

MEGAWORDS 1

2nd Edition

Decoding, Spelling, and Understanding
Multisyllabic Words

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SYLLABLE TYPES AND SYLLABICATION RULES

 School Specialty

SAMPLE

/ă/		/ě/	/ĩ/	/ö/	/ů/
absent	frantic	dental	children	blossom	button
actress	gallon	dentist	chipmunk	bonnet	custom
address	gallop	enchant	infant	bottom	hundred
annex	happen	hectic	infect	coffin	husband
atlas	magnet	lesson	insect	collect	muffin
attic	mammal	mental	insult	common	musket
bandit	mantis	pretzel	kidnap	Congress	nutmeg
basket	mascot	seldom	kitten	connect	public
blanket	napkin	selfish	mitten	conquest	publish
cactus	rabbit	splendid	Phillip	consent	pumpkin
campus	random	tendon	picnic	contact	puppet
candid	sandal	tennis	pilgrim	contest	subject
canyon	sandwich	velvet	quintet	convict	subtract
catnip	tablet		ribbon	cotton	sudden
channel	talcum		signal	fossil	trumpet
Dallas	traffic		tinsel	goblet	tunnel
flannel			wisdom	goblin	until
				gossip	
				object	
				optic	
				ostrich	
				problem	
				progress	
				tonsil	

Three-Syllable Words:

Atlantic establish Wisconsin badminton fantastic

What Is a Syllable?

A **syllable** is a group of letters that has one vowel sound. A syllable can be a word or part of a word.

Words:

stay miss stripe l

Parts of words:

op lect pre

The Closed Syllable (VC)

One type of syllable is called a **closed syllable** (VC).

There are three things to remember about the closed syllable:

1. It has only one vowel (V).
2. The vowel has a short sound.
3. It ends in a consonant (C).

Closed-syllable words: at big must

1 Read the closed-syllable words. Then add two more closed-syllable words under each heading.

/ă/	/ĕ/	/ĭ/	/ŏ/	/ŭ/
add	end	it	on	up
lag	get	ill	stop	mud
flap	spent	sift	clock	trust
band	step	skip	pod	club
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2 Now your teacher will dictate some closed-syllable words. Say each word as you write it.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Closed Syllables: Parts of Words

These closed syllables have only one vowel, and they end in a consonant.
The vowel sound is short.

Examples: fran ab cus tist

① Circle the closed syllables.

gos	pret	trum	cade	lish
fle	sud	op	flan	prob
tal	cu	hus	sel	tain
vict	tist	caul	ject	ap
blos	lete	chil	tact	ple

② Now write the closed syllables under the correct headings. Make sure to give the vowel its short sound when you say each syllable.

/ă/

/ĕ/

/ĭ/

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

/ŏ/

/ŭ/

_____	_____
_____	_____
_____	_____

Review

Underline the correct word in each parentheses.

- A closed syllable has (*one, two*) vowel(s).
- The vowel has a (*long, short*) sound.
- The syllable ends in a (*vowel, consonant*).

1 Read the syllables. Write *closed* if the syllable is closed, and mark the vowel short. If the syllable is not closed, explain why.

pūs	<u>closed</u>	li	_____
loo	<u>no consonant at end, 2 vowels</u>	com	_____
cle	_____	lope	_____
vel	_____	trich	_____
mu	_____	nee	_____
os	_____	plode	_____
tume	_____	nex	_____
min	_____	gra	_____
crea	_____	sil	_____
prob	_____	ple	_____

2 **EXCEPTION** When *qu* is found in a word, the *u* does not have a vowel sound and will always be followed by a vowel. Therefore, the following syllables are closed. Make sure to give the vowel its short sound when you say each syllable.

quin quest quiv quit ques quill

Syllables often end in the consonant blend *ct*. Many students have trouble spelling this blend because it is hard to hear.

- ① Add *ct* to the end of each syllable below. Then write the whole syllable, and say it aloud as you spell it. Make sure each vowel letter has a short sound.

fe _____

vi _____

se _____

ta _____

je _____

le _____

- ② Your teacher will dictate twelve closed syllables. Repeat each syllable as you spell it.

1. _____

7. _____

2. _____

8. _____

3. _____

9. _____

4. _____

10. _____

5. _____

11. _____

6. _____

12. _____

- ③ Circle the *ct* syllable in these words.

infect

dejected

evict

detractor

reject

insect

tactical

elect

select

injected

subtract

convict

subject

subtracting

convicted

insecticide

Review

If you hear a short-vowel sound in a syllable:

What kind of syllable is it? _____

How many vowels does it have? _____

Is the last letter a vowel or a consonant? _____

Closed Syllable Words

Many words are formed by putting two closed syllables together. The vowel sounds in each syllable of these words will be short.

1 Mark the vowels short (˘). Say the syllables to read the whole word. Then draw a line between the syllables as shown.

c [˘] on	t [˘] act	con tact	ad	dress	ad dress
nut	meg	nut meg	con	test	con test
mas	cot	mas cot	in	sect	in sect
pub	lish	pub lish	sel	fish	sel fish
con	vict	con vict	quin	tet	quin tet
hec	tic	hec tic	cac	tus	cac tus
at	tic	at tic	tal	cum	tal cum
un	til	un til			

2 Read the definitions. Choose the correct word from above, and write it on the line.

- kind of desert plant _____
- chance for someone to win _____
- thinking only of oneself _____
- bug _____
- type of powder _____
- group of five _____
- spice _____
- person in prison _____
- space just below the roof _____
- where someone lives _____

Schwa Sound

When two closed syllables make a two-syllable word, the vowel in the second syllable often does NOT make its expected short sound. Instead, it will have either a short *i* or the **schwa** sound, which sounds like short *u* (/ü/).

The schwa sound is the same for all vowels. It is marked with the symbol /ə/. It is found only in an unaccented syllable, which is the second syllable of List 2 words.

- 1 Mark the first vowel short (˘) and circle the syllable with the schwa sound. Say the syllables to read the whole word. Then draw a line between the syllables as shown.

băn	dit	bandit	kit	ten	kitten
gob	lin	goblin	hus	band	husband
pret	zel	pretzel	hap	pen	happen
tin	sel	tinsel	san	dal	sandal
vel	vet	velvet	bas	ket	basket
sub	ject	subject	sel	dom	seldom
ton	sil	tonsil	gal	lon	gallon

- 2 Read the definitions. Choose the correct word from above, and write it on the line.

male spouse	_____
not often	_____
ugly, sneaky elf	_____
robber	_____
thin strips of shiny metal foil	_____
type of summer shoe	_____
soft, thick cloth	_____
snack food	_____
topic	_____

1 Read the first syllable. Choose the correct second syllable to make a real word. Say each word as you write it.

	vict		ress		wich
mag	tom	prog	nel	hun	dred
	net		dom		pen
<hr/>					
	sip		sil		tic
sel	meg	ton	let	fran	vet
	fish		nap		nel
<hr/>					

2 Match the syllables to make real words. Say each word as you write it.

den	zel	_____	trum	dom	_____
hus	tist	_____	sel	nel	_____
pret	band	_____	tun	pet	_____
con	tus	_____	prob	nel	_____
cac	den	_____	flan	tress	_____
sud	test	_____	ac	lem	_____

3 Unscramble the syllables to make a real word.

tas	tic	fan	_____
lish	es	tab	_____
bad	ton	min	_____
lan	At	tic	_____
sin	con	Wis	_____

1 Your teacher will dictate twenty words. Spell the missing syllable. Then say the whole word as you write it.

1. _____ cum _____
2. _____ ket _____
3. _____ bon _____
4. _____ did _____
5. _____ tract _____
6. _____ las _____
7. _____ pet _____
8. _____ trich _____
9. _____ dom _____
10. _____ grim _____
11. _____ tist _____
12. _____ lem _____
13. kid _____
14. sel _____
15. in _____
16. con _____
17. cac _____
18. nut _____
19. con _____
20. es tab _____

Review

If a syllable is closed, the vowel sound is _____. A closed syllable has only _____ vowel and ends in a _____.

Review

The second syllable of a two-syllable word often has the short-*i* sound or the schwa sound (/ə/). These sounds can be difficult to spell because all of the vowels can make the sound, and you have to remember which vowel to use.

The pattern *et* is a common way to spell /ət/ or /it/ at the end of words.

1 Fill in the missing letters *et*, and write the whole word.

- gob l _____
- bas k _____
- pup p _____
- blan k _____
- vel v _____
- mag n _____
- trum p _____
- tab l _____

2 Read the clues. Choose the correct word from Activity 1, and write it on the line.

- a horn _____
- a soft fabric _____
- a toy _____
- a bed cover _____
- a fancy glass with a stem _____
- a pad of paper _____
- something that attracts metal _____
- a straw container _____

ic is a common spelling for /ɪk/ at the end of two- and three-syllable words.

① Fill in the missing syllable *tic*, and write each word next to the correct definition.

- | | | |
|---------------|--------------------------------------|-------|
| fran _____ | 1. having to do with the eye | _____ |
| At lan _____ | 2. super | _____ |
| op _____ | 3. wild with pain or fear | _____ |
| hec _____ | 4. large ocean | _____ |
| at _____ | 5. confusing; filled with excitement | _____ |
| fan tas _____ | 6. space just below the roof | _____ |

The pattern *om* is a common way to spell /əm/ at the end of words.

② Find the missing *om*, and write each word next to the correct definition.

- | | | |
|--------------|----------------|-------|
| ran d _____ | 1. flower | _____ |
| cus t _____ | 2. by chance | _____ |
| sel d _____ | 3. habit | _____ |
| blos s _____ | 4. lowest part | _____ |
| bot t _____ | 5. not often | _____ |

③ **EXCEPTION** /əm/ at the end of *problem* is spelled *em*. Practice writing the word.

Review

How do you spell these common endings?

/ət/ = _____ as in bask _____

/ɪk/ = _____ as in att _____

/əm/ = _____ as in bott _____

VC/CV Syllabication Rule

When two consonants (C) stand between two vowels (V), you divide the word between the consonants.

Example: at | las
vc | cv

The first vowel sound is usually short because the syllable is closed. In List 2 words, the second syllable is also closed and the second vowel sound will either be short /~/ or schwa /ə/.

1 Directions:

- Circle the vowel letters.
- Draw a line between the consonants.
- Mark the first vowel sound short.

Example: s(ə)l|f(ɪ)sh

discuss	tonsil	magnet
frantic	tendon	mantis
pretzel	optic	mascot
until	dental	random
talcum	contact	quintet
tinsel	progress	annex

2 Now read the words above to your teacher or another student.

Review

VC/CV Syllabication Rule: If two consonants stand between two vowels, you divide the word between the _____.

If three consonants stand between two vowels, you divide the word between the consonants so that consonant blends (*tr, dr, nd, mp, gr*) and digraphs (*ch, th, sh, wh*) stay together.

- 1 Circle the blends and digraphs, and draw a line to divide the words into syllables. Then write the syllables on the lines.

	First Syllable	Second Syllable
con <u>g</u> ress	con	gress
hundred	_____	_____
pumpkin	_____	_____
ostrich	_____	_____
pilgrim	_____	_____
actress	_____	_____
address	_____	_____
sandwich	_____	_____

- 2 Use the VC/CV Rule to divide these three-syllable words.

	First Syllable	Second Syllable	Third Syllable
establish	_____	_____	_____
badminton	_____	_____	_____
fantastic	_____	_____	_____
Wisconsin	_____	_____	_____
Atlantic	_____	_____	_____

Spelling Variations

When you hear /ən/ at the end of two-syllable words, you will use one of these spellings:

on as in *ribbon* *en* as in *kitten* *in* as in *napkin*

① Circle the last two letters in each word. Then write the words under the correct heading.

napkin *happen *cotton common *ribbon Wisconsin
 *sudden *children *gallon mitten *kitten pumpkin
 muffin *lesson coffin tendon *button badminton

***on* Words**

***en* Words**

***in* Words**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

② Fill in the blanks with the starred words from Activity 1.

One sunny day, Dad was driving the _____ to their tennis
 _____ when all of a _____ the car ran out
 of gas. They all walked to get a _____ of gas. On the way, Eve
 lost her hair _____, a _____ fell off Vance's
 _____ shirt, and Rick found a lost _____.
 What would _____ next?

Double Middle Consonant Spelling Rule

In a two-syllable word, when you hear one consonant after the first short vowel sound, double it.

Examples: gallop ribbon

① Fill in the missing letters. Then say the syllables aloud as you write the whole words.

child's toy	pu _ _ et	_____
used to tie something	ri _ _ on	_____
game two people play	te _ _ is	_____
baby cat	ki _ _ en	_____
lowest part	bo _ _ om	_____
humans, cats, dogs, horses	ma _ _ als	_____
faster than a trot	ga _ _ op	_____
talk about other people	go _ _ ip	_____
four quarts	ga _ _ on	_____
used to bury people	co _ _ in	_____
underground passage	tu _ _ el	_____
something added on	a _ _ ex	_____
type of cloth	co _ _ on	_____
type of cloth	fla _ _ el	_____
usual	co _ _ on	_____
small, round cake or bread	mu _ _ in	_____
something to be learned	le _ _ on	_____
to fasten	bu _ _ on	_____
just below the roof	a _ _ ic	_____

② **QUICK CHECK** Now have another student test you on spelling some of the words above.

My score: _____ / _____ words correct

1 Directions:

- Your teacher will dictate a two- or three-syllable word.
- Repeat the word.
- Isolate and pronounce the syllables, saying the sounds as you spell.
- Combine the syllables and write the whole word, saying the sounds as you spell.

1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

2 Fill in the blanks with words from above.

1. All of a _____, Al dropped the picnic _____.
2. The new _____ plans to _____ herself in this office.
3. Miguel was so _____ that he had a _____ making friends.

1 Fill in the blanks with words from the box.

absent	selfish	napkins	tennis	sandwich
until	contest	rabbit	hundred	subject
address	dentist	husband	problem	insect

1. Randal's best _____ is math. She got one _____ percent on the test.
2. I have to go to the _____ to get a tooth filled.
3. Let's play _____ 4:00 p.m.
4. Elvin was _____ from school on the day we had the spelling _____.
5. Please fix me a ham _____ for lunch.
6. If you give Emma your _____, she can write you a letter.
7. An _____ bit me.
8. Nick is very _____. His _____ is that he only cares about himself.
9. A _____ was eating the flowers in our backyard. My _____ set out a trap to catch it.
10. Be sure to put _____ on the table.

2 **QUICK CHECK** Now have another student test you on spelling some of these words.

My score: _____ / _____ words correct

1 Replace the underlined words with a word from the box. Write the word on the line.

mammals	tendon	annexed	candid
goblets	mascot	quintet	mantis
optic	published	random	

1. The bear is the good luck animal for the Chicago football team. _____
2. My sister wrote a book that will be printed next year. _____
3. I gave Lee a set of drinking glasses for her wedding. _____
4. Humans, horses, dogs, lions, and whales are all animals that feed milk to their young. _____
5. Finn was not listening and gave a chance answer to the teacher's question. _____
6. The United States added Alaska and Hawaii as new states in 1959. _____
7. Skye hurt a piece of tissue that joins muscle to bone when she was playing football. _____
8. Raj was very frank about his reasons for wanting to change jobs. _____
9. We want this insect in our flower bed because it eats other insects. _____
10. The group of five players had a trumpet, a sax, a bass, a keyboard, and a set of drums. _____
11. The eye nerve connects the eye to the brain. _____

**Proofreading Practice**

Two of the List 2 words are misspelled in each sentence. Rewrite the whole sentence, and spell the words correctly.

1. How did it happen that Nick was abbsent from his first tennus class?

2. Keeping insects away from your sandwich at a picnic is a common problom.

3. Pilgrims crossed the Atlantick Ocean to esestablish new homes.

4. The actress grew up in Dalas, but she seldem visits there anymore.

5. When my husband makes pumkin mufins, he adds nutmeg.

6. Tim contated the quintet about giving the children a leson.

7. Jane found an old bonnet with long ribbens in the atic.

8. The note on the tablit says that the denist won the contest.

- 1 Read the sentences and circle all the List 2 words.
 1. Cole took a basket of food and a blanket to the picnic.
 2. Max wrote notes on his tablet about his best subject.
 3. The tennis team had a chipmunk as its mascot.
 4. The children had a splendid time playing with the kitten.
 5. Please get me a gallon of milk, a bag of pretzels, and some nutmeg at the store.
 6. Donna played her trumpet on the campus common.
 7. It is common to have problems with your wisdom teeth.
 8. What will happen if Phillip's tonsils get infected?
 9. You will get a blue ribbon if you win the contest.
 10. The actress ate a pumpkin muffin and a sandwich.
 11. Contact me if you and your husband want to join us for a game of badminton.
- 2 Your teacher will dictate three of the sentences above. Write them on a blank piece of paper.
- 3 Write a short story or descriptive paragraph using ten words from List 2. Be creative!

✓ Reading & Spelling Skill Check

Demonstrate your accuracy in reading and spelling List 2 words. Your teacher will select ten words to read and ten words to spell. Record your scores on the Accuracy Checklist. Work toward 90–100 percent accuracy.

🕒 Word Proficiency

Now build up your reading proficiency with List 2 words. Decide on your rate goal with your teacher. Record your progress on the Word Proficiency Graph.

My goal for reading List 2 is _____ words per minute with two or fewer errors.

- 1 Practice the words, read the passage, and then answer the questions.

List 2 Words			Review Words		Passage Words	
Phillip	traffic	sudden	maybe	everyone	thought	finish
Atlantic	problem	tendon	today	himself	people	toward
hundred	progress	ribbon			ahead	through
signal	galloping	until				

The Road Race

"Maybe today is the day," thought Phillip. It was the start of the Atlantic Road Race, and hundreds of runners waited for the signal.

The starting shot went off. At first, it was like a traffic jam of people, so it was hard to get going. That wasn't a problem for long. Soon the pack thinned out, and Phillip moved ahead.

Phillip kept a good pace, but he was not happy with his progress. Everyone was galloping past him. He ran faster.

In the last stretch of the race, Phillip was in the lead. Then, all of a sudden, he tripped on a pothole in the road and fell. He was in a lot of pain, and he thought he might have pulled a tendon in his leg. But he saw the finish line ahead. He got up and slowly limped toward it.

"Maybe I didn't get to run through the ribbon," Phillip said after the race, "but at least I crossed the line." And Phillip told himself that it would not be long until he was running again.

1. What word from the text means "running very quickly"? _____
2. Why wasn't Phillip happy with his progress? _____

3. Do you think Phillip wanted to quit the race? Explain. _____

- 2 **FLUENCY** Record your progress on the Fluency Graph.

My goal for reading the passage is _____ words per minute with two or fewer errors.