the lesson during clean up time or play the letter relay race. Once the students get used to the bingo games, they can play with only a few volunteers to help if the older students help the younger students find the roots on their cards.

Lesson 9 – 10 Tips

These lessons have more language exercises and more Webster’s Speller. Again, with help younger students can do much of this high level work. The first language worksheet covered in lesson 8 may be too hard for most younger students, they can read aloud some of the easier words instead and then work on review of Blend Phonics and Webster’s Speller. Even some older students may need help, it is a challenging puzzle. Provide hints and help to those that want help; some students may want to fight through the challenge on their own.

For example, if they are having trouble with placing the word “radian,” guide them to the two vowels and ask if they make a sound or not? They divide between, which is common in Latin words. If they are having trouble with “rhodium,” have them look at the silent letters and see what language they come from. The word church is Old English because of the normal ch sound of ch, and good is from Old English because of its two letter vowel team. Volunteers should all have the answers for this exercise because it is quite challenging. Answers are on page 23 of this guide.

For the last Language exercise, also done in lesson 9, make sure students know to choose a few columns of words to focus on to build their sentences. For young students, you can help them select the words and they can make their sentences orally, having a volunteer write the sentences out for them.

Again for lessons 7 and 8, during the Webster time, if a student needs basic phonics review, spend half of the allotted Webster time on basic phonics. Also, if students need more work on Webster exercise 26, they can continue work on that, but make sure each student tries a word or two from Webster table 100 for lesson 9 and from tables 102 and 121 for lesson 10. Young students may find these words too long and difficult to be successful, but have them all try at least one with help.

If the students are using a schedule without separate testing days, as students come in for lesson 10, make sure they all have completed the grade level and MWIA testing. Have volunteers give the tests before class starts and during the Webster work time and game time of lesson 10. Having before and after measures of progress is very important.

Lesson 9	Time
Language Worksheet p 3	4
Language Worksheet p 4-5	5
Webster Table 100	5

Lesson 10	Time
Webster Table 102, 121	10

Old English	Latin	Greek
dirt, earth	terrain	geography
tale, story	story, legend, parable, history	parable, history, myth
gift	present	treasure
father, fatherly	paternal	patriarch
plant	flower	botany
town	city	metropolis
learner, pupil	pupil, student	scholar
chicken, hen	poultry, aviarist	ornithology, zoology
dog, hound	canine	cynology, zoology
spider	insect	arachnid
time, timeline	temporal	chronology, chronological
plot	map	cartography
drawing	picture	graphics
love	amorous	agape
healer	doctor	physician
belly	abdomen, stomach	stomach
ship, boat, sailboat	maritime	nautical
aware	cognizant	psychology, psyche
end of the world	complete disaster	apocalypse
to stand for	representation	symbolic
green	verdant	chlorophyll
old	ancient	archaic, geriatric
kingly	royal	aristocratic
smell	odor	aroma
big	immense	gigantic
small, little	minute, diminutive	micro, microscopic
cleanliness, clean, wash, purify	purify, sanitary, sanitation	hygiene
former, before	previous, prior	anachronism, prologue
friendly, kindred, agreeable	agreeable, amicable	empathetic, sympathetic, harmony
eat, snack	consume, ingest	gastronomy
seasickness, queasiness	vomiting	nausea
leaving, departure	departure	exodus
speak, talk	soliloquy	rhetoric, dialogue
run	exercise	calisthenics, gymnastics

Old English	Latin	Greek
tale, story	story, legend, parable, history	parable, history, myth
ship, boat, sailboat	maritime	nautical
old	ancient	archaic, geriatric

Final Thoughts

Again, the most important thing to keep in mind is that you need to focus on the habit of sounding out every sound from left to right. Students who don't know all their sounds should use their vowel and consonant sound charts.

Students with strong guessing habits need a lot of nonsense words and should be encouraged to play the phonics concentration game at home and do the extra nonsense word homework.

After a few lessons, you should have a good idea of the strengths and weaknesses of your students and your volunteers. Aim for having your best volunteers spend the majority of their time working with the students who struggle the most.

Teach students who do not know their sounds well how to use the vowel and consonant charts on their own so they can become more self-reliant.

Another common area of struggle is open vowel multi-syllable words such as vi-per or mo-tor. This pattern is not often taught in schools. Even schools that do a good job teaching basic phonics often neglect this pattern. Make sure you spend plenty of time on this pattern, taught in a few syllable division exercises and Webster's Speller.

Students who are not making as much progress as the other students may have an underlying problem, 40L's dyslexia page has ideas and resources for identifying and remediating underlying problems. There are also some students who need repetition to get to grade level fluent reading.

With 40L's group classes, almost every class has had a few students who have repeated the class. One student took the class 3 times before getting to grade level. He persevered and improved over time. Many students make great improvements in a single class, but some need more repetition. After struggling and guessing at words for years, it can take time and repetition, especially for an older student. Younger students usually have less guessing habits and generally will learn more rapidly than older students. With time and practice, though, even older students make great progress.

The most important thing to focus on is sounding out every sound and every syllable from left to right. Learning all the phonics and syllable division rules taught in the Syllables program gives students the tools to be able to sound out anything! You'll be amazed at how much progress they can make when given a chance to succeed.

Answers to Language Worksheets

Possible answers to Greek Word Generator Worksheet. (Others are possible, students can even create new words that are not currently words!)

astronomy, autograph, biology, chronometer, democratic, hydrometer, micrometer, perimeter, polygraph, symmetry, telegraph, telephone, thermometer, theology, cosmology, graphic, metrical, morphemic, nautical, phonology

Answers to Latin Word Ending Exercise, page 2:

Ending	Example Words	Part of Speech	Ending	Example Words	Part of Speech
1 tion/ sion	proclamation recession election nation infraction	noun	4 ial	essential perennial terrestrial arterial industrial special artificial	adjective
2 ive	comprehensive progressive excessive defensive lucrative decisive	adjective	5 ious	serious industrious rebellious glorious judicious	adjective
3 ture	nature feature future adventure infrastructure culture	noun	6 uous	ambiguous conspicuous virtuous	adjective

Answers to Phonics of Word Origin, page 3:

Old English	Latin	French	Greek
church	punctuation	beauty	philosophy
think	radian	layette	morphology
wrong	adventure	crevasse	rhodium
good	avian	entrepreneur	psychokinesis
days	educate	touche	anaglyph

Sample Schedules are
On the following pages

The Sample Schedules are merged from another document created in 2017 and are numbered from page 1 to 5.

Sample Schedules for Syllable Spell Success Program

The following are the exercises to be read and worksheets to be used for each lesson, regardless of which schedule you are following. All but young students should use the nonsense word versions of Blend Phonics and syllable division exercises if at all possible. The exercises and worksheets will follow the DVD or YouTube video instruction. Pause the movie for each exercise.

Exercises/Worksheets

Lesson 1	Time
Blend Phonics Unit 2	1
Syllable Division Exercise 1	2
Blend Phonics Unit 6	1
Blend Phonics Unit 7 - 9	2
Blend Phonics Unit 10 - 13	2
Syllable Division Exercise 2	3

Lesson 5	Time
Blend Phonics Unit 39	2
Blend Phonics Unit 40	2
Blend Phonics Unit 41 - 42	2
Syllable Division Exercise 7	3
Blend Phonics Unit 43 - 44	3
Syllable Division Exercise 8	2

Lesson 2	Time
Blend Phonics Unit 14	3
Blend Phonics Unit 15 - 17	2
Blend Phonics Unit 18 - 20	2
Syllable Division Exercise 3	3
Syllable Division Exercise 4	4

Lesson 6	Time
Syllable Division Exercise 9	3
Syllable Division Exercise 10	2
Syllable Division Exercise 11	3
Webster Table 26	5

Lesson 3	Time
Blend Phonics Unit 21 - 22	2
Blend Phonics Unit 23	1
Blend Phonics Unit 24	1
Blend Phonics Unit 25	2
Blend Phonics Unit 26 - 27	2
Syllable Division Exercise 5	3

Lesson 7	Time
Language Worksheet	4
Webster Table 32, 66	10

Lesson 8	Time
Language Worksheet	4
Webster Table 68, 81, 90	10

Lesson 4	Time
Blend Phonics Unit 30 - 31	2
Blend Phonics Unit 32 - 34	2
Blend Phonics Unit 35 - 26	2
Blend Phonics Unit 37	2
Syllable Division Exercise 6	3
Blend Phonics Unit 38	2

Lesson 9	Time
Language Worksheet p 3	4
Language Worksheet p 4-5	5
Webster Table 100	5

Lesson 10	Time
Webster Table 102, 121	10

This is an example 3 day schedule. Depending on the number of volunteers and their experience giving the tests, you may need to add or subtract time from the testing time and adjust the schedule accordingly. During the game time, a few volunteers should take students aside one at a time and do nonsense word fluency tracking. During the last day at the last break/snack time, a few volunteers can score the tests and calculate the average class grade level improvement to announce at the end.

3 Day Schedule

Day #	Lesson #	Work Time	DVD Time	Game Time	Total Time	Min	Hours
1	Test	60			60		
	L1	11	13	11	35		
	Break	15			15		
	L2	14	8	8	30		
	Break	15			15		
	L3	13	8	19	40	195	3.25

2	L4	13	7	10	30		
	Break	15			15		
	L5	14	5	11	30		
	Break/Snack	30			30		
	L6	13	10	7	30		
	Break	20			20		
	L7	14	5	21	40	195	3.25

3	L8	14	6	10	30		
	Break	10			10		
	L9	14	10	11	35		
	Break	15			15		
	L10	10	5	10	25		
	Break	10			10		
	Test	60			60		
	Break/Snack	60			60		
	Results	10			10	255	4.25

This is an example 4 day schedule. Again, test time may need to be adjusted.

4 Day Schedule

Day #	Lesson #	Work Time	DVD Time	Game Time	Total Time	Min	Hours
1	Test	60			60		
	L1	11	13	11	35		
	Break	15			15		
	L2	14	8	18	40	150	2.5

2	L3	13	8	9	30		
	Break	15			15		
	L4	13	7	10	30		
	Break	20			20		
	L5	14	5	21	40	135	2.25

3	L6	13	10	7	30		
	Break	15			15		
	L7	14	5	11	30		
	Break	20			20		
	L8	14	6	20	40	135	2.25

4	L9	14	10	11	35		
	Break	10			10		
	L10	10	5	10	25		
	Break	10			10		
	Test	60			60		
	Break/Snack	60			60		
	Results	10			10	210	3.5

This is an example 6 day schedule. Again, test time may need to be adjusted.

6 Day Schedule

Day #	Lesson #	Work Time	DVD Time	Game Time	Total Time	Min	Hours
1	Test	60			60		
	L1	11	13	21	45	105	1.75
2	L2	14	8	8	30		
	Break	20			20		
	L3	13	8	19	40	90	1.5
3	L4	13	7	10	30		
	Break	20			20		
	L5	14	5	21	40	90	1.5
4	L6	13	10	7	30		
	Break	20			20		
	L7	14	5	21	40	90	1.5
5	L8	14	6	10	30		
	Break	15			15		
	L9	14	10	21	45	90	1.5
6	L10	10	5	10	25		
	Break	10			10		
	Test	60			60		
	Break/Snack	30			30		
	Results	10			10	135	2.25

This is an example 12 day schedule. Again, test time may need to be adjusted.

To teach this as a 10 lesson course, you can have a parent give the grade level test before the first lesson. During the first part of the class, have students turn in their tests or test scores and have volunteers give the test to any students who did not get their test completed. The rest of the students can color in their one page vowel and consonant charts and you can shorten game time at the end. After lesson 9, again have the parents give the test. During the final lesson, lesson 10, give the test to any students who did not get their test completed during review time and game time.

12 Day Schedule

Day #	Lesson #	Test Time	Work Time	DVD Time	Review Time	Game Time	Total Time
1	Pre-Test	50	0	0	0	5	55
2	L1	0	11	13	15	16	55
3	L2	0	14	8	15	18	55
4	L3	0	13	8	15	19	55
5	L4	0	13	7	15	20	55
6	L5	0	14	5	15	21	55
7	L6	0	13	10	15	17	55
8	L7	0	14	5	15	21	55
9	L8	0	14	6	15	20	55
10	L9	0	14	10	15	16	55
11	L10	20	10	5	10	10	55
12	Post-Test	50	0	0	0	5	55