HAKILLO KIDS · TEACHER GUIDE · VIRGINIA SOL EDITION · LANGUAGE ARTS · GRADE 4 · LESSON 1

Syllables in Long Words



VIRGINIA SOL (2024)
4.FFR.3.A, 4.FFW.2.A

VIDEO LENGTH
3:37 · Common Core edition also available

WATCH THE LESSON FREE
hakillokids.org/language-arts/grade-4#L4-01

PRACTICE ONLINE
learn.hakillokids.org · videos stop for each question, scored automatically

4.FFR.3.A Use knowledge of syllabication and syllable types to decode and encode words.

4.FFW.2.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately.

Materials: Word cards, scissors for splitting words, whiteboards.

Students will

- Split between two middle consonants (bas-ket).
- With one middle consonant, try a long vowel first, then a short one (ro-bot, cab-in).
- Keep the consonant before -le (pud-dle).
- Use syllables to read and spell multisyllable words.

Key words

syllable	a word part with one vowel sound
VC/CV	split between two consonants (nap-kin)
V/CV, VC/V	split after or before one consonant (ro-bot, cab-in)
consonant-le	a final syllable like -dle, -ble

Before the video 2 minutes

Write fantastic. Ask: “How could you read this if you have never seen it?”

What happens in the video

0:00	Welcome to fourth grade and today's goal: syllables in long words
0:20	Break long words into syllables: fan-tas-tic
0:35	Two consonants: bas-ket, nap-kin
0:49	One consonant: try long (ro-bot), then short (cab-in)
1:06	Consonant-le and longer words: pud-dle, re-mem-ber
1:21	Say each part, write each part
1:36	Spot the mistake: ro-bot, not rob-ot
1:54	Your turn! Students answer during each pause (see below)
3:17	Recap and goodbye

Spot the mistake at 1:36

> **Sam:** I know! Robot splits like this. Rob, ot!
> **Ivy:** Hmm... does rob, ot sound like a real word?
> **Mia:** Try the other way. Ro, bot. The o is long. Robot!
> **Sam:** Oops! Ro, bot!

- Ask: “Does rob-ot sound like a real word?” (No.)
- Try the open split: ro-bot.
- Practice: pilot, music, lemon (lem-on is short).

Your-turn pauses students answer out loud, then the characters give the answer

TIME	QUESTION	ANSWER IN THE VIDEO
1:55	How do we split basket? Bas, ket? Or, ba, sket?	Bas, ket! Split between the two consonants.
2:10	How many syllables are in remember?	Three! Re, mem, ber.
2:22	How do we split tiger? Ti, ger? Or, tig, er?	Ti, ger! The i is long.
2:36	How do we split candle? Can, dle? Or, cand, le?	Can, dle! L E keeps the consonant before it.
2:51	How many syllables are in fantastic?	Three! Fan, tas, tic.
3:04	How do we split napkin? Nap, kin? Or, na, pkin?	Nap, kin! Split between the consonants.

Tip: pause the video a little longer on any question your class finds hard, and ask a student to explain how they know.

After the video: talk about it

1. What do you do when the first split doesn't make a real word?
2. How many syllables in independent?
3. How do syllables help you spell?

Go further

Syllable surgeons: students split long science words (photosynthesis, habitat) and teach a partner to read them.

Answer key for the practice page

1. bas-ket
2. 3 (re-mem-ber)
3. ti-ger
4. can-dle
5. cab-in
6. Words split by syllable rules.

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Syllables in Long Words

Name: _____ **Date:** _____

1. **Split basket.**

   Answer: _____

2. **How many syllables in remember?**

   Answer: _____

3. **Split tiger.**

   Answer: _____

4. **Split candle.**

   Answer: _____

5. **Split cabin.**

   Answer: _____

6. **Split and read three long words from a book you are reading.**

   Answer: _____

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