SKILLS COVERED:
• syllable patterns
• prefixes
• suffixes and word endings

CONTAINS:
• word lists, sentence blocks and stories to increase reading fluency
• charts, graphs and skills checklist to record and monitor student progress
• numerous practice exercises in reading and spelling to ensure skill mastery

COMPANION PIECES:
• How to Teach Reading and Spelling
• Spelling Dictation
• Phonics, Levels 1-4
• Sight Words, Levels 1 and 2
• Reading with Rhythm, Levels 1-4
• How to Teach Vocabulary
• How to Teach Reading Comprehension and Literature

Multi-Syllable Words

Student: ______________________
Teacher: ______________________
Date started: ______________________
Date finished: ______________________
ABOUT THE AUTHOR

Rosanne Manus, M.A.: Rosanne is the founder of Manus Academy. She and her staff work with students from kindergarten through college who experience learning disabilities, attention deficit disorder and other neurological and developmental difficulties. Their services include a middle and high school accredited by the Southern Association for Colleges and Schools, after-school tutoring services for K-12 students who attend other schools, testing, consultation and parent and teacher training.

In 1979, Rosanne received her master’s degree in special education at Columbia University and has been working in the field of special education since then. She has developed, tested and published training programs and curriculums for almost every subject and skill from kindergarten through grade twelve. In addition, she has developed a proprietary business operations model and staff training program that ensure the consistent delivery of high quality services.
Lesson 1 – Syllable Patterns

Reads and Spells Two-Syllable Words
with a VC/CV Pattern

Directions for the teacher: Complete the warm-up exercises as described in the teacher’s guide. Next, have the student practice reading each column until he or she reads it fluently. Write a check on one of the lines at the end of the column each time the student reads it. When the student has completed this page, total the number of letters or words he or she read, with and without you, and note it above.

Rule: In a vowel/consonant/consonant/vowel combination, the word is usually divided between the two consonants.

hid den
clat ter
sup port
Lon don
Li bon
lug gage
fit ness
dis miss
tun nel
mix ture
lec ture
pat ter
ac tive
of fer
shel ter

suf fer
en joy
blos som
for bid
prac tice
jus tice
cap tive
bag gage
ges ture
cul ture
pil grim
din ner
cap ture
can non
chap ter

con vince
crys tal
per mit
wit ness
vel vet
ef fort
in fant
let tuce
plum met
dor sal
tar get
dis tance
slip per
diz zy
Bob by

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<table>
<thead>
<tr>
<th>hidden</th>
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<td>permit</td>
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<tr>
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<td>forbid</td>
<td>witness</td>
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<tr>
<td>Lisbon</td>
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<td>velvet</td>
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<td>justice</td>
<td>effort</td>
</tr>
<tr>
<td>fitness</td>
<td>captive</td>
<td>infant</td>
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<tr>
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<td>lettuce</td>
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<td>pilgrim</td>
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<td>dinner</td>
<td>distance</td>
</tr>
<tr>
<td>active</td>
<td>capture</td>
<td>slipper</td>
</tr>
<tr>
<td>offer</td>
<td>cannon</td>
<td>dizzy</td>
</tr>
<tr>
<td>shelter</td>
<td>chapter</td>
<td>Bobby</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>pattern</th>
<th>thunder</th>
<th>except</th>
</tr>
</thead>
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<td>ponder</td>
<td>trombone</td>
<td>compact</td>
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<tr>
<td>perhaps</td>
<td>expel</td>
<td>bonnet</td>
</tr>
<tr>
<td>condor</td>
<td>tactics</td>
<td>dipper</td>
</tr>
<tr>
<td>collar</td>
<td>vodka</td>
<td>Libby</td>
</tr>
<tr>
<td>progress</td>
<td>summer</td>
<td>Linda</td>
</tr>
<tr>
<td>confess</td>
<td>winner</td>
<td>Brenda</td>
</tr>
<tr>
<td>listen</td>
<td>shimmy</td>
<td>swagger</td>
</tr>
<tr>
<td>after</td>
<td>skinny</td>
<td>enrich</td>
</tr>
<tr>
<td>office</td>
<td>sunder</td>
<td>figment</td>
</tr>
<tr>
<td>summit</td>
<td>nonsense</td>
<td>office</td>
</tr>
<tr>
<td>winter</td>
<td>sunny</td>
<td>goodness</td>
</tr>
<tr>
<td>convent</td>
<td>under</td>
<td>goddess</td>
</tr>
<tr>
<td>scallop</td>
<td>gander</td>
<td>coffin</td>
</tr>
<tr>
<td>college</td>
<td>gambit</td>
<td>bobbin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Lesson 1 – Syllable Patterns

Spelling Practice

Word Dictation

Directions: Your teacher will say a word. Repeat the word then write it.

1. ____________ 11. ____________
2. ____________ 12. ____________
3. ____________ 13. ____________
4. ____________ 14. ____________
5. ____________ 15. ____________
6. ____________ 16. ____________
7. ____________ 17. ____________
8. ____________ 18. ____________
9. ____________ 19. ____________
10. ____________ 20. ____________

Sentence Dictation

Directions: Your teacher will say a sentence. Repeat the sentence then write it.

21. ______________________________________
22. ______________________________________
23. ______________________________________
24. ______________________________________
25. ______________________________________
26. ______________________________________
Lesson 1 – Syllable Patterns
Reads and Spells Two-Syllable Words
with a VC/CV Pattern

Directions for the teacher: Complete the warm-up exercises as described in the teacher’s guide. Next, have the student practice reading each column until he or she reads it fluently. Write a check on one of the lines at the end of the column each time the student reads it. When the student has completed this page, total the number of letters or words he or she read, with and without you, and note it above.

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<table>
<thead>
<tr>
<th>disband</th>
<th>rugby</th>
<th>bobbin</th>
</tr>
</thead>
<tbody>
<tr>
<td>accost</td>
<td>pasture</td>
<td>Sinbad</td>
</tr>
<tr>
<td>differ</td>
<td>fiction</td>
<td>compound</td>
</tr>
<tr>
<td>spiffy</td>
<td>fatty</td>
<td>bimbo</td>
</tr>
<tr>
<td>distant</td>
<td>ribbon</td>
<td>funny</td>
</tr>
<tr>
<td>taffy</td>
<td>pompom</td>
<td>banter</td>
</tr>
<tr>
<td>victor</td>
<td>cobweb</td>
<td>dagger</td>
</tr>
<tr>
<td>sunbelt</td>
<td>kidnap</td>
<td>limbo</td>
</tr>
<tr>
<td>muffin</td>
<td>cactus</td>
<td>distill</td>
</tr>
<tr>
<td>attach</td>
<td>dapper</td>
<td>Bambi</td>
</tr>
<tr>
<td>padlock</td>
<td>goblin</td>
<td>Benny</td>
</tr>
<tr>
<td>copper</td>
<td>smitten</td>
<td>Penny</td>
</tr>
<tr>
<td>canter</td>
<td>trodden</td>
<td>compare</td>
</tr>
<tr>
<td>addict</td>
<td>twenty</td>
<td>segment</td>
</tr>
<tr>
<td>gallant</td>
<td>coffee</td>
<td>Danny</td>
</tr>
</tbody>
</table>

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Lesson 1 – Syllable Patterns

Review

Directions: Read this set of sentences with your teacher several times, grouping the words between the slashes. Next, set your goal for how many words you want to read in one minute (e.g., 120 or 130 words per minute). Then keep reading the set until you reach your goal. Change your goal if you think it’s too high or low.

I look forward to spring/ when I can look/ at the pretty blossoms.
My pieces of luggage/ were first sent to London/ then Lisbon. (24)
The pilgrims were a long distance/ from their old country.
The infant lay quietly sleeping/ on a black velvet spread. (44)
Bobby will read/ the next science chapter/ after dinner.
Patty made an effort/ to hit the target/ twenty yards away. (64)
Mike enjoys eating all seafood/ except scallops and squid.
Jane and Tom learn/ about the flight patterns/ of the condor. (84)
What is this nonsense/ about you sleeping/ in a coffin tonight?
The skilled trombone player/ was the winner of the contest. (105)
My goodness!/ This office is a mess/ and must be cleaned now.
The cannons thunder in the distance/ sending us a warning. (127)
Cindy,/ my neighbor,/ made great progress in college.
My cousin Danny/ locks each of his doors/ with a padlock. (146)
Tommy White’s horses/ cantor and gallop/ in the pasture.
It distresses Mother/ when you complain/ about all these bills. (165)
Be careful of the copperheads/ when you walk/ in that marsh.
Linda looks silly/ as she swaggers and shimmies/ into the room. (187)
Ben was totally smitten/ with Bambi/ when he first saw her.
Penny compares the cost/ of two brands/ of blueberry muffins. (208)

Your goal:

_______ wpm
1st practice trial
_______ wpm
2nd practice trial
_______ wpm
3rd practice trial
_______ wpm
4th practice trial
_______ wpm
5th practice trial
_______ wpm
6th practice trial
_______ wpm

Date ___________
# ___________
Lesson 1 – Syllable Patterns

Review

Writing the Words

**Directions:** Say each word aloud, one syllable at a time. Then write it two times. Picture the word in your mind before you write it.

1. **target** _________________________ _________________________
2. **chapter** _________________________ _________________________
3. **active** _________________________ _________________________
4. **offer** _________________________ _________________________
5. **support** _________________________ _________________________

ABC Order

**Directions:** Read each word in the box. Write a number beside each word that shows its order in the alphabet. Then write each word in ABC order. One word is done for you.

<table>
<thead>
<tr>
<th>distance</th>
<th>hidden shelter baggage</th>
</tr>
</thead>
<tbody>
<tr>
<td>mixture</td>
<td>dismiss witness luggage</td>
</tr>
</tbody>
</table>

6. __________________ 9. __________________ 12. __________________
7. __________________ 10. __________________ 13. __________________
8. __________________ 11. __________________

Sentence Dictation

14. _________________________________________________________________
15. _________________________________________________________________
16. _________________________________________________________________
17. _________________________________________________________________
18. _________________________________________________________________
19. _________________________________________________________________
20. _________________________________________________________________

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Lesson 1 – Syllable Patterns
Reads and Spells Two-Syllable Words with a VC/CCV, VCC.CV or VCCC.CV Pattern

Directions for the teacher: Complete the warm-up exercises as described in the teacher’s guide. Next, have the student practice reading each column until he or she reads it fluently. Write a check on one of the lines at the end of the column each time the student reads it. When the student has completed this page, total the number of letters or words he or she read, with and without you, and note it above.

Rule: In a vowel/consonant/consonant blend or digraph/vowel combination, the word is usually divided between the consonant and the consonant blend or digraph.

in stead
mon ster
con stant
sim ply
mis chief
com plete
com plain
in trude
bur glar
coun try
com plex
dol phin
hun dred
far ther
dis trict
— — —
— — —
— — —

spin ster
en trap
im press
nos tril
im plant
in stant
dis tress
dis claim
in stall
dif fract
ac tress
ten dril
en trant
com press
ham ster
— — —
— — —
— — —

gen try
im ply
op press
dis close
in still
or phan
pan ther
im plore
in stinct
in struct
mis tress
lob ster
Mar tha
Con stance
lus trous
— — —
— — —
— — —

Date ___________
# ___________
### Directions for the teacher:
Complete the warm-up exercises as described in the teacher’s guide. Next, have the student practice reading each column until he or she reads it fluently. Write a check on one of the lines at the end of the column each time the student reads it. When the student has completed this page, total the number of letters or words he or she read, with and without you, and note it above.

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<table>
<thead>
<tr>
<th>instead</th>
<th>spinster</th>
<th>gentry</th>
</tr>
</thead>
<tbody>
<tr>
<td>monster</td>
<td>entrap</td>
<td>imply</td>
</tr>
<tr>
<td>constant</td>
<td>impress</td>
<td>oppress</td>
</tr>
<tr>
<td>simply</td>
<td>nostril</td>
<td>disclose</td>
</tr>
<tr>
<td>mischief</td>
<td>implant</td>
<td>instill</td>
</tr>
<tr>
<td>complete</td>
<td>instant</td>
<td>orphan</td>
</tr>
<tr>
<td>complain</td>
<td>distress</td>
<td>panther</td>
</tr>
<tr>
<td>intrude</td>
<td>disclaim</td>
<td>implore</td>
</tr>
<tr>
<td>burglar</td>
<td>install</td>
<td>instinct</td>
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<tr>
<td>country</td>
<td>diffract</td>
<td>instruct</td>
</tr>
<tr>
<td>complex</td>
<td>actress</td>
<td>mistress</td>
</tr>
<tr>
<td>dolphin</td>
<td>tendril</td>
<td>lobster</td>
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<tr>
<td>hundred</td>
<td>entrant</td>
<td>Martha</td>
</tr>
<tr>
<td>farther</td>
<td>compress</td>
<td>Constance</td>
</tr>
<tr>
<td>district</td>
<td>hamster</td>
<td>lustrous</td>
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### Table:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1 – Syllable Patterns

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Word Dictation

Directions: Your teacher will say a word. Repeat the word then write it.

1. ________________ 11. ________________
2. ________________ 12. ________________
3. ________________ 13. ________________
4. ________________ 14. ________________
5. ________________ 15. ________________
6. ________________ 16. ________________
7. ________________ 17. ________________
8. ________________ 18. ________________
9. ________________ 19. ________________
10. ________________ 20. ________________

Sentence Dictation

Directions: Your teacher will say a sentence. Repeat the sentence then write it.

21. ___________________________________________________________________
22. ___________________________________________________________________
23. ___________________________________________________________________
24. ___________________________________________________________________
25. ___________________________________________________________________
26. ___________________________________________________________________
Lesson 1 – Syllable Patterns
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laugh ter        neck line        south ward
lunch room       light ning       bold ness
munch kin        musk rat         wist ful
Dutch man        tact less        bath room
class mate       bath tub         north ward
check mate       nick name
soft ness        cock tail
pump kin         tough ness
tick lish        French man
symp tom         clock work
pitch fork       sand wich
ring side        ring let
off set          back ward
fist ful         bash ful
sick ness        Daph ne

___   ___   ___
___   ___   ___
___   ___   ___
___   ___   ___

Date ___________
# ___________

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laughter | necklace | southward
lunchroom | lightning | boldness
munchkin | muskrat | wistful
Dutchman | tactless | bathroom
classmate | bathtub | northward
checkmate | nickname | eastward
softness | cocktail | coldness
pumpkin | toughness | withhold
ticklish | Frenchman | mothball
symptom | clockwork | necklace
pitchfork | sandwich | wistful
ringside | ringlet | westward
offset | backward | mildness
fistful | bashful | boastful
sickness | Daphne | wishbone
— — — | — — — | — — —
— — — | — — — | — — —
— — — | — — — | — — —
— — — | — — — | — — —

Date ___________
# ___________
Lesson 1 – Syllable Patterns

Review

Directions: Read this set of sentences with your teacher several times, grouping the words between the slashes. Next, set your goal for how many words you want to read in one minute (e.g., 120 or 130 words per minute). Then keep reading the set until you reach your goal. Change your goal if you think it’s too high or low.

Constance is constantly complaining/ about a hundred problems.
The burglar intruded during dinner/ and caused great mischief. (17)
Do you know/ why the actress/ had her nostrils enlarged?
The frightened hamster/ scurries across/ the hardwood floor. (35)
The playful dolphins/ impress the children/ during the show.
Take my advice:/ don’t let a monster/ live under your bed. (55)
Martha lives/ further out in the country/ than David does.
Donna,/ who’s fond of seafood,/ ordered two lobsters for supper. (75)
Mary curls a few tendrils/ of her hair/ then dons her red gown.
A cold compress/ on your knee/ will bring down the swelling. (99)
Larry never meant to imply/ that you’re an old spinster.
Daphne is my bashful friend/ who spends too much time alone. (120)
Josh lies in bed/ and enjoys the softness/ of his down pillow.
Cindy,/ why is that brown muskrat/ on your bathroom window? (142)
The pilgrims sailed westward/ for many long, harsh months.
Mother goes northward in summer/ and southward in winter. (160)
Sometimes Tammy’s comments/ are tactless and hurtful.
Jessie bakes/ some tasty blueberry muffins/ for our breakfast. (176)
The coach instructs Martha/ to follow through/ on her swing.
Is being ticklish a symptom/ of being addicted to laughing? (196)

___ ___ ___ ___ ___ ___ (warm-up trials)

Your goal:
_______ wpm
1st practice trial
_______ wpm
2nd practice trial
_______ wpm
3rd practice trial
_______ wpm
4th practice trial
_______ wpm
5th practice trial
_______ wpm
6th practice trial
_______ wpm

Date ___________
# ___________

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Correcting Misspellings

**Directions:** Read each sentence. Draw a line through the misspelled words and write the correct spellings above them.

1. Daphne is a bashful classmate of mine.
2. The teacher herd lafter in the luntchroom.
3. There’s a tuffness about the Frinchman.
4. Jerry left the pichforke in the pumkin patch.
5. Boby got dizzy at the fitniss club.

**Word Dictation**

6. _________________ 12. _________________ 18. _________________
7. _________________ 13. _________________ 19. _________________
8. _________________ 14. _________________ 20. _________________
9. _________________ 15. _________________ 21. _________________
10. _________________ 16. _________________ 22. _________________
11. _________________ 17. _________________ 23. _________________

**Sentence Dictation**

24. __________________________________________
25. __________________________________________
26. __________________________________________
27. __________________________________________
28. __________________________________________
Lesson 1 – Syllable Patterns

Review

Directions: Complete the warm-up exercises with your teacher. Then practice reading each block of sentences aloud until you can read it easily. Write a check on the line each time you read a block.

1

...Brenda had been wandering
...in the woods for three hours
...lost and cut off from
...the group she came with
...was tired, thirsty and afraid
...was also getting quite chilly
...as the sun settled
___ ___ ___ ___ ___ ___

2

...all of a sudden she came
...upon a small brick house
...with yellow gingerbread trim
...what a cute little house
...I wonder if anyone’s home
...knocked on the door
...for someone to answer
___ ___ ___ ___ ___ ___

3

...a squeaky little voice
...called out, “Who’s there?”
...are you a bandit
...my name is Brenda
...I’m lost and cold
...will you let me in
...the door slowly opened
___ ___ ___ ___ ___ ___

4

...Brenda looked down
...to see a pudgy little man
...in a plaid shirt
...and gray slacks
...held up with suspenders
...you’re small for a man
...I’m a munchkin
___ ___ ___ ___ ___ ___

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Directions for the teacher: First, administer an oral reading assessment following the procedures explained in *How to Teach Reading and Spelling*. Then have the student complete the fluency building exercises with this story.

“**A Little House in the Woods**”

Brenda had been wandering in the woods for three hours, lost and cut off from the hiking group she came with. She was tired, thirsty and afraid. She was also getting quite chilly as the sun settled and the day slowly turned to evening. (44)

All of a sudden she came upon a small brick house with yellow gingerbread trim, a red chimney and green door. “What a cute little house!” she exclaimed. “I wonder if anyone’s home. I’m so tired and hungry. I hope they let me come in.” She knocked on the door and waited for someone to answer. (56/100)

A squeaky little voice called out, “Who’s there? Are you a bandit?” “Oh no! Sir. My name is Brenda,” said the girl. “I’m lost and cold. Will you let me in?” The door slowly opened. Brenda looked down to see a pudgy little man in a plaid shirt and gray slacks held up with suspenders. (55/155)

“Who are you?” Brenda asked. “You’re small for a man.” “Of course I am,” said the little man. “I’m a munchkin. Well, don’t just stand there. Come in. Martha! We have a visitor who has lost her way in the woods. I’ll bet she’s hungry.” (45/200)

“Goodness, child! Come in out of the cold,” instructed a little woman wearing a blue bonnet with curly ringlets of hair sticking out from the sides. “Sit down by the fire and warm yourself. I will get you a drink.” (40/240)

The woman placed a copper goblet of milk on the table and a plate of little sandwiches. “You eat something now, dear child. We must fatten you up. When you’ve eaten your dinner, we’ll walk you home. The forest is no place for a girl to be alone. ...Now how about some pumpkin pie?” (54/294)

___ ___ ___ ___ ___ ___ (warm-up trials)

Your goal: ______ wpm

1st practice trial ______ wpm 4th practice trial ______ wpm
2nd practice trial ______ wpm 5th practice trial ______ wpm
3rd practice trial ______ wpm 6th practice trial ______ wpm