

★ LESSON 100: WORDS AND SYLLABLES • CENTURY MILESTONE

Monosyllables vs. Disyllables • Classical Poetry Hunt

Wheeler's Syllable Principle: "The word **sweet** is a word of one syllable. The word **sweeter** is a word of two syllables. In the following poems, copy and learn to spell all the words of two syllables." sweet (1) → swee ter (2)

1 The Poetry Triad: Read each stanza, clap the rhythm, and notice the two-syllable words. 3 Poetic Models

I. HOW CHILDREN GROW ▶ AUDIO

How do the **children** grow?
Like the birds, grass, **flowers**,
Taller, larger, sweeter still,
Through the days and hours
Learning something new each day,
That will help them on their way.

2-Syllables: chil·dren, flow·ers, tal·ler, lar·ger, swee·ter, learn·ing, some·thing

II. JOHN B. TABB ▶ AUDIO

A **little yellow** bird **above**,
A **little yellow** flower **below**;
The **little** bird can sing the love
That bird and **blossom** know;
The **blossom** has no song nor wing,
But breathes the love he **cannot** sing.

2-Syllables: lit·tle, yel·low, a·bove, be·low, blos·som, can·not

III. NATURE'S WHISPERS ▶ AUDIO

I think that **flowers** can see, don't you?
And soft white clouds are **playing**;
The wind can talk to **grasses**, too,
For I've **listened** and watched, they do;
I can **almost** hear what they're **saying**.

2-Syllables: play·ing, gras·ses, lis·tened, al·most, say·ing

2 Disyllable Copywork: Pronounce each syllable, place the divider dot (·), and write neatly on the line. 16 Words • 26px Standard Penmanship

GROWTH • GROUP 1

▶ chil·dren Growth

▶ flow·ers Growth

▶ tal·ler Growth

▶ lar·ger Growth

SUFFIX • GROUP 2

▶ swee·ter Suffix / Cpd

▶ learn·ing Suffix / Cpd

▶ some·thing Suffix / Cpd

▶ can·not Suffix / Cpd

POETIC • GROUP 3

▶ lit·tle Bird & Bloom

▶ yel·low Bird & Bloom

▶ a·bove Bird & Bloom

▶ be·low Bird & Bloom

NATURE • GROUP 4

▶ blos·som Nature

▶ gras·ses Nature

▶ lis·tened Nature

▶ al·most Nature

3 Syllable Synthesis: Compose two complete sentences combining two or more two-syllable words. Applied Composition • 26px Penmanship

Example: "The little children watched the yellow blossom grow taller in the garden."

Wheeler's Elementary Speller (1901) • Lesson 100 (Century Milestone) • Words & Syllables

Standard 26px Handwriting • Page 1 of 1 (Student Practice)



1. Complete 16-Word Disyllabic Phonetic & Syllabication Matrix

Division Rules • IPA • Teaching Tips

Word	Syllables & IPA	Division Rule / Type	Morphological Structure	Common Pitfall & Teacher Note
children	chil·dren • /ˈtʃɪldrən/	VC / CCV split	Irregular plural of <i>child</i> (vowel shifts from long /aɪ/ to short /ɪ/).	Ensure the division falls between <i>l</i> and <i>d</i> : <i>chil-dren</i> .
flowers	flow·ers • /ˈflaʊərz/	Diphthong + suffix	Root <i>flower</i> + plural -s; diphthong <i>ow</i> (/oʊ/).	Poetically disyllabic (/ˈflaʊ.ər/); contrast with monosyllabic <i>flour</i> .
taller	tal·ler • /ˈb:lər/	Doubled consonant split	Root <i>tall</i> (broad <i>a</i>) + comparative suffix -er.	VC / CV division splits doubled consonants: <i>tal-ler</i> .
larger	lar·ger • /ˈlɑːrdʒər/	R-controlled + soft g	Root <i>large</i> + comparative -r; soft <i>g</i> before <i>e</i> (/dʒ/).	Divide after the <i>r</i> : <i>lar-ger</i> .
sweeter	swee·ter • /ˈswiːtər/	Vowel team + suffix	Root <i>sweet</i> (digraph <i>ee</i> = /i:/) + suffix -er.	Wheeler's primary exemplar: base word remains intact before -er.
learning	learn·ing • /ˈlɜːrnɪŋ/	R-colored team + suffix	Root <i>learn</i> (digraph <i>ea</i> + <i>r</i> = /ɜːr/) + continuous -ing.	Keep root intact: <i>learn-ing</i> .
something	some·thing • /ˈsʌmθɪŋ/	Compound word split	Compound: <i>some</i> (/sʌm/) + <i>thing</i> (/θɪŋ/).	Divide between component root words: <i>some-thing</i> .
cannot	can·not • /ˈkænɒt/	Doubled consonant split	Compound negative verb: <i>can</i> + <i>not</i> .	Written as a single closed compound in formal English.
little	lit·tle • /ˈlɪtəl/	Syllabic -le split	Consonant-le rule: split before the consonant (<i>lit-tle</i>).	Doubled <i>tt</i> preserves short <i>i</i> ; syllabic -le forms second beat.
yellow	yel·low • /ˈjɛləʊ/	Doubled consonant split	Short <i>ē</i> + doubled <i>ll</i> + suffix-like ending -ow (/oʊ/).	Divide between the doubled letters: <i>yel-low</i> .
above	a·bove • /əˈbʌv/	Prefix split (V / CVC)	Unstressed prefix <i>a-</i> (/ə/) + root <i>bove</i> (/bʌv/).	First syllable is open unstressed schwa: <i>a-bove</i> .
below	be·low • /bɪˈloʊ/	Prefix split (V / CVC)	Unstressed prefix <i>be-</i> (/bɪ/) + root <i>low</i> (long <i>ow</i> /oʊ/).	Open first syllable: <i>be-low</i> . Antonym of <i>above</i> .
blossom	blos·som • /ˈblɒsəm/	Doubled consonant split	Short <i>ō</i> + doubled <i>ss</i> + unstressed -om (/əm/).	Divide between identical consonants: <i>blos-som</i> .
grasses	gras·ses • /ˈgræsɪz/	Root + plural -es	Root <i>grass</i> + inflectional plural -es (/ɪz/).	Plural -es creates an extra syllable after sibilants.
listened	lis·tened • /ˈlɪsənd/	Silent consonant + suffix	Root <i>listen</i> (silent <i>t</i>) + past tense -ed (/d/).	-ed does NOT add a syllable here; word remains disyllabic (<i>lis-tened</i>).
almost	al·most • /ˈɔːlmoʊst/	Compound / prefix split	Prefix <i>al-</i> (all) + root <i>most</i> (long <i>o</i> /oʊ/).	Divide between prefixes: <i>al-most</i> .

2. Socratic Syllable Theory & Kinesthetic Phonics (1901 Framework)

Phonological Awareness

The Acoustic Definition of a Syllable

Wheeler defines a syllable not by abstract grammar, but by vocal emission: a *single chest pulse* or *unbroken breath*. Teach children the **Chin-Drop Technique**: place the palm under the jaw while saying *sweet* (one drop) and *swee-ter* (two distinct drops).

Literary Context: John Bannister Tabb (1845–1909)

Father John B. Tabb was a renowned American poet celebrated for his miniature nature gems. Wheeler selects Tabb's *The Blossom* and *the Bird* to show how disyllables create natural iambic and trochaic cadence in English children's poetry.

3. Decodable Teacher Dictation Sentences (Administer during Syllabication Evaluation)

Clear Articulation • Syllable Pulse Check

1. "The **little children** watched the sweet **yellow blossom** grow **taller** each day."
2. "The gentle summer wind can talk to the **grasses playing below** the hill."
3. "We **listened** closely to the sweet song coming from the trees **above**."
4. "**Learning something** new every morning will help the **larger children** on their way."

4. Century Milestone Evaluation Rubric (20 Points Total)

Syllabication • Poetic Rhythm • Penmanship

1. Syllable Division (8 pts)

Accurate dot placement splitting 16 core disyllables according to English phonotactic rules.

2. Poetic Auditory Beat (4 pts)

Demonstrated awareness of 1-syllable vs 2-syllable beats across the 3 classic poetry models.

3. Sentence Composition (4 pts)

Coherent written sentences successfully combining two or more disyllables with proper punctuation.

4. Penmanship Standard (4 pts)

Strict adherence to 26px line height, ascender reach, and 13px dashed midline.