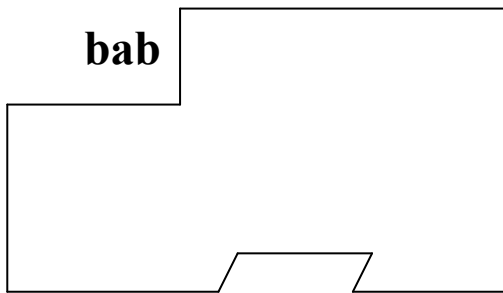


## Spelling Transformers

Knowing how syllabication affects spelling is an important step toward acquiring conventional spelling proficiency. The following Spelling **Transformers** is a whole class activity, designed to teach students to recognize how changes in spelling affect pronunciation and syllabication through extensive teacher modeling and student practice.

The **Spelling Transformers** activity takes only three minutes of concentrated, whole class practice, twice per week. It is beneficial for remedial, grade-level, and accelerated spellers alike. The nonsense syllables review every consonant blend and vowel sound-spelling pattern and inductively teaches each of the **Syllable Rules** listed above. This activity is designed to use the overhead projector, so you will need to make transparencies of the **Spelling Transformers**. The font size is large enough to be seen by most of your students from the back of the room. Arrange student desks so that all students will be able to see the screen as you sit or stand in front of the overhead projector. Turn off only one light so that you can watch student responses.

Make a card with one corner cut off as a rectangle to isolate each word part and cut a bottom flap to more easily slide the card on the transparency.



### Directions

Teach students to respond out loud, whole class, as soon as the nonsense syllable is isolated on the overhead (Nonsense syllables are used in the activity because intermediate spellers have extensive sight word vocabularies, which can interfere with learning how changes in spelling affect pronunciation and syllabication). Continue at a rapid pace for a three minutes. Mark where you leave off on the transparency to show where to begin instruction the next time.

Begin with the **Open and Closed Syllables** and continue to review these examples until the rule generalization is universally mastered. Then, move on to the **Silent Final “e”** and then, finally, to the **Vowel Digraphs**. Refer to the **Syllable Rules** at the end of this sample document as you work through the lists. Once you feel that the class has mastered all of these, reinforce with once a week practice. The sample document below includes open syllables, closed syllables, silent final “e,” and vowel digraphs. This page is one of seventeen such pages that reinforce the vowel sound syllable rules as they help students review all short vowel sound-spellings, all long vowel sound-spellings, all final “e” sound-spellings, and all common vowel digraph and diphthong sound-spellings. The complete series is found in *Teaching Spelling and Vocabulary*, along with many other essential spelling and vocabulary resources. The book may be purchased at [www.penningtonpublishing.com](http://www.penningtonpublishing.com).

vo-vos-voy-voe-vosse

cruvve-cruv-crauv-cru-crue

za-zan-zane-zawn-zanne

prew-preze-prez-prezze-pre

dwiz-dwoiz-dwi-dwize-dwizze

zoge-zo-zogge-zog-zoig

wruzze-wruz-wru-wrue-wrauz

\*“Every syllable has only one vowel sound. Some have just one vowel; others have two. But even when there are two vowels, there can be only one vowel sound in each syllable, so the two vowels say one sound.”

## The Top Ten Syllable Rules

Knowing the Top Ten Syllable Rules can help improve reading, pronunciation, and spelling.

1. Every syllable has only one vowel sound. Some syllables have just one vowel; others have two. But even when there are two vowels, there can be only one vowel sound in each syllable, so the two vowels say one sound.

For example, out-side.

2. When the vowel's at the end of a syllable, it has a long sound. Reading specialists call the Vowel-Consonant-Vowel (VCV) pattern an *open syllable*.

For example, be-low.

3. When the vowel is not at the end of a syllable, it has a short sound. Reading specialists call the Consonant-Vowel-Consonant (CVC) pattern a *closed syllable*.

For example, bas-ket.

4. Divide syllables between doubled consonants, unless the doubled consonant is part of a syllable that is a base word.

For example, din-ner and tell-er.

5. Usually keep vowel teams together in the same syllable.

For example, boat-ing.

6. Keep the silent final "e" and the vowel before in the same syllable. The silent final "e" makes the vowel before a long sound if there is only one consonant in between the vowel and the "e".

For example, basement.

7. Keep the "r"-control vowels (ar, er, ir, or, and ur) in the same syllable.

For example, or-al-ly.

8. Keep the consonant-"le" sounds (ble, cle, dle, fle, gle, and ple) in the same syllable. These syllables have the schwa sound between the consonant and the "le". The schwa sound sounds like a nasal short *u*.

For example, cra-dle.

9. All words have one syllable that has a primary accent. The vowel in the accented syllable receives the stress. Words may also have secondary accents. The primary accent is usually found on the vowel in the root, not the prefix or suffix. Also, the syllable before a double consonant is usually accented.

For example, slów-ly and swím-ming.

10. Unaccented vowel sounds frequently have the schwa sound, especially when there is only one letter in the syllable. All vowels can have the schwa sound.

For example, a-boút.

