

STUDENT NAME: _____

DATE: _____

CLASS: _____

SCORE: _____

LESSON 159 • SHORT E IN DISSYLLABLES (Ě AS IN MET) **MĚM-BER • LĚS-SON = /ɛ/**

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Two-Syllable Phonics Clinic • Short ě in Accented First Syllables

In these 12 dissyllables, the primary accent falls on the first syllable, which contains the **short e sound (ě)**:

12 Target Dissyllables: mĕm-ber, tĕm-per, shĕl-ter, vĕl-vet, sĕl-dom, yĕl-low, pĕb-ble, kĕt-tle, lĕs-son, pĕn-cil, lĕt-ter, bĕt-ter.

CONCEPT

1

Syllabication & Penmanship Track • 26px Standard Track

Copy the 12 dissyllables, dividing between syllables:

mem-ber • tem-per • shel-ter • vel-vet • sel-dom • yel-low

peb-ble • ket-tle • les-son • pen-cil • let-ter • bet-ter

2

Phonic Comparison • Double Consonant Twin Pairs

Observe how twin consonants split across syllables:

yel-low (ll) • peb-ble (bb) • ket-tle (tt) • les-son (ss) • let-ter (tt) • bet-ter (tt)

3

Contextual Sentences • Application

Complete the sentences using *pencil, letter, lesson, kettle*:

1. The scholar sharpened his lead _____ to write his spelling _____.

2. The copper _____ was singing merrily upon the hot stove.

WHEELER'S ORTHOEPIC RULES • SHORT E DISSYLLABLES

1. 1. **Short E Closed Syllables:** In *mem-ber, shel-ter, vel-vet*, the vowel e is closed by a consonant (*m, l*), preserving its short /ɛ/ pronunciation.

2. 2. **Double S in Lesson:** *lesson* is spelled with double *ss* to indicate the voiceless sibilant /s/ (Old French *leçon*), preventing the voiced /z/ sound.

3. 3. **Soft C in Pencil:** In *pencil*, the letter *c* followed by *i* makes the soft sibilant sound /s/ (Latin *penicillus*, little tail/brush).

LESSON 159 TEACHER GUIDE & ANSWER KEY

ORTHOEPY • DISSYLLABLES • PHONIC RULES

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WORD	IPA	SYLLABICATION	TEACHING PRESCRIPTION
lesson	/ˈlesən/	les-son	Double ss = /s/; short ě. French loan <i>leçon</i> .
pencil	/ˈpensəl/	pen-cil	Soft c before i = /s/; unaccented second syllable.
kettle	/ˈkɛtəl/	ket-tle	Geminate tt divides syllables; final syllabic -le.
velvet	/ˈvɛlvɪt/	vel-vet	Short ě in both syllables; closed syllables.
letter	/ˈlɛtər/	let-ter	Double tt = /t/; comparative or epistolary noun.
yellow	/ˈjɛləʊ/	yel-low	Double ll; terminal -ow = /oʊ/.

COMPLETE ANSWER KEY & SOLUTIONS

WHEELER'S EXERCISES

Exercise 1 Syllabication:

- mem-ber, tem-per, shel-ter, vel-vet.
- sel-dom, yel-low, peb-ble, ket-tle.
- les-son, pen-cil, let-ter, bet-ter.

Exercise 3 Solutions:

- pencil / lesson.
- kettle.

Penmanship Check: Ensure children write lowercase letters on 26px lines without letting stems cross tracks.

SOCRATIC GUIDING PROMPTS & PEDAGOGICAL INSIGHTS

INSTRUCTIONAL STRATEGIES

- Why is 'pencil' spelled with a 'c' instead of an 's'?
- What sound does the 'ow' make at the end of 'yellow'?
- What do the words 'better', 'letter', and 'kettle' all have in common?

DICTATION & ORAL APPLICATION SENTENCES (READ SLOWLY AT NORMAL SPEAKING PACE):

- The attentive scholar wrote a neat letter with his pencil.
- A bright yellow bird found shelter in the leafy tree.
- Smooth round pebbles lay at the bottom of the clear brook.
- The tea kettle whistled cheerily upon the iron stove.