



Phonics Chip Kit™ (Multisyllable)

Lesson 10.2

Product Sample

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Introduction to the Multisyllable Phonics Chip Kit

Description of Product

The *Phonics Chip Kit*[™] helps teachers explain phonics patterns using manipulatives and sound-spelling mapping. Each kit helps teachers direct student's attention to identifying individual phonemes in words and analyzing sound-spelling patterns. The focus on sounds first and on spelling later is important because many students jump quickly to concentrate on the letters without relating the sounds to the letters. Using chips and syllable bars aids teachers in bridging from phonological awareness to phonics and spelling patterns. The materials in this kit are principally intended to be used in providing small-group intervention lessons. The kit includes a unique collection of multisensory lessons and manipulatives to aid in instruction.

The *Multisyllable Phonics Chip Kit* is the third kit in a series that includes basic, advanced, and multisyllable phonics patterns. The kit includes lessons to support teaching recognition and reading of six syllable types. The lesson materials were developed to 1) save teachers time in writing lesson plans, and 2) ensure administrators that lessons are delivered in a consistent and research-based manner.

One of the key benefits of using the *Multisyllable Phonics Chip Kit* is that students will fluently recognize the type of syllable and, therefore, be guided to the proper pronunciation of the vowel in the syllable. This product contains a proprietary design of syllable bars that contain color-coded shapes to signify the position of the consonant and vowel sounds in the syllable. The syllable bars help students see syllables as "chunks" so they can more fluently recognize them while reading unknown words. Rapid and automatic recognition of the syllable type is a powerful way to help students know whether to read the syllable with a short, long, or other vowel sound.

These lessons were designed for several uses:

- As a stand-alone tool for use in Tier II intervention for students who have demonstrated difficulty with reading and/or spelling at the single-syllable or multisyllable level.
- As a tool to use with another intervention material or program to supplement the explanation of the sound-spelling pattern and the phonics concepts.
- As a supplement to core reading instruction during the reading block.
- To be used with these other 95 Percent Group products:
 - *Phonics Lesson Library*[™] – Use in the Chip Movement section to help students see the syllable patterns and to divide syllables in multisyllable words.
 - *Blueprint for Intervention*[®]: *Multisyllable Routine Cards* – Use the *Multisyllable Phonics Chip Kit* lessons when students are not mastering the concepts with the routine cards.

Phonics Chip Kit: Multisyllable Materials	
Teacher's Guide	<ul style="list-style-type: none"> Printed full-color, spiral-bound book <ul style="list-style-type: none"> Introduction Eighteen 3- to 4-page lessons on six syllable types
Manipulatives	<ul style="list-style-type: none"> Chips and syllable bars <ul style="list-style-type: none"> Plastic storage box with labels and dividers to keep chips organized for easy access Teacher's syllable bars and chips (1 set) <ul style="list-style-type: none"> Syllable bars – White magnetic-backed rectangular bars with colored shapes that represent the sounds in a syllable Sound chips – Color-coded, magnetic-backed blank chips (without letters) Student's chips (8 sets) <ul style="list-style-type: none"> Syllable bars – Rectangular bars with colored shapes in laminated cardstock Sound chips – Color-coded chips in laminated cardstock (without letters)
Mats/Paper	<ul style="list-style-type: none"> Two Types of Mats: Sound-Spelling Mapping Mat and Syllable Mapping <ul style="list-style-type: none"> Teacher mats that are magnetic backed for use on a magnetic whiteboard Student mats that are laminated cardstock for placement on a table Three Types of Paper: One-Syllable Paper, Two-Syllable Paper, and Whole Word Paper <ul style="list-style-type: none"> Downloadable from the <i>Multisyllable Phonics Chip Kit</i> website (see page 16) For use during the Write Word portion of the lessons

Why the *Phonics Chip Kits* Were Developed

The *Phonics Chip Kits* were developed to aid teachers while working with small groups of students who need help in mastering phonics patterns. The benefit of using manipulatives has long been documented, especially in teaching students who struggle. Multisensory instruction is deemed to be critical and is widely supported through research and by organizations including the International Dyslexia Association. There is substantial evidence that multisensory techniques support instruction with all struggling students regardless of whether they have been identified with a language-based learning disability. The Basic and Advanced kits use individual chips; whereas, the primary manipulative in the Multisyllable kit is syllable bars.

During the past three years, 95 Percent Group consultants have been modeling sound-spelling mapping techniques during our professional development sessions with classroom teachers and intervention specialists. It all started with handmade prototypes of manipulatives in an effort to determine how to signal to students the location of consonants and vowels in words and syllables. Our goal was to try to use objects to represent the patterns that we know are critical for students to recognize. These methods have been so effective that many teachers were spending substantial amounts of time trying to duplicate the chips they saw us use when modeling with students. Based on client requests, these kits are now available and will save teachers time in trying to make the manipulatives and create the lessons themselves.

The practice of moving objects into a line of boxes (for example, on grid paper) is a common instructional technique called *sound-spelling mapping* or *phoneme-grapheme mapping*. The grid paper is also known as *Elkonin Boxes*, which, in this case, are used to match one sound in a word to one box. This technique was included in the Reading First teacher academy materials and can be found in many programs.

Although the technique of moving an object into a box for each sound in a word is not new, there are several aspects of the *Phonics Chip Kit* that are unique:

- Use of specific colors to signal to students the type of sound
- Trading of sound chips for spelling chips for the target sound(s) in the focus pattern
- Design of a single chip with a v-shaped line connecting the two vowel letters of the long vowel silent-e pattern
- Development of a syllable bar with colored shapes to represent a syllable as a chunk
- Explicit lessons provided in the Teacher's Guide

Components of Effective Intervention Instruction

The structured lesson plan format of the *Phonics Chip Kit* assures that the lessons incorporate the characteristics of effective small group intervention instruction. The table below provides a description of each of the eight characteristics and where in the *Phonics Chip Kit* lessons that characteristic is evident.

Characteristic	Evident in Lesson Framework
1. Explicit	I Do directly states and defines focus skill and student expectations.
2. Systematic	Intentional language and steps include consistent hand gestures and verbal cues; there is a gradual transfer of responsibility from teacher to student.
3. Sequential	Structure moves from simple to complex in key ways including word choice, materials used, teacher talk, and modeling components.
4. Adequate Modeling	This most prominent feature provides precise language at each level of modeling.
5. Corrective Feedback	Teacher response is reactive to individual student errors.
6. Differentiated Instruction	We Do and You Do sections provide two levels that enable teachers to differentiate instruction to meet students' needs.
7. Scaffolded Instruction	Steps of the I Do, We Do, and You Do allow the teacher to gradually transfer responsibility for learning to the students.
8. Continual Assessment	This occurs through informal observation and monitoring during instruction; the focus skill correlates to the appropriate 95 Percent Group assessment instrument.

Effective Modeling Cycle

The lessons include a three-step process of modeling with gradual release of responsibility to the students. The table below shows how the teacher gradually discontinues answering simultaneously with students taking on more of the answering and eventually the chip movement.

Modeling Steps	Chip Movement	Speaking
I Do	teacher	teacher
We Do		
Level 1: Accuracy	teacher	teacher and students
Level 2: Fluency	teacher	students
You Do	students	students

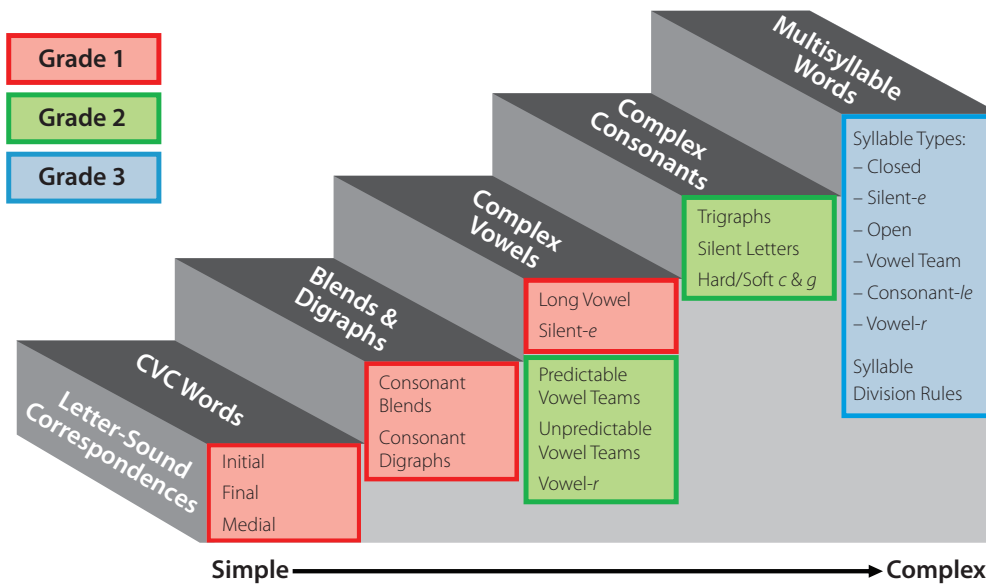
The questions that teachers ask in the We Do-Level 2 are shorter and more concise than in the We Do-Level 1 to enable the development of fluency. For example, the question below evolves from level 1 to level 2:

- We Do-Level 1: “Which color sound chip should I move?”
- We Do-Level 2: “Chip?”

Sequence of Skills

The 95 Percent Group’s *Phonics Continuum* provides a sequence of skills arranged according to difficulty. This continuum also includes a suggested grade level for skill mastery, as follows:

- End of 1st grade – Short vowels and the long vowel silent-*e* pattern
- End of 2nd grade – Remaining long vowel patterns, *r*-controlled vowels, and complex consonants
- 3rd grade – Multisyllable words



The *Phonics Continuum* is particularly useful when reteaching missing skills to an older student. Core reading programs do not always teach phonics skills in exactly this order. Also, in reading programs, some skills are introduced long before the student is expected to reach mastery. The 95 Percent Group *Phonics Continuum* is specifically designed for reteaching skills the student did not master from the core instruction reading program; therefore, differences in order between this continuum and the core shouldn’t be problematic because these materials are used to reteach missing concepts.

The skills covered in the three kits are aligned with 95 Percent Group’s *Phonics Continuum* and *Phonics Screener for Intervention*[™]:

- Basic (Skills 2–5), which includes short vowels, consonant blends, consonant digraphs, and long vowel silent-*e*
- Advanced (Skills 6–9), which includes vowel teams, vowel-*r*, and complex consonants
- Multisyllable (Skills 10–15), which includes the six syllable types: closed, silent-*e*, open, consonant-*le*, vowel team, and vowel-*r*

List of Skills in the Multisyllable Phonics Chip Kit:

Lesson	Syllable Type	One-Syllable	Simple Two-Syllable	Complex Two-Syllable
10	Closed	10.1	10.2	10.3
	Closed with Schwa Sound			10.4
11	Long Vowel Silent-e	11.1	11.2	11.3
12	Open	12.1	12.2	12.3
13	Vowel Team: Predictable	13.1	13.2	
	Vowel Team: Unpredictable	13.3	13.4	
14	Consonant- <i>le</i>		14.1	
15	Vowel- <i>r</i>	15.1	15.2	15.3

Typical Lesson Structure

- .1 lessons = One-syllable
- .2 lessons = Two-syllable with “simple” syllable division rule
- .3 lessons = Two-syllable with more challenging syllable division rules

Multisyllable Lessons: Definition of *Simple* and *Complex*

The syllable type is taught first with one-syllable words only (initial lessons). Following mastery of the syllable type with single-syllable words (pseudowords), instruction moves to two-syllable words. One of the most challenging aspects of working with multisyllable words is the location of the syllable division. To introduce concepts by level of difficulty, the .2 lessons typically include only words that are considered *simple* in this material. Our definitions of *simple* and *complex* are as follows:

- **Simple:** Blends and digraphs are ONLY at the beginning of the first syllable or end of the last syllable; in closed syllable lessons, there are always exactly two consonants between the vowels so that the word is divided between those two consonants.
- **Complex:** Blends and/or digraphs are between the vowels so that students have to practice determining where to divide when there are more than two letters between the vowel sounds.

Examples of Closed and Silent-e Syllable Words

Syllable Type	Simple	Complex
Closed	gremlin, contest, chipmunk	fishnet, misprint
Long Vowel Silent-e	shipmate, homesick	miswrote, discrete

Color-Coded Chips for Types of Sounds

The syllable bars contain circular shapes that represent the chips used in the Basic and Advanced kits, which teach students at the level of one-syllable words. In the *Multisyllable Phonics Chip Kit*, the chips are still present; however, they are shown on rectangular bars that represent an entire syllable. Having the sounds of a syllable contained on a syllable bar not only saves teachers the time in pulling down all the individual chips, but also reinforces for students that they can recognize the syllable pattern as a unit or chunk. This approach reinforces that students should look for the pattern of consonants and vowels to determine the syllable type.

Seven colors are used to help students consistently identify the types of sounds throughout the series of three *Phonics Chip Kits*:

Color	Type of Sound
Blue	Consonant
Red	Short vowel (the word <i>red</i> has a short vowel sound)
Green	Long vowel (the word <i>green</i> has a long vowel sound)
Orange	Consonant digraph
Yellow	Vowel team
Gray and Black	Vowel-r (3 shades for /or/, /er/, and /ar/)
Purple	Unpredictable vowel teams (dark purple for most common pronunciation and light purple for less common pronunciation)

Syllable bars have consecutive colors representing the sounds of the syllables. As indicated by the number assigned to each bar (located in the lower right corner), some of these bars are intended to be flipped to represent another syllable type.

Trading Sound Chips for Spelling Chips







The first step in studying a word is to “finger-stretch” to count the sounds in the word, which allows the student to segment the sounds and count the number of boxes that will be used. Colored blank chips are pulled from the top of the mat to fill the number of boxes as indicated by the number of sounds in the word. At this point, the lesson shifts from phonemic awareness to letter-sound correspondence as the key chip or chips that spell the unique aspect of the phonics pattern is traded. The sound chip is traded for a spelling chip that has the same background color but with letters of the focus pattern added to show how to spell the sound.

The teacher doesn’t trade *all* the colored blank sound chips for spelling chips for several reasons: 1) For most consonants, the spelling is simple and is rarely the area of confusion for students; 2) There is a focus phonics pattern for each lesson and it is the only sound that is traded for a spelling chip to reduce the risk of distracting the student from the focus pattern. For example, when teaching a student that a consonant digraph is spelled with two letters, only the digraph sound chip is traded for the spelling chip to keep the student’s attention on the digraph spelling. The sound chips for the word *ship* are an orange digraph chip for the /sh/ sound, a red short vowel chip for the /i/ sound, and a blue consonant chip for the /p/ sound. The blank orange sound chip is traded for an orange chip with the letters *sh* in order to model that it takes these two letters to spell the single digraph sound of /sh/.

Gestures for Syllable Types

Throughout the lessons students are asked to make gestures to indicate the type of syllable. These gestures are also used in our product, *Blueprint for Intervention:® Multisyllable Routine Cards*. These gestures are shown below:

Key to Gestures

Gesture	Description
	Closed syllable
	Long vowel silent-e syllable
	Open syllable
	Vowel team syllable
	Vowel-r syllable
	Consonant-le syllable

Assessment

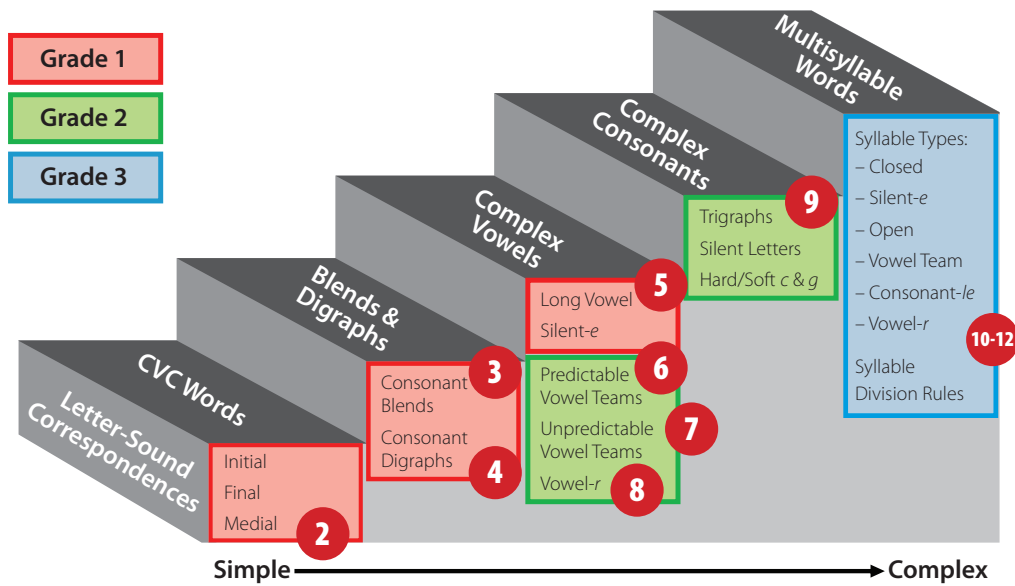
The *Multisyllable Phonics Chip Kit* was developed to align to 95 Percent Group's diagnostic screener, *Phonics Screener for Intervention™ (PSI™)*. Students are asked to read two-, three-, and four-syllable words, and the assessor marks whether they correctly pronounced each syllable. The scoring is calculated down columns by syllable type so that teachers can see which types students have mastered and which they are still struggling to read. The teacher can place students in the appropriate group for intervention in one of the six syllable types based on their scores. The syllable types should be taught in order, and students should master the first one before proceeding to the second, and so on. If students lack skills with one-syllable words as evident from the phonics screener, the teacher should start with the Basic or Advanced lessons.

Prerequisites to the *Multisyllable Phonics Chip Kit*

Several foundational skills are necessary before beginning instruction of multisyllable words. Students must display accuracy and fluency in sound segmentation/blending and in sound-symbol correspondence.

Students must display knowledge of vowel and consonant letters and have the ability to discriminate between them. The foundation for recognition of the syllable type is dependent on the ability of students to pinpoint the vowel(s) in a word and the surrounding consonants. Teachers should address these skills before beginning implementation of the multisyllable routines.

Students should also be familiar with digraphs and consonant blends. This knowledge is important because the letters that compose digraphs and blends are usually not separated when dividing a word into syllables.



Notice on the phonics continuum above that the skill numbers are shown in red circles. These align to skills in the *Phonics Screener for Intervention, 95 Percent Group's* diagnostic phonics screener.

Part 1: Getting Started With the Multisyllable Phonics Chip Kit

Lesson Plans

The lesson plans in this Teacher's Guide provide information for teachers that is arranged for ease of use while working with students. Several things to know about the Teacher's Guide include:

- Lessons are arranged by syllable type and progress from single-syllable to simple multisyllable words to complex multisyllable words.
- Within each syllable type lesson, there are typically three lessons; however, there may be as few as one lesson and as many as four.
- A word list is provided for each lesson.
- Each lesson features an I Do, We Do, You Do modeling format.
- Specialized fonts directs teacher actions (see table below).

Font	Description
Black Bold Font	Words/sentences teacher provides orally
(Black Font in Parentheses)	Teacher actions and additional information
Green Bold Font	Focus syllable/word
(Blue Font in Parentheses)	Student response

Closed: Simple Multisyllable

SKILL 10.2

Instructional Procedures

7 We Do—Level 2 (Students answer.)

This time I'll move the bars while you answer.

Example: (Place only syllable bars #1, 7, and 7 at top of mat.) Ready? Miscast. Repeat. (Miscast)

Syllable Bars: Say the syllables. (miscast)

- First syllable? (m) Sounds? (/m/ /i/ /s/) Syllable bar? (blue-red-blue) Syllable type? (closed)
- Second syllable? (k) Sounds? (/k/ /a/ /s/ /r/) Syllable bar? (blue-red-2-blue) Syllable type? (closed)

Syllable Division:

- What type of multisyllable word is this? (closed-closed)
- Pretend to touch the vowel sounds. How many consonant sounds between the vowel sounds? (2)
- Where do we divide? (between /s/ and /k/)

Write Word:

Now we'll write the word. (Use Two-Syllable Paper and place it below the syllable bars.)

- First syllable? (m) Sounds? (/m/ /i/ /s/) Syllable type? (closed)
- Second syllable? (k) Sounds? (/k/ /a/ /s/ /r/) Syllable type? (closed)
- Pretend to touch and say the vowels. (i, a) How many consonant letters are in between? (2)
- Where do we divide this word? (between s and c) (Repeat with more examples, as needed.)

8 You Do

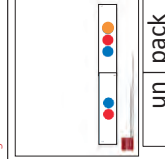
Now it's your turn. I'll give you a mat and some syllable bars. Place bars on your mat so it looks like mine.

- Ready? Untill. Repeat. (untill)
 - Say the syllables? (un-til)
 - Build the word with syllable bars. (Students build word with correct syllable bars.)
 - What type of multisyllable word is this? (closed-closed) Why? (because each syllable has 1 short vowel sound followed by 1 or more consonant sounds)
- Now we'll write the word.
- First syllable? (un) Letters? (u-n) Syllable type? (closed)
 - Second syllable? (til) Letters? (t-i-l) Syllable type? (closed)
 - Point to and say the vowels. (u, i) How many consonant letters are in between? (2)
 - Where do we divide? (between n and t) (Repeat with more examples switching between giving words orally, or having students write the words first. Continue until students are accurate and fluent.)

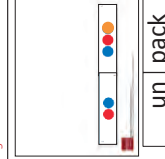
NOTE: Once students are accurate and fluent with closed-closed words, provide opportunities for students to practice moving the syllable bars with words from the word list that have blends and digraphs at the beginning or end of the word. Use the orange chip to represent the digraph sound.

Subject: First syllable: sub.

Sounds: /s/ /u/ /b/. Syllable bar: blue-red-blue. Second syllable: ject. Sounds: /j/ /e/ /k/. Syllable bar: blue-red-2-blue. Notices that there are 2 consonants side by side after the vowel. This is a consonant blend. Consonant blends can be at the beginning or end of a word.



Unpack: First syllable: un. Sounds: /u/ /n/. Syllable bar: red-blue. Second syllable: pack. Sounds: /p/ /a/ /k/. Syllable bar: blue-red-blue. In this word, the /k/ sound is a digraph, which is 1 consonant sound spelled with 2 letters. c-k. I'll place an orange digraph chip over the final blue chip in this syllable. Consonant digraphs can be at the beginning or end of a word.



Mastery Level: When orally presented a closed-closed multisyllable word, students accurately and fluently represent the multisyllable word with the appropriate syllable bars.

Closed: Simple Multisyllable

SKILL 10.2

Word List

CVCVCVC or VCVCVC (Syllable bars #1, 7, 7)

admit
suit
basket

VCVCVC or VCVCVC (Syllable bars #1, 7, 8)

engulf
insect
insult
impact
index
induct
injust
invent
invest
upend
uphill

CVCVCVC or CVCVCVC (Syllable bars #7, 8, 9)

blanket
brondish
chipmunk
contact
convent
gremlin

CVCVCVC or CVCVCVC (Syllable bars #7, 7, 8)

cosmic
disgust
dispel
figment
himself
shipment

CVCVCVC or CVCVCVC (Syllable bars #7, 8, 9)

suspend
suspect

dentist
mustang
pigment
plastic
skeptic

dentist
mustang
pigment
plastic
skeptic

Instructional Procedures

6 I Do

Today we'll focus on dividing multisyllable words into separate syllables. I'm going to use these syllable bars and this mat to represent syllables in a multisyllable word.

- (Place syllable bars at the top of mat.) At the top of the mat are some syllable bars for closed syllables. The blue chips represent consonant sounds, and the red chip represents a short vowel sound. An orange consonant digraph chip will also be used. Remember consonant digraphs are 1 sound spelled with 2 letters.

Example:

- (Place only syllable bars #1, 7, and 7 at the top of mat.) Watch me, my turn. The first word is cactus. (Clap cac-tus.)

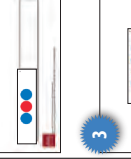
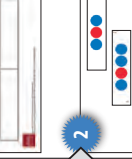
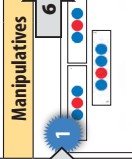
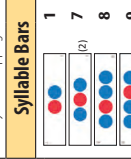
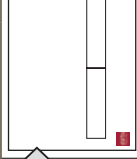
Syllable Bars: Since I hear 2 syllables in this word, I'll need 2 syllable bars. Watch how I decide which syllable bars to use.

- The first syllable is cac. The sounds are: /k/ /a/ /k/. There are 3 sounds and the vowel sound is short, so it's a closed syllable. I'll need a bar with 1 blue chip before the vowel and another blue chip after the vowel. Therefore, I'll move a blue-red-blue syllable bar onto the mat. (Slide syllable bar #7 to the first syllable space on the mat.)

- The word is cactus. The second syllable is tus. The sounds are: /t/ /u/ /s/. There are 3 sounds and the vowel sound is short, so it's a closed syllable. There is 1 consonant sound before the vowel and another after the vowel. Therefore, I'll move the blue-red-blue syllable bar onto the mat. (Slide syllable bar #7 to the second syllable space on the mat.)

Syllable Division: Now we'll look at the syllable division.

- Each syllable bar represents 1 syllable. I'll point to the 2 vowels. I'll use my left pointer finger to touch under the /a/, and right pointer finger to touch under the /u/.
- I look between the vowel sounds and see there are 2 consonant sounds. The sounds are /k/ and /t/.



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Arrow #	Description	Explanation
1	Skill Number	The number before the decimal denotes the main skill; the number after the decimal denotes the subskill and its position within the main skill.
2	Subskill Name	The name of the specific subskill.
3	Materials Needed	Graphics of the materials needed for the subskill (e.g., mats, sound chips, and syllable bars).
4	Word List	A list of sample words to be used while teaching the subskill.
5	Graphical Representation	A graphical representation of the mats and manipulation that are used during various parts of the instruction.
5a	Numbered Starbursts	Within the Graphical Representations are colored numbered starbursts that correspond to the numbered instructional text. Although the graphics exactly represent only the first I Do and We Do, the layout on the representation applies to all subsequent numbered text in the We Do and You Do.
6	I Do	The explicit demonstration of the skill.
7	We Do	Level 1: A teacher-mediated opportunity for students to practice the new skill. The teacher moves the manipulatives and students respond in unison with the teacher. Level 2: A teacher-mediated opportunity for students to practice the new skill. The teacher moves the manipulatives and students respond.
8	You Do	Students respond, without the teacher.
9	Blends and Digraphs	Graphical representations and text for words that include initial/final blends and digraphs.
10	Mastery Level	An expectation of student performance before moving to the next subskill.

Word Lists

A word list is provided for each lesson. Words have been carefully chosen so that the focus skill can be practiced using the words provided. Typically in the .2 lessons, the words require knowledge only of the simplest syllable division rule: When there are two consonants between the two vowel sounds, divide between the consonants. Because students need practice reading words with blends and digraphs, words were included that contain them in locations other than between the vowels where the syllable is divided (that is, at the beginning of the first syllable or the end of the last syllable). Typically in the .3 lessons, a more difficult syllable division rule is introduced and modeled during the I Do: When there are three or more consonants between the vowels, look for digraphs and blends that stay together and try keeping them together. The final test is pronouncing the word to see if it makes a known word, and sometimes the syllable junction will have to be “flexed” before it makes a recognizable word.

Mastery Level

At the end of each lesson in a gold bar is the mastery statement. The end goal is that students can use chips or bars to identify sound-spelling patterns in words and correctly spell those words. Teachers can monitor student progress of the skills in the *Multisyllable Phonics Chip Kit* by using the *Phonics Screener for Intervention*. Students who are not able to demonstrate mastery of the skill need more practice and are not ready to move on to the next skill. Students working at the multisyllable level who still have difficulty with a single-syllable type may need more intervention at the single-syllable level. Refer back to either the *Basic* or *Advanced Phonics Chip Kit*. For students who need even more intensive intervention, refer to the *Phonics Lesson Library™*, which features systematic and explicit instruction with single syllables. These lessons feature word reading, word building, sentence writing, and transfer to text.

Manipulatives Kit

The kit includes various shapes that represent phonemes and syllables. Each syllable bar is numbered to make locating the bars you need for a specific lesson easier. Punch out the magnetic teacher and laminated student manipulatives and arrange them in the plastic case as shown on the next page. The kit also includes two types of mats for both the teacher and the students to use: Sound-Spelling Mapping Mat and Syllable Mapping Mat. Three types of paper—One-Syllable Paper, Two-Syllable Paper, and Whole Word Paper—for use during the Write Word section of the lessons are also available for download from the *Multisyllable Phonics Chip Kit* website (see page 16).

Suggested Layout of Multisyllable Phonics Chip Kit Manipulatives

Sound Chips (All teacher 1½" circular sound chips)	Silent-e (Teacher and student silent-e pieces)	Small Chips (Student small circles)	Short Vowel (Student red chips)	Long Vowel (Student green chips)	Digraph (Student orange chips)	Vowel Team (Student yellow chips)	Vowel Team (Student purple chips)	Vowel-r (Student gray chips)
Small Chips (All teacher small circles)	Teacher Syllable Bars (Teacher closed and silent-e syllable bars)		Teacher Syllable Bars (Teacher open, vowel team, consonant- <i>le</i> , and vowel- <i>r</i> syllable bars)			Consonants (Student blue chips)		
Student Closed Syllable Bars (Student closed syllable bars)			Student Closed Syllable Bars (Student closed syllable bars)			Student Vowel Team Syllable Bars (Student vowel team syllable bars)		
Student Silent-e/Consonant-le Syllable Bars (Student silent-e and consonant- <i>le</i> syllable bars)			Student Open Syllable Bars (Student open syllable bars)			Student Vowel-r Syllable Bars (Student vowel- <i>r</i> syllable bars)		

Ancillary Materials

The ancillary materials referenced in this book, including the One-Syllable Paper, Two-Syllable Paper, and Whole Word Paper, which provide a place to write words and to divide them into syllables, are available for download from the *Phonics Chip Kit: Multisyllable* website. These materials are available only to purchasers of the *Phonics Chip Kit: Multisyllable* and should be used in conjunction with this book and manipulatives.

To access these materials, follow these easy steps:

1.	Go to www.95percentgroup.com and enter your login credentials in the Client Login area. New users should click "Create an Account." Use your school/district email address, if applicable. After logging in or creating your account, you'll return to the "My Online Resources and Products" page.
2.	Then click "Register New Product." You'll be prompted to enter the license key (printed on the inside front cover of this book).
3.	Your product will now appear on your "My Online Resources and Products" page as a registered product—to access that product in the future, just click the link.

If you have any difficulties, please email technical support at support@95percentgroup.com.

Teacher Tips

Teacher Tips for Mats, Chips, and Bars

- Teacher chips, bars, and mats are magnetized and intended to be placed on a magnetic white board so that they can be held up for all students in the groups to see.
- Before teaching a lesson, arrange the chips or bars for the lesson on a magnetic board that the students cannot see. That way, the materials are at hand and easily accessible during the lesson.
- Each student will need a Sound-Spelling Mapping mat for the first lesson while working with one-syllable words (generally the .1 lessons) and a Syllable Mapping Mat when working with multisyllable words (generally the .2 and .3 lessons).
- The One-Syllable, Two-Syllable, and Whole Word Paper used by students to write words can be placed in sheet protectors so that students can use dry erase markers to reduce paper consumption. Download these from the product website (see page 16).
- Student materials are not magnetized.

General Teacher Tips for the Lesson

- Read through the lesson carefully before you teach, and organize the materials for the lesson.
- Establish routines for distributing and collecting student materials.
- Follow the lessons as written.
- Pronounce the words and sounds clearly, distinctly, and at a conversational rate.
- When producing individual phonemes, avoid adding /ə/ after a consonant sound, for example, pronounce the consonant *d* as /d/, not /duh/.
- Using the word list, provide as much practice as needed for students to be successful at each step.
- If a student struggles, back up one level and provide more support. If that doesn't work, begin again at the I Do step.

Teacher Tips for I Do

- Sometimes students answer with the teacher during the I Do. Remind them that it is your turn and that they should listen.
- Pacing should be brisk. The dialog is very explicit and sequential. Plan to spend about 3 to 5 minutes on this section.

Teacher Tips for We Do-Level 1: Accuracy

- On the first day of the lesson, it may take more than 15 minutes to adequately explain, model, and practice during this section.
- It's possible that students will need several examples during the We Do-Level 1 section. Choose words from the word list to provide additional examples.
- Pay particular attention to student accuracy in this section. When students respond accurately during the questions, it's a sign that they have internalized the process for identifying sound-spelling patterns in the words. They are ready for fluency practice with the skill. At this point, move to We Do Level 2.

Teacher Tips for We Do-Level 2: Fluency

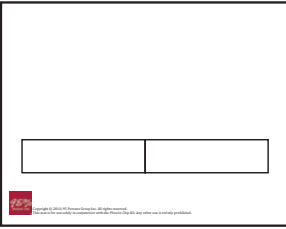
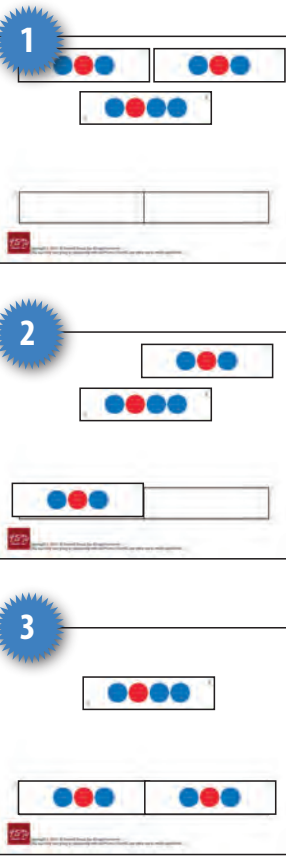
- Students may need many examples during the We Do-Level 2 section. Choose words from the word list to provide additional examples.
- When students are accurate and fluent in their responses, move to the You Do section.

Teacher Tips for You Do

- Often, student accuracy may suffer slightly when the teacher moves to the You Do. Don't worry; students likely need some time to learn to apply the strategies and manipulate the materials at the same time.
- You may model with your set of chips at first to help the students make the transition to using chips on their own.

SKILL 10.2

Closed: Simple Multisyllable

Mat	Word List			
 <p>Syllable Mapping Mat</p>	<p>CvC/CvC or vc/CvC (Syllable bars #1, 7, 7)</p> <p>admit catnip onset upset album eggnog picnic zigzag antic impel pundit Aztec inset selfish basket magnet unzip</p>		<p>vc/CvC or vC/CvCC (Syllable bars #1, 7, 8)</p> <p>abduct impact insect object absent index insist undid advent induct insult unpeg anvil ingest intact until antic inject invent upend aspic inlet invest uphill engulf</p>	
Syllable Bars	<p>CvC/CvC or CvC/CvCC (Syllable bars #7, 7, 8)</p> <p>campus cosmic mascot suspect candid disgust nitwit suspend consult dispel rustic content figment shamrock contest himself shipment</p>		<p>CvC/CvCCC or CCvC/CvC (Syllable bars #7, 8, 9)</p> <p>blanket dentist mustang subsist brandish disrupt pigment suspect chipmunk drastic plastic transit contact frantic skeptic trumpet convent gremlin</p>	
Manipulatives	Instructional Procedures			
	<p>I Do</p> <ul style="list-style-type: none"> • Today we'll focus on dividing multisyllable words into separate syllables. I'm going to use these syllable bars and this mat to represent syllables in a multisyllable word. • (Place syllable bars at the top of mat.) At the top of the mat are some syllable bars for closed syllables. The blue chips represent consonant sounds, and the red chip represents a short vowel sound. An orange consonant digraph chip will also be used. Remember consonant digraphs are 1 sound spelled with 2 letters. <p><u>Example:</u></p> <ol style="list-style-type: none"> 1. (Place only syllable bars #7, 7, and 8 at the top of mat.) Watch me, my turn. The first word is cactus. (Clap cac-tus.) <u>Syllable Bars:</u> Since I hear 2 syllables in this word, I'll need 2 syllable bars. Watch how I decide which syllable bars to use. 2. The first syllable is cac. The sounds are: /k/ /ă/ /k/. There are 3 sounds and the vowel sound is short, so it's a closed syllable. I'll need a bar with 1 blue chip before the vowel and another blue chip after the vowel. Therefore, I'll move a blue-red-blue syllable bar onto the mat. (Slide syllable bar #7 to the first syllable space on the mat.) 3. The word is cactus. The second syllable is tus. The sounds are /t/ /ü/ /s/. There are 3 sounds and the vowel sound is short, so it's a closed syllable. There is 1 consonant sound before the vowel and another after the vowel. Therefore, I'll move the blue-red-blue syllable bar onto the mat. (Slide syllable bar #7 to the second syllable space on the mat.) <p><u>Syllable Division:</u> Now we'll look at the syllable division.</p> <ul style="list-style-type: none"> • Each syllable bar represents 1 syllable. I'll point to the 2 vowels. I'll use my left pointer finger to touch under the /ă/, and right pointer finger to touch under the /ü/. • I look between the vowel sounds and see there are 2 consonant sounds. The sounds are /k/ and /t/. 			

SKILL 10.2

Closed: Simple Multisyllable

Manipulatives

Instructional Procedures

4

5-6

7

Write Word:

- Now I'll write the word. (Use Two-Syllable Paper and place it below the syllable bars.)
 - The first syllable is a closed syllable pronounced "căc." I'll write it in the box below the first closed syllable bar. The sounds are /k/ /ă/ /k/. The letters are c-a-c.
 - The second syllable is a closed syllable pronounced "tūs." I'll write it in the box below the second closed syllable bar. The sounds are /t/ /ü/ /s/. The letters are t-u-s.
 - When there are 2 consonant letters between the vowel sounds, the word is usually divided between them.
 - This word is divided between c and t. (Draw a vertical line showing where the word is divided.)

2nd Example: Let's try another word. This time I'll start by writing the word.

- The word is spelled n-a-p-k-i-n. I'll write the letters below the mat. (Use Whole Word Paper and place it below the mat.)
 - To divide the word into syllables, first I'll find the vowel sounds by using my fingers. (Use left pointer finger to touch under the a, and right pointer finger to touch under the i.)
 - I'll look between the vowel sounds and see 2 consonants, p and k. Usually when there are 2 consonant letters between the vowel sounds the word is divided between them.
 - I draw a line between the p and k. (Draw a vertical line showing where the word is divided.)
 - Now I'll figure out which syllable bars to move. (Move syllable bars #7 and 7 above the word.)
 - Divided this way, I'll read the word.
 - The first syllable type is closed. It's pronounced nap.
 - The second syllable type is closed. It's pronounced kin. The word is napkin.
 - That makes a word I know. A napkin is something I use to wipe my hands.
- (Model several more examples for students.)

NOTE: If student needs further instruction, refer to the Phonics Lesson Library for short vowels (Skill 2). If the student has difficulty with other skills, refer as needed to blends (Skill 3) or digraphs (Skill 4).

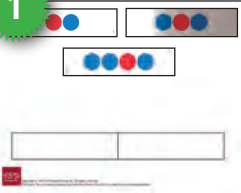
SKILL 10.2

Closed: Simple Multisyllable

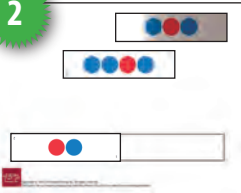
Manipulatives

Instructional Procedures

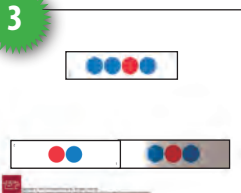
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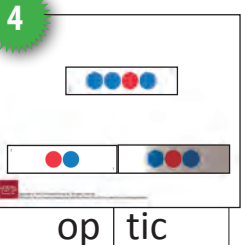
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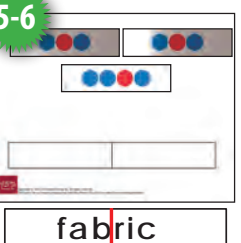
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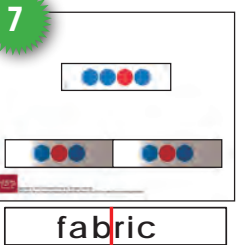
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7



We Do—Level 1 (Teacher and students answer.)

- Let's build more 2-syllable words. I'll move the syllable bars and you'll answer with me.

Example:

- (Place only syllable bars #1, 7, and 9 at top of mat.) **Ready? Optic. Repeat. (optic)**

Syllable Bars: **Say the syllables. (op-tic) Now help me with the syllable bars.**

- What's the first syllable? (op) What are the sounds? (/ō/ /p/)**
 - Which syllable bar represents the syllable **op**? (red-blue) (Slide syllable bar #1 to first syllable position.)
- The word is optic. What's the second syllable? (tic) What are the sounds? (/t/ /i/ /k/)**
 - Which syllable bar represents the syllable **tic**? (blue-red-blue) (Slide syllable bar #7 to second syllable position.)

Syllable Division: **Let's review.** (Slide finger under each syllable and the word as you read them.)

- First syllable? (op) Syllable type? (closed)**
- Second syllable? (tic) Syllable type? (closed) Word? (optic)**
- When the syllable bars are placed side by side, we can see the syllable division. Pretend to touch the vowel sounds. How many consonant sounds are in between? (2)**
- When there are 2 consonant sounds between the vowel sounds, where do we divide? (between the 2 consonants, /p/ and /t/)**

Write Word:

- Now we'll write the word.** (Use Two-Syllable Paper and place it below the syllable bars.)
 - The first syllable is a closed syllable pronounced "ōp." I'll write it in the box below the first closed syllable bar. The sounds are /ō/ /p/. The letters are o-p.
 - The second syllable is a closed syllable pronounced "tic." I'll write it in the box below the second closed syllable bar. The sounds are /t/ /i/ /k/. The letters are t-i-c.
 - Usually when there are 2 consonants between the vowel sounds, the word is divided between them.
 - The word is divided into syllables between p and t.

2nd Example: **Let's try another word. This time we'll start by writing the word.**

- The word is spelled f-a-b-r-i-c.** (Use Whole Word Paper and place it below the mat.)
- Find the vowel sounds by using our fingers. (Students point to a and i.)**
 - How many consonants are between the vowel sounds? (2)
 - Where do I draw the line to divide the word? (between b and r)
- Which syllable bars do I move? (blue-red-blue, and blue-red-blue)**
 - Divided this way, let's read the word.
 - First syllable type? (closed) Read syllable. (fab)**
 - Second syllable type? (closed) Read syllable. (ric) Word? (fabric)**
 - Does that make a word we know? (Yes, fabric is used to make clothes.)**

- (Repeat with more examples, as needed.)

SKILL 10.2

Closed: Simple Multisyllable

Instructional Procedures

We Do—Level 2 (Students answer.)

- This time I'll move the bars while you answer.

Example:

1. (Place only syllable bars #1, 7, and 8 at top of mat.) **Ready? Miscast. Repeat. (Miscast)**

Syllable Bars: **Say the syllables. (mis-cast)**

2. **First syllable?** (mis) **Sounds?** (/m/ /i/ /s/) **Syllable bar?** (blue-red-blue) **Syllable type?** (closed)
3. **Second syllable?** (cast) **Sounds?** (/k/ /ä/ /s/ /t/) **Syllable bar?** (blue-red-2 blue) **Syllable type?** (closed)

Syllable Division:

- **What type of multisyllable word is this?** (closed-closed)
- **Pretend to touch the vowel sounds. How many consonant sounds between the vowel sounds?** (2)
- **Where do we divide?** (between /s/ and /k/)

Write Word:

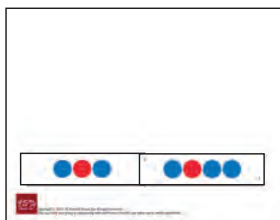
4. **Now we'll write the word.** (Use Two-Syllable Paper and place it below the syllable bars.)
 - **First syllable?** (mis) **Letters?** (m-i-s) **Syllable type?** (closed)
 - **Second syllable?** (cast) **Letters?** (c-a-s-t) **Syllable type?** (closed)
 - **Pretend to touch and say the vowels. (i, a)** **How many consonant letters are in between?** (2)
 - **Where do we divide this word?** (between s and c)

- (Repeat with more examples, as needed.)

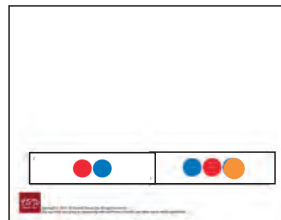
You Do

- **Now it's your turn. I'll give you a mat and some syllable bars. Place bars on your mat so it looks like mine.**
 1. **Ready? Until. Repeat. (until)**
 2. **Say the syllables? (un-til)**
 3. **Build the word with syllable bars. (Students build word with correct syllable bars.)**
 - **What type of multisyllable word is this?** (closed-closed) **Why?** (because each syllable has 1 short vowel sound followed by 1 or more consonant sounds)
 4. **Now we'll write the word.**
 - **First syllable?** (un) **Letters?** (u-n) **Syllable type?** (closed)
 - **Second syllable?** (til) **Letters?** (t-i-l) **Syllable type?** (closed)
 - **Point to and say the vowels. (u, i)** **How many consonant letters are in between?** (2)
 - **Where do we divide?** (between n and t)
- (Repeat with more examples switching between giving words orally, or having students write the words first. Continue until students are accurate and fluent.)

NOTE: Once students are accurate and fluent with closed-closed words, provide opportunities for students to practice moving the syllable bars with words from the word list that have blends and digraphs at the beginning or end of the word. Use the orange chip to represent the digraph sound.



Subject. First syllable: **sub.** Sounds: /s/ /ü/ /b/. Syllable bar: blue-red-blue. Second syllable: **ject.** Sounds: /j/ /ë/ /k/ /t/. Syllable bar: blue-red-2 blue. Notice that there are 2 consonants side by side after the vowel. This is a consonant blend. Consonant blends can be at the beginning or end of a word.

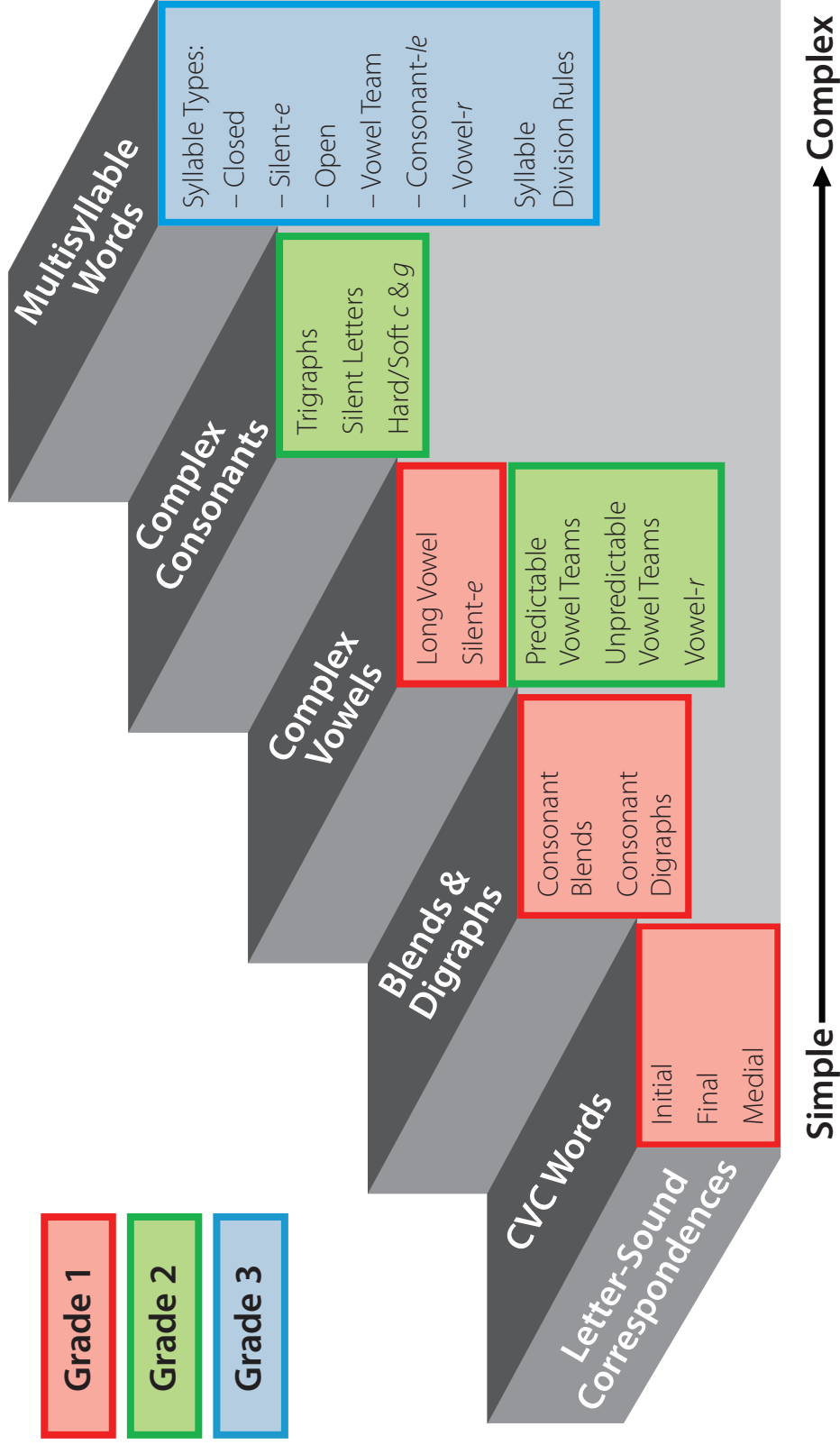


Unpack. First syllable: **un.** Sounds: /ü/ /n/. Syllable bar: red-blue. Second syllable: **pack.** Sounds: /p/ /ä/ /k/. Syllable bar: blue-red-blue. In this word, the /k/ sound is a digraph, which is 1 consonant sound spelled with 2 letters, c-k. I'll place an orange digraph chip over the final blue chip in this syllable. Consonant digraphs can be at the beginning or end of a word.

Mastery Level: When orally presented a closed-closed multisyllable word, students accurately and fluently represent the multisyllable word with the appropriate syllable bars.

95 Percent Group's Phonics Continuum

Skills Mastered at Grades 1–3

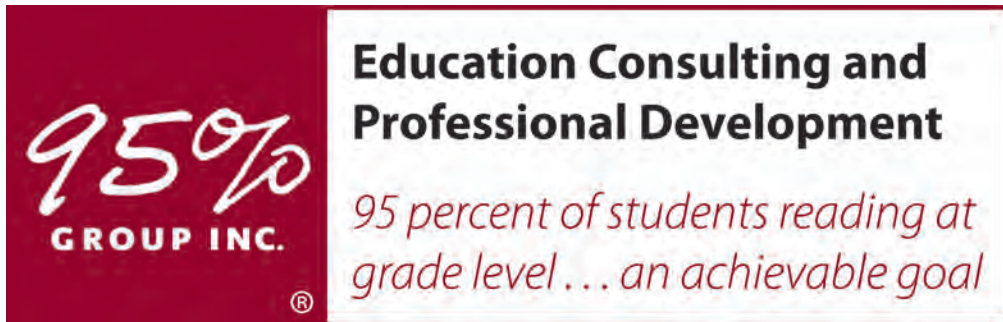


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