

# ADVANCED WORD STUDY

Accelerated learning of multisyllabic word



reading and morphology

# TABLE OF CONTENTS

2.....Scope and Sequence  
 3..... Document Guidance  
 6..... Closed Syllables  
 23.....Open Syllables  
 42.....Vowel Team Syllables  
 54.....R-Controlled Syllables  
 73.....Silent-E Syllables  
 89.....Consonant + LE Syllables  
 105.....Schwa/Diphthong Syllables  
 122.....Prefixes: fore-, pro-, inter  
 141.....Prefixes: trans-, non-, over  
 161.....Prefixes: sub-, semi-, anti  
 176.....Suffixes: -y, -ly, -ful  
 198.....Suffixes: -hood, -less, -ness  
 217.....Suffixes: -er/or, -en, -ment  
 236.....Roots: port, form, ject  
 255.....Roots: spect, dict, tend  
 274.....Roots: fer, meter, graph  
 293.....Roots: photo, script, geo  
 308.....Appendices

Scope & Sequence

	Day 1	Day 2	Day 3	Da
--	-------	-------	-------	----

<b>Week 1</b>	<p><b>CLOSED SYLLABLES</b>  <u>I DO:</u> Closed Syllables Lesson</p> <p><u>WE DO:</u> Closed Syllables Guided Practice</p>	<p><b>CLOSED SYLLABLES</b>  <u>WE DO/YOU DO:</u> Closed Syllables Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>OPEN SYLLABLES</b>  <u>I DO:</u> Open Syllables Lesson</p> <p><u>WE DO:</u> Open Syllables Guided Practice</p>	<p><b>OPEN SYLLABLES</b>  <u>WE DO/YOU DO:</u> Open Syllables Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>
<b>Week 2</b>	<p><b>VOWEL TEAM SYLLABLES</b>  <u>WE DO/YOU DO:</u> Vowel Team Syllables Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>R-CONTROLLED SYLLABLES</b>  <u>I DO:</u> R-Controlled Syllables Lesson</p> <p><u>WE DO:</u> R-Controlled Syllables Lesson</p>	<p><b>R-CONTROLLED SYLLABLES</b>  <u>WE DO/YOU DO:</u> R-Controlled Syllables Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>SILENT-E SYLLABLES</b>  <u>I DO:</u> Silent-E Syllables Lesson</p> <p><u>WE DO:</u> Silent-E Syllables Guided Practice</p>
<b>Week 3</b>	<p><b>CONSONANT + LE SYLLABLES</b>  <u>I DO:</u> Consonant + LE Syllables Lesson</p> <p><u>WE DO:</u> Consonant + LE Syllables Guided Practice</p>	<p><b>CONSONANT + LE SYLLABLES</b>  <u>WE DO/YOU DO:</u> Consonant + LE Syllables Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>SCHWA/DIPHTHONG SYLLABLES</b> <u>I DO:</u> Schwa/Diphthong Syllables Lesson</p> <p><u>WE DO:</u> Schwa/Diphthong Syllables Guided Practice</p>	<p><b>SCHWA/DIPHTHONG SYLLABLES</b> <u>WE DO/YOU DO:</u> Schwa/Diphthong Syllables Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>
<b>Week 4</b>	<p><b>Prefixes: fore-, pro-, inter-</b>  <u>WE DO/YOU DO:</u> Prefixes: fore-, pro-, inter- Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Prefixes: trans-, non-, over-,</b>  <u>I DO:</u> Prefixes: trans-, non-, over- Lesson</p> <p><u>WE DO:</u> Prefixes: trans-, non-, over- Guided Practice</p>	<p><b>Prefixes: trans-, non-, over-,</b>  <u>WE DO/YOU DO:</u> Prefixes: trans-, non-, over- Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Prefixes: sub-, anti-</b>  <u>I DO:</u> Prefixes: sub-, anti- Lesson</p> <p><u>WE DO:</u> Prefixes: sub-, anti- Guided Practice</p>
<b>Week 5</b>	<p><b>Suffixes: -y, -ly, -ful</b>  <u>I DO:</u> Suffixes: -y, -ly, -ful Lesson</p> <p><u>WE DO:</u> Suffixes: -y, -ly, -ful Guided Practice</p>	<p><b>Suffixes: -y, -ly, -ful</b>  <u>WE DO/YOU DO:</u> Suffixes: -y, -ly, -ful Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Suffixes: -hood, -less, -ness</b>  <u>I DO:</u> Suffixes: -hood, -less, -ness Lesson</p> <p><u>WE DO:</u> Suffixes: -hood, -less, -ness Guided Practice</p>	<p><b>Suffixes: -hood, -less, -ness</b>  <u>WE DO/YOU DO:</u> Suffixes: -hood, -less, -ness Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>
<b>Week 6</b>	<p><b>Suffixes: -er/-or, -en, -ment</b>  <u>WE DO/YOU DO:</u> Suffixes: -er/or, -en, -ment Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Roots: port, form, ject</b>  <u>I DO:</u> Roots: port, form, ject Lesson</p> <p><u>WE DO:</u> Roots: port, form, ject Guided Practice</p>	<p><b>Roots: port, form, ject</b>  <u>WE DO/YOU DO:</u> Roots: -port, form, ject Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Roots: spect, tend</b>  <u>I DO:</u> Roots: spect, tend Lesson</p> <p><u>WE DO:</u> Roots: spect, tend Guided Practice</p>
<b>Week 7</b>	<p><b>Roots: fer, meter, graph</b>  <u>I DO:</u> Roots: fer, meter, graph Lesson</p> <p><u>WE DO:</u> Roots: fer, meter, graph Guided Practice</p>	<p><b>Roots: fer, meter, graph</b>  <u>WE DO/YOU DO:</u> Roots: -fer, meter, graph Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>	<p><b>Roots: photo, script, geo</b>  <u>I DO:</u> Roots: photo, script, geo Lesson</p> <p><u>WE DO:</u> Roots: photo, script, geo Guided Practice</p>	<p><b>Roots: photo, script, geo</b>  <u>WE DO/YOU DO:</u> Roots: photo, script, geo Text Application</p> <p>Students should have present and consistent support from instructional staff.</p>

# DOCUMENT T GUIDANC E

- ✓ This document is not a one size fits all fix to any multi-syllabic misconceptions.
- ✓ This document is not to replace any advanced phonics curriculum purchased by your district.
- ✓ This document was created for students with little to no advanced phonics background or previous instruction.
- ✓ The goal for this resource is for students to receive accelerated advanced phonics instruction that may benefit them to due to the State of Emergency school closures or exhibit below grade level data results on the screener or diagnostic assessments.

## **Document Guidance**

- ✓ Throughout each component of the lessons, students should have present and consistent support from instructional staff. This

document was not created to be used as independent seatwork.

✓Speed drills and center activities accompany each lesson to provide students with adequate practice for each skill.

Amber Hicks, Literacy Coach  
Chelsea Kilgore, Literacy Coach



Document Guidance 5

# CLOSED SYLLABLE

# S 6

## SYLLABLES CLOSED

**Focus:** Every syllable in a word has only **one vowel sound**. The focus in this lesson is on closed syllables. A closed syllable ends in one or more consonants. The vowel sound is short and spelled with one vowel letter.

<b>Lesson Component:</b>	<b>Instruction:</b>
<b>Introduction</b>	<ul style="list-style-type: none"><li>- Explain to students that every syllable in a word has only one vowel sound. Let students know that for the next several weeks they will be studying and learning how to read and spell words with more than one syllable, also known as multisyllabic words.</li><li>- Introduce students to the Syllable Types Anchor Chart*. Explain that this chart will be filled in as each syllable type is introduced.</li><li>- Show students the Syllabication Anchor Chart*. Explain that this chart will provide the steps that will be used in learning to read multisyllabic words.<ol style="list-style-type: none"><li>1. "Today's lesson is on closed syllables. A closed syllable ends in one or more consonants. For example, in the word <i>cat</i>, the <i>a</i> is followed by the consonant <i>t</i>. The word <i>cat</i> is a closed syllable. The vowel sound is short and spelled with one vowel letter."</li></ol></li><li>- Add this information to Syllable Types Anchor Chart beside Closed Syllables.</li></ul>

**Multisyllabic  
Word Reading**

I Do:

- Show students the word **napkin**. Follow the syllabication steps on the anchor chart to model how to read the word.

1. "The first step says to label the first two vowels. The first two vowels I see are *a* and *i*. I will underline them and label them with a *v* which stands for vowel." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *a* and *i* to make my bridge."
3. "The third step says to label the consonants on the bridge. In between the vowels I see the letters *p* and *k*. I will put the letter *c* under these letters which stands for consonant."
4. "The fourth step is to divide using the pattern. We have four different syllable divisions we will use throughout our syllable lessons. They are vowel consonant-consonant-vowel (VCCV), vowel-consonant-vowel (VCV) which will have two different divisions and vowel-vowel (VV). Our division charts\* show us where to divide each of these patterns. Looking at the word we are working with, I see the VCCV pattern. The chart tells me to divide in between the two consonants. I will draw a line in between the *p* and *k*."
5. "The fifth step says to identify the syllable types. Today our focus is on closed syllables. We said closed syllables end in one or more consonants and are spelled with one vowel letter. The first vowel is *a* and ends with consonant *p*. The first syllable is a closed syllable. Above the spelling *nap-*, I will write a *cl* to represent a closed syllable. The second vowel is an *i* and ends with a consonant *n*. The second syllable is a closed syllable. Above the spelling -*kin*, I will write a *cl* because it's a closed syllable."



	<p>6. “The sixth and final step says to read each syllable and read the word. Our anchor chart says that closed syllables have a short vowel sound. The first syllable is spelled <i>n-a-p</i>. I read <i>nap-</i>. The second syllable is spelled <i>k-i-n</i>. I read <i>-kin</i>. When I read the whole word, I get <b>napkin</b>.”</p> <p>- “I will add this word to our Syllable Types Anchor Chart as an example of a word with a closed syllable.”</p> <p>- Repeat the same procedure for the word <b>dishpan</b>*</p> <p>* Note: Blends and digraphs are combined and considered one consonant. Dishpan has a VCCV pattern.</p> <p>1. “The first step says to label the first two vowels. The first two vowels I see are <i>i</i> and <i>a</i>. I will underline them and label them with a <i>v</i> which stands for vowel.”</p> <p>“The second step says to draw a bridge to connect the vowels. I will draw a line from the <i>i</i> and <i>a</i> to make my bridge.”</p> <p>3. “The third step says to label the consonants on the bridge. In between the vowels I see the letters <i>s</i>, <i>h</i>, and <i>p</i>. I know <i>sh</i> is a digraph. I want to keep blends and digraphs together in words so I will group the <i>s</i> and <i>h</i> together and consider them as one consonant. I will put a small curved line under the <i>s</i> and <i>h</i> to remind me they are grouped and considered one consonant. I will put the letter <i>c</i> under these letters which stands for consonant.”</p> <p>- Continue with steps 4-6 of the syllabication steps.</p> <p>We Do:</p> <p>- Work through the syllabication steps with students for word <b>suspect</b> and nonsense words <b>lignin</b> and <b>poplin</b>.</p> <p>* Provide scaffolding supports as needed by individual students.</p>
<p><b>Multisyllabic Word Work</b></p>	<p>I Do:</p> <p>- Work through the set of words to guide students in learning how to encode multisyllabic words.</p> <p>1. “The word is <b>figment</b>. I hear two syllables in this word <i>fig-</i> and <i>-ment</i>. I will draw two lines to represent the two syllables I hear.”</p> <p>2. “The first syllable is <i>fig</i>. I hear short vowel /<i>i</i>/, so it is a closed syllable. I spell that <i>f-i-g</i>. I will write this on the first line.”</p> <p>3. The second syllable is <i>-ment</i>. I hear short vowel /<i>ě</i>/, so it is a closed syllable. I spell that <i>m-e-n-t</i>. I will write this on the second line.”</p> <p>4. “I will write the word together and I see the word <b>figment</b>.”</p> <p>- Repeat the same procedure for the word <b>gossip</b>.</p> <p>We Do:</p> <p>- Work through encoding with students for words <b>pollen</b> and <b>pastel</b> and nonsense word <b>lepton</b>.</p> <p>* Provide scaffolding supports as needed by individual students.</p>

**Dictation**

- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding.

- problem
- rabbit
- magnet

\* Provide scaffolding supports as needed by individual students.

\* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.

\*\* Adapted from Brainspring's *Phonics First*® syllabication routine.

<p>cl cl napkin vccv</p>	<p>cl cl dishpan vccv</p>	<p>cl cl suspect vccv</p>
<p>cl cl lignin vccv</p>	<p>cl cl poplin vccv</p>	<p>cl cl figment vccv</p>
<p>cl cl gossip vccv</p>	<p>cl cl pollen vccv</p>	<p>cl cl pastel vccv</p>
<p>cl cl lepton vccv</p>	<p>cl cl proble m vccv</p>	<p>cl cl rabbit vccv</p>
<p>cl cl magnet vccv</p>	<p><b>CLOSED SYLLABLES LESSON WORD LIST SYLLABICATION GUIDE</b></p>	

Guided Practice Name: \_\_\_\_\_ Closed Syllables

Date: \_\_\_\_\_

s u m m i t p u b l i c t e n n

i s n u t m e g p r e t z e l m

u f f i n

c a c t u s b u c k e t Closed Syllables Guided Practice

11

Guided Practice **ANSWER KEY** Closed Syllables

cl cl cl cl s u m m i t p u b l  
i c

VCCV

VCCV

cl cl cl cl t e n n i s n u t m e  
g VCCVCCV

cl cl cl cl  
p r e t z e l m u f f i n v c  
CVVCCV

cl cl cl cl c a c t u s b u c k  
e t  
VCCV VV

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# “The Lost Mittens”

My friend lost one of his **mittens**. We tried to **backtrack** to see where we lost it. We thought we might have lost them near the **hidden tunnel**, where we spent our time yesterday. We started walking near the **tunnel** when we heard a **chicken**. We tried to see what the **chicken** was chasing. The **chicken** was chasing a **rabbit**. The **rabbit** was hopping near the tunnel. We started running quickly and saw that the rabbit went into the **tunnel**. We looked **into** the **hidden tunnel** and could not find my friend’s lost **mitten**. He was very **upset**, but that was not the real **problem** anymore. The new **problem** was that the **rabbit** was crying. He was stuck in the **tunnel** and could not get out. My friend and I discussed how we could solve this **problem**. We agreed that I would crawl into the **tunnel** and help the **rabbit** get **unstuck**. I crawled in and saw that the **rabbit’s** foot was stuck in a hook. I unhooked the **rabbit** and pulled him out of the **tunnel** slowly. When I crawled out of the **tunnel**, my friend yelled at me. He said, “Look, my lost **mitten** is stuck on the **rabbit**.” My friend’s lost **mitten** was stuck on the **rabbit’s** foot. We were lucky that the **rabbit** ran into the **hidden tunnel**, running away from the **chicken**. He saved the day and found my friend’s lost **mitten**!

Closed Syllables Decodable

13

**Closed Syllables Name:** \_\_\_\_\_ **Text**

**Application Date:** \_\_\_\_\_

**Following your 1<sup>st</sup> read, syllabicate the words listed below from the text.**

chicken b

tunnel p

ack track

roblem

What was the first problem the characters encountered?

---

---

---

Why was the rabbit crying?

---

---

---

---

**ANSWER KEY**  
**Closed Syllables**

**cl cl cl cl**

tunnel

chicken

cl<sup>cl</sup> cl cl  
p r o b l e m      b a c k t r a c k

**The friends had lost a pair of mittens near the hidden tunnel and were having to backtrack.**

**The rabbit was crying because it was stuck in the hidden tunnel.**

Closed Syllables Text Application **15**

# CLOSED SYLLABLES GO fish

RF3.3c- Decode multisyllable words.

## **Directions:**

1. Mix the cards, deal 5 to each player.
2. Place the rest of the cards face down on the table.
3. The first player asks another player for the match to one of the cards in their



hand. If the other player has it, he/she must hand it over. If the other player does not have it, the person who asked picks a card from the card pack. 4. The player with the most matches wins.

5. When all matches have been made, record your words onto the recording sheet and syllabicate each word.

**Example:**

Word:	Syllabication:
basket	cl cl b a s k e t c v v c

Closed Syllables Go Fish

Name: \_\_\_\_\_

**CLOSED SYLLABLES go fish**

RF3.3c- Decode multisyllable words.

word	syllabication
basket	cl cl b a s k e t c v v c


**Extension:** Choose two words from above and write two sentences using the new words. Example: Word:

basket Sentence: Please put all cards in the basket when you are done. 1. Word: \_\_\_\_\_ Sentence:

\_\_\_\_\_

2. Word: \_\_\_\_\_ Sentence: \_\_\_\_\_

Closed Syllables Go Fish

## CLOSED SYLLABLES GO FISH CARDS

rabbit rabbit insect

insect cactus cactus

button button lipstick

Closed Syllables Go Fish

18

lipstick pumpkin pumpkin

sandwich sandwich racket

racket rocket rocket

Closed Syllables Go Fish

19

tennis tennis jacket

jacket ribbon ribbon

distant distant selfish

selfish contest contest

absent absent progress

progress compact compact

Name: \_\_\_\_\_

# CLOSED SYLLABLE Speed Drill



1. Draw a line between the closed syllables in each word.
2. Pronounce each word with your teacher
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
5. Keep practicing to improve your speed.

hidden	pumpkin	velvet	contest	problem	trumpet	button	subject	magnet	invent
bandit	lentil	bucket	cactus	helmet	insect	dentist	cotton	plastic	tunnel
velvet	pumpkin	trumpet	contest	button	subject	bucket	cotton	dentist	helmet
bandit	invent	magnet	cactus	bucket	insect	hidden	problem	plastic	subject
button	velvet	hidden	trumpet	problem	pumpkin	tunnel	plastic	cotton	tunnel
plastic	lentil	helmet	bucket	insect	bandit	trumpet	dentist	pumpkin	cactus
hidden	bandit	contest	problem	subject	invent	lentil	button	tunnel	velvet
cotton	plastic	magnet	invent	velvet	bucket	helmet	cactus	insect	cotton
magnet	dentist	tunnel	trumpet	hidden	contest	bandit	problem	lentil	cactus
contest	helmet	dentist	insect	lentil	magnet	pumpkin	button	invent	subject

Words Per Minute Date Partner

**TIMED READING 1** \_\_\_\_\_ **TIMED READING**

**2** \_\_\_\_\_ **TIMED READING 3** \_\_\_\_\_

Closed Syllables Fluency Practice

OPEN  
SYLLABLE

S 23

# SYLLABLES OPEN

**Focus:** Every syllable in a word has only **one vowel sound**. The focus in this lesson is on open syllables. An open syllable ends in a vowel. The vowel sound is long and spelled with one vowel letter.

Lesson Component:	Instruction:
Introduction	<ul style="list-style-type: none"> <li>- Remind students that every syllable in a word has only one vowel sound. 1. "Today's lesson is on open syllables. An open syllable ends in a vowel. The vowel sound is long and spelled with one vowel letter."</li> <li>- Add this information to the Syllable Types Anchor Chart* beside Open Syllables.</li> </ul>
Multisyllabic Word Reading	<p>I DO:</p> <ul style="list-style-type: none"> <li>- Show students the word <b>music</b>. Work through the syllabication steps on the anchor chart to model how to read the word.</li> </ul> <ol style="list-style-type: none"> <li>1. "The first step says to label the first two vowels. The first two vowels I see are <i>u</i> and <i>i</i>. I will underline them and label them with a v."</li> <li>2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the <i>u</i> and <i>i</i> to make my bridge."</li> <li>3. "The third step says to label the consonants on the bridge. In between the vowels I see the letter <i>s</i>. I will put the letter <i>c</i> under this letter."</li> <li>4. "The fourth step is to divide using the pattern. We have four different syllable divisions we use when determining where to divide. Looking at the word we are working with, I see the VCV pattern. There are two charts that have a VCV pattern. The charts have a number 1 and 2 on them. This lets us know which syllable division we should try first. According to the charts, we need to try dividing after the first vowel first. I will draw a line in between the <i>u</i> and <i>s</i>."</li> <li>5. "The fifth step says to identify the syllable types. Today our focus is on open syllables. We said open syllables end in a vowel and spelled with one vowel letter. The first vowel is <i>u</i> and it is the last letter. The first syllable is an open syllable. Above the spelling <i>m-u</i>, I will write an op to represent an open syllable. The second vowel is an <i>i</i> and ends with a consonant <i>c</i>. The second syllable is a closed syllable. Above the spelling <i>s-i-c</i>, I will write a cl because it's a closed syllable."</li> <li>6. "The sixth and final step says to read each syllable and read the word. Our anchor chart says that open syllables have a long vowel sound. The first syllable is spelled <i>m-u</i>. I read <i>mu-</i>. The second syllable is a closed syllable. We know closed syllables have a short vowel sound. The second syllable is spelled <i>s-i-c</i>. I read <i>-sic</i>. When I read the whole word, I get <b>music</b>."</li> </ol> <ul style="list-style-type: none"> <li>- "I will add this word to our Syllable Types Anchor Chart* as an example of a word with an open syllable."</li> <li>- Repeat the same procedure for the word <b>cupid</b>.</li> </ul> <p>We Do:</p> <ul style="list-style-type: none"> <li>- Work through the syllabication steps with students for words <b>pilot</b>, <b>talent</b>, and nonsense word <b>yabof</b>.</li> </ul>



- **PLEASE NOTE:** The word talent, if divided using V/CV pattern, will be the word tālent.

Model how to divide this word using the VC/V pattern.

- “The word **tālent** does not sound familiar. Have you ever heard that word before? We know that the VCV pattern has two different ways to divide it. Because this word is not familiar to us, let us try dividing this word using the other division pattern for VCV. This means we will go back to step 4 in our syllabication steps.”
  4. “The fourth step is to divide using the pattern. We tried the first division pattern for VCV words and that word doesn’t sound familiar. Let’s try the second division pattern for VCV words. According to the second VCV pattern we need to divide after the consonant. I will draw a line in between the *l* and *e*.”
  5. “The fifth step says to identify the syllable types. The first vowel is an *a* and followed by consonant *l*. The first syllable is a closed syllable. Above the spelling *tal*, I will write a *cl* for closed syllable above it. The second vowel is an *e* followed by consonant *n*. I will write a *cl* for closed syllable above it.
  6. “The last step says to read each syllable and read the word. Our first syllable is a closed syllable. Our anchor chart says that closed syllables have a short vowel sound. The first syllable is spelled *t-a-l*. I read *tāl-*. The second syllable is also a closed syllable. The second syllable is spelled *e-n-t*. I read *-ěnt*. When I read the whole word, I get **talent**.”
- “I know the word **talent**. That is a special ability that allows someone to do something well. Have you ever heard of the word **talent**? We originally thought this word had an open syllable but once we started dividing this word, we realized that it actually has two closed syllables.”

\* Provide scaffolding supports as needed by individual students.

**Multisyllabic  
Word Work**

I Do:

- Work through the set of words to guide students in learning how to encode multisyllabic words.

1. "The word is **began**." I hear two syllables in this word *be-* and *-gan*. I will draw two lines to represent the two syllables I hear."
2. "The first syllable is *be-*. I hear long vowel /ē/, so it is an open syllable. I will write this on the first line."
3. "The second syllable is *-gan*. I hear short vowel /ă/, so it is a closed syllable. I spell that *g-a-n*. I will write this on the second line."
4. "I will write the word together and I see the word **began**."

- Repeat the same procedure for the word **lilac**.

We Do:

- Work through encoding with students for words **pretend** and **hotel** and nonsense word **bunop**.

\* Provide scaffolding supports as needed by individual students.

Open Syllables Lesson **25**

**Dictation**

- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding.

- deduct
- basic
- frozen

\* Provide scaffolding supports as needed by individual students.

\* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.

<p style="text-align: center;">cl op <b>music</b> p vcv</p>	<p style="text-align: center;">op cl <b>cupid</b> vcv</p>	<p style="text-align: center;">op cl <b>pilot</b> vcv</p>
<p style="text-align: center;">cl cl <b>talent</b> vcv</p>	<p style="text-align: center;">op cl <b>yabof</b> vcv</p>	<p style="text-align: center;">opcl <b>began</b> vcv</p>
<p style="text-align: center;">op cl <b>lilac</b> vcv</p>	<p style="text-align: center;">op cl <b>pretend</b> vcv</p>	<p style="text-align: center;">opcl <b>hotel</b> vcv</p>
<p style="text-align: center;">op cl <b>bunop</b> vcv</p>	<p style="text-align: center;">op cl <b>deduct</b> vcv</p>	<p style="text-align: center;">opcl <b>basic</b> vcv</p>
<p style="text-align: center;">opcl <b><u>f</u>rozen</b> vcv</p>	<p><b>OPEN SYLLABLES LESSON</b></p> <p><b>WORD LIST</b></p> <p><b>SYLLABICATION GUIDE</b></p>	

m o m e n t h a l o

a p r o n u n i t

s i r e n d e f r o s t r a

v e n b a s i c

Open Syllables Guided Practice **28**

**Guided Practice ANSWER KEY Open Syllables**

**op op op**

**cl**

m o m e n t h a l o

**V C V**

op op

V CV

cl cl

a p r o n u n i t V CV V CV

op op

cl cl

s i r e n d e f r o s t V CV  
V CV

op op

cl cl

r a v e n b a s i c  
V CV V CV

Open Syllables Guided Practice 29

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Open Syllables Decodable

“Hero in the Sky”

The **silence** of the night was suddenly broken. **Steven** and I woke with a start. We ran to see what had caused the noise. Far in the sky, we **noticed** a jet flying low over the trees. **Steven** looked up and said, “Why do you think the **pilot** is so close?” I **began** to think to myself, what it would be like to fly a jet. As a **pilot**, I could do a lot for the **economy** with my jet. The jet could carry food or goods for stores that people **rely** on. I could fly my jet to **defend** and **protect** my family and the United States. My thoughts were **broken** when **Steven** asked again, “Ann, what is that **pilot** doing?” I looked closer at the jet. As I **focused** on the jet, I **began** to see better what the **pilot** was doing. In the **silence** of the night, he was dropping food to the homes on the ground. A strong storm had come through our small town and there was much harm done. I looked at **Steven** with a smile. “The **pilot** is helping those in need. He’s a **hero**.”

Open Syllables Decodable

30

Open Syllables Name: \_\_\_\_\_ Text  
Application Date: \_\_\_\_\_

Following your 1<sup>st</sup> read, syllabicate the words listed below from the text.

b r o k e n

e c o n o m y

s i l e n c e

b e g a n

What woke Steven and Ann in the night?

---

---

---

Why was the pilot flying low over the town?

---

---

---

---

**ANSWER KEY**

**Open  
Syllables**

**op op**

**cl op op cl**

economy broken

**op cl op cl**

began

silence

**Steven and Ann were woken by a jet flying low in the sky.**

**The pilot was dropping food to the town down below after a storm left them in need.**



**Directions:**

1. Look at the word parts provided.
2. Determine if the word part is a closed or open syllable.
3. Sort the word parts into the correct category.
4. Record your answers on the recording sheet.

**Example:**

<b>Closed Syllables</b>	<b>Open Syllables</b>
bas	shu
ket	gi

Closed-Open Syllable Sort

**33**

Name: \_\_\_\_\_

# CLOSED-open SYLLABLES SORT

RF3.3c- Decode multisyllable words.

<b>Closed Syllables</b>	<b>Open syllables</b>
bas	shu
ket	gi


**Extension:** Choose two word parts that are closed and/ or open syllables to create a real word. Write two sentences using the new words.

Example: Word Part: bas Real Word: basket Sentence: I will put the muffins in the basket once they cool down. 1.

Word: \_\_\_\_\_ Sentence: \_\_\_\_\_ 2.

Word: \_\_\_\_\_ Sentence: \_\_\_\_\_

Closed-Open Syllable Sort

## Closed-Open Syllables Sort Headers

# Closed

# Syllables

## Open

# Syllables

Closed-Open Syllable Sort

35

**Closed-Open Syllables Word Sort**  
**Word Part Cards**

pac pha

phen tri

lunt po

flus stu

vex fru

Closed-Open Syllable Sort

36

zil to

cept sto

ad smi

it ta

fess gla

rist ma

Closed-Open Syllable Sort

37

prac shu

bod gro

ob gli

act nu

nip blu

uct gi

Closed-Open Syllable Sort

38

con fra

vac da

# bulb ju

Closed-Open Syllable Sort

39

## **Closed-Open Syllables Word Sort Answer Key**

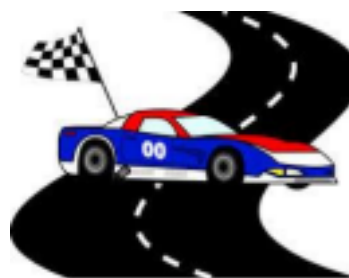
<b>Closed Syllables</b>	<b>Open syllables</b>
bas	shu
ket	gi
pac	pha
phen	tri
lunt	po

flus	stu
vex	fru
zil	to
cept	sto
ad	smi
it	ta
fess	gla
rist	ma
prac	shu
bod	gro
ob	gli
act	nu
nip	blu
uct	gi
con	fra
vac	da
bulb	ju

Closed-Open Syllable Sort

Name: \_\_\_\_\_

# OPEN SYLLABLE Speed Drill



1. Underline the open syllable in each word. Some words have more than one open syllable.
2. Pronounce each word with your teacher/partner.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
5. Keep practicing to improve your speed.



oval	legal	photo	slogan	cargo	tripod	elect	unit	beyond	pupil
predict	basic	repent	even	virus	vacant	begin	moment	defend	donut
photo	slogan	even	tripod	pupil	legal	elect	unit	repent	begin
vacant	moment	begin	virus	slogan	defend	donut	cargo	oval	photo
basic	tripod	legal	oval	repent	vacant	begin	moment	beyond	defend
pupil	beyond	elect	basic	even	cargo	unit	predict	defend	donut
photo	unit	repent	beyond	elect	vacant	slogan	oval	tripod	virus
slogan	oval	virus	predict	cargo	pupil	photo	even	moment	basic
even	vacant	elect	unit	donut	beyond	begin	virus	legal	defend
tripod	predict	legal	cargo	pupil	basic	repent	predict	moment	photo

Words Per Minute Date Partner **TIMED READING 1** \_\_\_\_\_

\_\_\_\_\_

**TIMED READING 2** \_\_\_\_\_ **TIMED READING**

**3** \_\_\_\_\_

Adapted from: Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension*. Scholastic Prof Book Div, 2011.

Open Syllables Fluency Practice

# VOWEL TEAMS SYLLABLES

42

## SYLLABLES VOWEL TEAM

**Focus:** Every syllable in a word has only **one vowel sound**. The focus in this lesson is on vowel team syllables. A vowel team syllable is a syllable with a short or long-vowel sound that is spelled with two vowel letters.

<b>Lesson Component:</b>	<b>Instruction:</b>
<b>Introduction</b>	<ul style="list-style-type: none"><li>- Remind students that every syllable in a word has only one vowel sound. 1. "Today's lesson is on vowel team syllables. A vowel team syllable is a syllable that can either have a short or long vowel sound. We still hear only one vowel sound, but the vowels are represented with two vowel letters."</li><li>- Add this information to the Syllable Types Anchor Chart* beside Vowel Team Syllables.</li></ul>

**Multisyllabic  
Word Reading**

I DO:

- Show students the word **steamboat**. Follow the syllabication steps on the anchor chart to model how to read the word.
  - 1. "The first step says to label the first two vowels. The first two vowels I see are *e* and *a*. They are right beside each other. But I know *e* and *a* are a vowel team. I will underline those and put a *v* under them to represent one vowel sound. So that only counts as one vowel. The second vowel letters I see are *o* and *a*. I know they are a vowel team too. I will underline those and put a *v* under them to represent one vowel sound."
  - 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *ea* and *oa* to make my bridge."
  - 3. "The third step says to label the consonants on the bridge. In between the vowels is the letters *m* and *b*. I will put the letter *c* under both letters. I also see the blend *st*, so I will group those which will help me reading the word later."
  - 4. "The fourth step is to divide using the pattern. Looking at the word, we are working with, I see the VCCV pattern. According to the VCCV chart, we need to divide in between the consonants. I will draw a line in between the *m* and *b*."
  - 5. "The fifth step says to identify the syllable types. Today our focus is on vowel team syllables. We said vowel team syllables have a long or short vowel sound but are represented with two letters. The first syllable is a vowel team syllable because it has *ea*. Above the spelling *s-t-e-a-m*, I will write a *vt* to represent a vowel team syllable. The second vowel is *oa*, which is also a vowel team. I will write a *vt* above the spelling *b-o-a-t* because it's also a vowel team."
  - 6. "The sixth and final step says to read each syllable and read the word. Our anchor chart says that vowel team syllables have a short or long vowel sound. The first syllable is spelled *s-t-e-a-m*. I know that *ea* can represent three sounds. We always try long *e* first, short *e* second, and long *a* last. I will try long *e* first. I read *steam*-. I know what *steam* is so I am going to move on to the second syllable. The second syllable is also a vowel team syllable. It is spelled *b-o-a-t*. I know *oa* says /ō/. I read *-boat*. When I read the whole word, I get **steamboat**."
- "I will add this word to our Syllable Types Anchor Chart\* as an example of a word with a vowel team syllable."

Vowel Team Syllables Lesson

- Repeat the same procedure for the word **cocoa**.

We Do:

- Follow the syllabication steps with students for words **canteen**, **complain**, and nonsense word **biscay**.

\* Provide scaffolding supports as needed by individual students.

<p><b>Multisyllabic Word Work</b></p>	<p>I Do:</p> <ul style="list-style-type: none"> <li>- Use the set of words to guide students in learning how to encode multisyllabic words.</li> <li>1. “The word is <b>prevail</b>. I hear two syllables in this word <i>pre-</i> and <i>-vail</i>. I will draw two lines to represent the two syllables I hear.”</li> <li>2. “The first syllable is <i>pre-</i>. I hear long vowel /ē/, so it is an open syllable. I spell that <i>p-r-e</i>. I will write this on the first line.”</li> <li>3. “The second syllable is <i>-vail</i>. I hear long vowel /ā/, so it is either an open or vowel team syllable. I spell that <i>v-a-i-l</i>. I will write this on the second line.”</li> <li>4. I will write this word together and I see the word <b>prevail</b>.”</li> </ul> <p>- Repeat the same procedure for the word <b>encroach</b>.</p> <p>We Do:</p> <ul style="list-style-type: none"> <li>- Practice encoding with students using the words <b>seventeen</b> and <b>freeway</b> and nonsense word <b>zigoal</b>.</li> </ul> <p>*NOTE: The word seventeen has three syllables. Repeat steps to identify the third syllable.</p> <p>* Provide scaffolding supports as needed by individual students.</p>
<p><b>Dictation</b></p>	<ul style="list-style-type: none"> <li>- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding.</li> </ul> <ul style="list-style-type: none"> <li>• regain</li> <li>• contain</li> <li>• retreat</li> </ul> <p>* Provide scaffolding supports as needed by individual students.</p>

\* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the

Appendices. \*\* Adapted from Brainspring’s *Phonics First*® syllabication routine.

<sup>vt</sup> <sup>vt</sup> <u>s</u> <u>t</u> <u>e</u> <u>a</u> <u>m</u> <u>b</u> <u>o</u> <u>a</u> <u>t</u> <sub>vccv</sub>	<sup>op</sup> <sup>vt</sup> <u>c</u> <u>o</u> <u>c</u> <u>o</u> <u>a</u> <sub>vcv</sub>	<sup>cl</sup> <sup>vt</sup> <u>c</u> <u>a</u> <u>n</u> <u>t</u> <u>e</u> <u>e</u> <u>n</u> <sub>vccv</sub>
<sup>cl</sup> <sup>vt</sup> <u>c</u> <u>o</u> <u>m</u> <u>p</u> <u>l</u> <u>a</u> <u>i</u> <u>n</u> <sub>vccv</sub>	<sup>cl</sup> <sup>vt</sup> <u>b</u> <u>i</u> <u>s</u> <u>c</u> <u>a</u> <u>y</u> <sub>vccv</sub>	<sup>op</sup> <sup>vt</sup> <u>p</u> <u>r</u> <u>e</u> <u>v</u> <u>a</u> <u>i</u> <u>l</u> <sub>vcv</sub>
<sup>cl</sup> <sup>vt</sup> <u>e</u> <u>n</u> <u>c</u> <u>r</u> <u>o</u> <u>a</u> <u>c</u> <u>h</u> <sub>vccv</sub>	<sup>cl</sup> <sup>cl</sup> <sup>vt</sup> <u>s</u> <u>e</u> <u>v</u> <u>e</u> <u>n</u> <u>t</u> <u>e</u> <u>e</u> <u>n</u> <sub>vcvccv</sub>	<sup>vt</sup> <sup>vt</sup> <u>f</u> <u>r</u> <u>e</u> <u>e</u> <u>w</u> <u>a</u> <u>y</u> <sub>vcv</sub>
<sup>op</sup> <sup>vt</sup> <u>z</u> <u>i</u> <u>g</u> <u>o</u> <u>a</u> <u>l</u> <sub>vcv</sub>	<sup>op</sup> <sup>vt</sup> <u>r</u> <u>e</u> <u>g</u> <u>a</u> <u>i</u> <u>n</u> <sub>vcv</sub>	<sup>cl</sup> <sup>vt</sup> <u>c</u> <u>o</u> <u>n</u> <u>t</u> <u>a</u> <u>i</u> <u>n</u> <sub>vccv</sub>
<sup>op</sup> <sup>vt</sup> <u>r</u> <u>e</u> <u>t</u> <u>r</u> <u>e</u> <u>a</u> <u>t</u> <sub>vcv</sub>	<b>VOWEL TEAM</b> <b>SYLLABLES   LESSON</b> <b>WORD LIST</b> <b>SYLLABICATION GUIDE</b>	

Vowel Team Syllables Lesson **45**

Guided Practice Name: \_\_\_\_\_ Vowel

Team Syllables Date:  
 \_\_\_\_\_

leafle repeat

r a i l r o a d c o c o a

c h i m p a n z e e s u s t a i n d i s

c r e e t T e n n e s s e e

Vowel Team Syllables Guided Practice **46**

**Guided Practice ANSWER KEY Vowel Team Syllables**

vt vt  
cl op  
l e a f l e t r e p e a t  
VCV VCV

vt vt vt

railroad      op  
c o c o a      VCCVV  
CV  
vt vt cl

cl cl  
chimpanzeesustain  
VCCVCCVVCCV

cl cl cl  
discreetTennessee      vt vt  
VCCV      VCCVCCV

Vowel Team Syllables Guided Practice **47**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Vowel Teams Syllables Decodable

### “Halloween Surprise”

**Jean** and **Meagan** got up **Friday** morning like every other day. They went to the kitchen for **breakfast**. Both girls made a big bowl of **Raisin Bran**. They were going shopping today with Mom. **Halloween** was coming, and they needed outfits. There was going to be a shindig just for

kids. They spent hours **daydreaming** about what they would choose. Mom came from the office and said, “We may not make the store today girls. It’s **rainy** outside, and I don’t **believe** it will be fun to shop with wet clothes.” The girls looked at their mom sadly. They did not want to **remain** in the house all day. The thought of picking out their new outfits had been **ingrained** in their minds for weeks. **Jean** and **Meagan** laid on the floor staring at the **ceiling** as the rain fell on the house. Suddenly, the doorbell rang. It was the **mailman**. He was soaking wet. Mom let him come in to dry off. The **mailman** looked at **Jean**, “I think I have a special treat for you ladies.” He pulled from his bag two new princess outfits that were just their size. Mom glanced their way with a smirk. She had ordered outfits for the girls weeks ago. Meagan and Jean were so giddy they hugged the **mailman** and Mom as tight as they could. With **Halloween** saved, they all sat in the kitchen while the **teapot** heated, and the rain fell from the grey sky.

Vowel Team Syllables Decodable

48

**Vowel Team Syllables Name:** \_\_\_\_\_

**Text Application Date:** \_\_\_\_\_

**Following your 1<sup>st</sup> read, syllabicate the words listed below from the text.**

o t

r a i s i n t e a p

i n g r a i n e d H



alloween

Why were the girls excited for their day with Mom?

---

---

---

Who saved the day and how?

---

---

---

---

**ANSWER KEY**

**Vowel Team Syllables**

**vt clcl vt**

r a i s i n

i n g r a i n e d

\*Students should be able to identify inflectional endings at the close of 1<sup>st</sup> grade. (RF.1.3f)

**vt cl cl op vt**

t e a p o t

H a l l o w e e n

**The girls were excited to go shopping for Halloween outfits with Mom.**

**The mailman saved the day by delivering their new princess outfits for Halloween.**

Vowel Team Syllables Text Application **50**

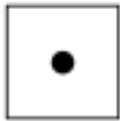
# Vowel team roll & Read syllables

RF3.3c- Decode multisyllable words.

## **Directions:**

1. Roll the die.
2. Read the corresponding column of vowel team syllables.
3. Put a check mark in the box each time you read a column.
4. Repeat until you have read every column three times.

## **Example:**







maintain
theanyos
floamin
✓ ✓

Vowel Team Roll & Read

Name: \_\_\_\_\_

# Vowel team Roll & Read syllables

RF3.3c- Decode multisyllable words.

					
numkeaf	neutron	mistreat		pleachet	between
mushroom	linoab	heirloom	renew	babies	whiemel
sustain	mainstream	seetwap	upbraid	beacon	inveigh
lonweet	degree	backwood			exceed

prairie	cookie	reason	tuskeaf	creepy	heathen
osprey	chaiplen	prevail	pedigree		truedem

**Extension:** Choose two words from above and write a sentence for each word. Syllabicate each word chosen.

Word:	Sentence:	Syllabication:
cookie	I would like to order a chocolate chip cookie please.	vt vt c o o k i e v c v

Vowel Team Roll & Read

52

Name: \_\_\_\_\_

## Vowel Team SYLLABLE Speed Drill

1. Underline the vowel team (or teams) in each word.
2. Pronounce each word with your teacher/partner.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
5. Keep practicing to improve your speed.

poison	pillow	oatmeal	exclaim	follow	railroad	valley	discount	canteen	contain
--------	--------	---------	---------	--------	----------	--------	----------	---------	---------

maintain	mischief	display	window	mislead	indeed	complain	elbow	fountain	impair
pillow	contain	railroad	valley	fountain	mislead	maintain	discount	display	window
follow	poison	exclaim	mislead	discount	complain	indeed	fountain	oatmeal	impair
maintain	display	oatmeal	mischief	elbow	contain	impair	pillow	follow	indeed
impair	pillow	window	elbow	complain	discount	maintain	mislead	railroad	canteen
oatmeal	canteen	exclaim	poison	valley	contain	mischief	elbow	display	complain
indeed	railroad	valley	mischief	follow	exclaim	display	mislead	fountain	impair
poison	discount	elbow	indeed	window	contain	canteen	pillow	oatmeal	fountain
canteen	maintain	exclaim	window	complain	mischief	railroad	valley	poison	follow

Words Per Minute Date Partner

**TIMED READING 1** \_\_\_\_\_ **TIMED READING**

**2** \_\_\_\_\_ **TIMED READING 3** \_\_\_\_\_

Adapted from: Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension*. Scholastic Prof Book Div, 2011.

Vowel Team Syllables Fluency Practice



# CONTROLLED SYLLABLES

54

## SYLLABLES R-CONTROLLED

**Focus:** Every syllable in a word has only **one vowel sound**. The focus in this lesson is on r-controlled syllables. A r-controlled syllable contains a letter combination made up of a vowel followed by the letter r, such as *ar*, *er*, *ir*, *or* and *ur*. The vowel-r sound is one welded sound that cannot be segmented.

Lesson Component:	Instruction:
Introduction	<p>- Remind students that every syllable in a word has only one vowel sound. 1. "Today's lesson is on r-controlled syllables. A r-controlled syllable is a syllable that contains a vowel followed by the letter r. It could be <i>ar</i>, <i>or</i>, <i>er</i>, <i>ir</i> or <i>ur</i>. We still hear only one vowel sound, but the r controls the vowel sound. We can think of this as a bossy-r. The r bosses the vowel around and controls the sound the vowel makes. The vowel is represented with the vowel and the r. - Add this information to the Syllable Types Anchor Chart* beside R-Controlled Syllables.</p>

**Multisyllabic  
Word Reading**

I DO:

- Show students the word **lantern**. Work through the syllabication steps on the anchor chart to model how to read the word.
  1. “The first step says to label the first two vowels. The first two vowels I see are *a* and *er*. I will underline them and label them with a *v* which stands for vowel.”
  2. “The second step says to draw a bridge to connect the vowels. I will draw a line from the *a* and *er* to make my bridge.”
  3. “The third step says to label the consonants on the bridge. In between the vowels I see the letters *n* and *t*. I will put the letter *c* under these letters which stands for consonant.”
  4. “The fourth step is to divide using the pattern. I see the VCCV pattern. The chart tells me to divide in between the two consonants. I will draw a line in between the *n* and *t*.”
  5. “The fifth step says to identify the syllable types. The first vowel is a followed by a *n*. The first syllable is a closed syllable. Above the spelling *l-a-n*, I will write *cl* to represent a closed syllable. The second vowel is *er*. The second syllable is a r-controlled syllable. Above the spelling *t-e-r-n*, I will write a *br* to represent r-controlled syllable, because that is a bossy-r and controls the vowel sound.”
  6. “The sixth and final step says to read each syllable and read the word. Our anchor chart says that closed syllables have a short vowel sound. The first syllable is spelled *l-a-n*. I read *lan-*. The second syllable is a r-controlled syllable. The second syllable is spelled *t-e-r-n*. I read *-tern*. When I read the whole word, I read **lantern**.”
- “I will add this word to our Syllable Types Anchor Chart\* as an example of a word with a r-controlled syllable.”
- Repeat the same procedure for the word **target**.

R-Controlled Syllables Lesson

We Do:

- Work through the syllabication steps with students for word **snorkel** and nonsense words **sapfurn** and **yoglirf**.

\* Provide scaffolding supports as needed by individual students.

<p><b>Multisyllabic Word Work</b></p>	<p>I Do:</p> <ul style="list-style-type: none"> <li>- Follow the syllabication steps with the words provided to guide students in learning how to encode multisyllabic words.</li> <li>1. “The word is <b>pattern</b>. I hear two syllables in this word <i>pat-</i> and <i>-tern</i>. I will draw two lines to represent the two syllables I hear.”</li> <li>2. “The first syllable is <i>pat-</i>. I hear short vowel /ă/, so it is a closed syllable. I spell that <i>p-a-t</i>. I will write this on the first line.”</li> <li>3. “The second syllable is <i>-tern</i>. I hear r-controlled vowel /er/, so it is a r controlled syllable. I spell that <i>t-e-r-n</i>. I will write this on the second line.”</li> <li>4. “I will write the word together and I see the word <b>pattern</b>.”</li> </ul> <p>- Repeat the same procedure for the word <b>turnip</b>.</p> <p>We Do:</p> <ul style="list-style-type: none"> <li>- Work through encoding with students for words <b>doctor</b> and <b>actor</b> and nonsense word <b>zentorm</b>.</li> </ul> <p>* Provide scaffolding supports as needed by individual students.</p>
<p><b>Dictation</b></p>	<ul style="list-style-type: none"> <li>- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding.</li> <li>• burlap</li> <li>• suburb</li> <li>• firmness</li> </ul> <p>* Provide scaffolding supports as needed by individual students.</p>

\* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.

\*\* Adapted from Brainspring’s *Phonics First*® syllabication routine.



<sup>cl</sup> <sup>br</sup> lan <u>te</u> rn vccv	<sup>br</sup> <sup>cl</sup> ta <u>rg</u> et vcv	<sup>br</sup> <sup>cl</sup> s <u>no</u> rkel vcv
<sup>cl</sup> <sup>br</sup> sa <u>pf</u> urn vccv	<sup>cl</sup> <sup>br</sup> yo <u>gl</u> irf vccv	<sup>cl</sup> <sup>br</sup> pa <u>tt</u> ern vccv
<sup>br</sup> <sup>cl</sup> tu <u>rn</u> ip vcv	<sup>cl</sup> <sup>br</sup> do <u>cto</u> r vccv	<sup>cl</sup> <sup>br</sup> ac <u>to</u> r vccv
<sup>cl</sup> <sup>br</sup> ze <u>nt</u> orm vccv	<sup>br</sup> <sup>cl</sup> bu <u>rl</u> ap vcv	<sup>cl</sup> <sup>br</sup> su <u>bu</u> rb vcv
<sup>br</sup> <sup>cl</sup> fi <u>rm</u> ness vccv	<b>R-CONTROLLED  SYLLABLES   LESSON  WORD LIST  SYLLABICATION GUIDE</b>	

Guided Practice Name: \_\_\_\_\_ R- Controlled  
Syllables Date: \_\_\_\_\_

lanterncoaster

birthdayfurther

barginforgave

northeastcircumstance R-Controlled

Syllables Guided Practice **58**

**Guided Practice ANSWER KEY R- Controlled  
Syllables**

**cl br vt br**

**cl**

lanterncoaster

**VCCV**

**VCCV**

br vt br br birthdayfurth  
er VCCV VCV  
br

br br vt

bargainfarmer VCVVCV

br vt br cl cl northeastcircums  
tance  
VCV VCVCCV

R-Controlled Syllables Guided Practice 59

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## R-Controlled Syllables Decodable

### “Bakery Birthday”

Today was the day! It was my **birthday**, and we were going to have a great big **party**. After lunch, my big **sister Amber** helped me pick out my clothes. My mom had all the **party** stuff **organized** and ready to **transport** to the **bakery**. My friends and I were going to learn how to bake a pie with Mr. **Tyler**. He goes to our church and owns the best

**bakery** in town. We loaded the car at 1 o'clock **urgent** that we got there early to set up. My mom and **sister** set out the **popcorn** and **hamburgers**. I laid out all the **rewards** for my friends. We were ready! There was a sound of **thunder** in the sky, but that was not going to stop us. It is going to be a day to **remember**.

R-Controlled Syllables Decodable

60

**R-Controlled Syllables Name:** \_\_\_\_\_

**Text Application Date:** \_\_\_\_\_

**Following your 1<sup>st</sup> read, syllabicate the words listed below from the text.**

h a m b u r g e r

t r a n s p o r t

S

# b a k e r y u r g e n t

What were the girls going to do at the birthday party?

---

---

---

Why was it urgent that Mom and they girls get to the party early?

---

---

---

---

t r a n s p o r t

**br**

**cl**

**ANSWER KEY**

R-Controlled Syllables b a k e r y

**br op br op**

**cl br br cl**

h a m b u r g e r u r g e n t  
s

**The girls were going to learn to bake a  
pie at Mr. Tyler's bakery.**

**They had to arrive early to set up for the  
party.**

# r-controlled syllables Memory

RF3.3c- Decode multisyllable words.

## **Directions:**

1. Place the beginning syllable word parts in rows and columns on the left face

- down. (\_\_\_\_ colored cards)
- Place the ending syllable word parts in rows and columns on the right-side face down. (\_\_\_\_ colored cards)
  - The first player turns over two cards—one from the beginning syllable word part section (\_\_\_\_ color) and one from the ending syllable word part section (\_\_\_\_ color).
  - Read the two syllables together to figure out if the two parts make up a word. If it does, say the word and keep the cards and write the word on your recording sheet. If it does not, flip cards over.
  - Repeat steps 1-4 for the next player.
  - The player with the most cards at the end of the game time wins!

### Example:

	<b>er</b>
<b>clev</b>	

Recording Sheet

<b>Beginning Syllable</b>	<b>Ending Syllable</b>	<b>Word</b>
clev	er	clever

R-Controlled Syllables Memory

Name: \_\_\_\_\_

# r-controlled syllables memory

RF3.3c- Decode multisyllable words.

beginning syllable	ending syllable	word
-----------------------	-----------------	------

clev	er	clever

**Extension:** Choose two words from above and write a sentence for each word. Syllabicate each word chosen.

Word:	Sentence:	Syllabication:
clever	My dad is a clever man and repurposed the old bed frame into a bench.	cl br clever vcv



**R-CONTROLLED BEGINNING SYLLABLE  
CARDS \* print on colored cardstock**

din tur thun doc sum

riv lad nev blis

R-Controlled Syllables Memory

lant pan sis pat chat for

but fac splat

R-Controlled Syllables Memory

66

re clo re ra wa gro re

cr

R-Controlled Syllables Memory

**R-CONTROLLED ENDING SYLLABLE****CARDS \* print on a different colored cardstock**

ner nip der tor mer er

der er ter

R-Controlled Syllables Memory

tern ther ter tern ter

get ter tor ter

R-Controlled Syllables Memory

69

port ver fer zor ger

cer mark ter

R-Controlled Syllables Memory

## r-controlled syllables

## Memory

## answer key

dinner	turnip
thunder	doctor
summer	river
ladder	never
blister	lantern
panther	sister
pattern	chatter
forget	butter
factor	splatter
report	clover
refer	razor

wager	grocer
remark	crater

R-Controlled Syllables Memory

Name: \_\_\_\_\_

## R-Controlled SYLLABLE Speed Drill

1. Underline the r-controlled vowel syllable in each word.
2. Pronounce each word with your teacher/partner.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
5. Keep practicing to improve your speed.

jargon	hermit	hunger	blister	vapor	turkey	unborn	return	chatter	garlic
razor	remark	absorb	arson	expert	rebirth	actor	butter	prefer	thunder
hunger	butter	return	blister	absorb	turkey	rebirth	actor	chatter	hermit
absorb	jargon	garlic	actor	unborn	razor	expert	vapor	thunder	prefer
vapor	thunder	chatter	arson	blister	hermit	rebirth	thunder	absorb	thunder
expert	jargon	actor	turkey	hunger	remark	return	hunger	razor	prefer
prefer	remark	arson	jargon	absorb	remark	turkey	expert	butter	vapor
unborn	chatter	return	hermit	blister	unborn	hunger	jargon	arson	remark
vapor	butter	hermit	razor	prefer	chatter	expert	garlic	rebirth	hunger

rebirth	razor	return	butter	turkey	actor	arson	remark	blister	unborn
---------	-------	--------	--------	--------	-------	-------	--------	---------	--------

Words Per Minute Date Partner

TIMED READING 1 \_\_\_\_\_ TIMED READING

2 \_\_\_\_\_ TIMED READING 3 \_\_\_\_\_

\_\_\_\_\_

Adapted from: Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension*. Scholastic Prof Book Div, 2011.

R-Controlled Syllables Fluency Practice

SILENT-E  
SYLLABLE  
S

## SYLLABLES SILENT-E

**Focus:** Every syllable in a word has only **one vowel sound**. The focus in this lesson is on silent-e syllables. A silent-e syllable is a syllable with a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e.

Lesson Component:	Instruction:
Introduction	<ul style="list-style-type: none"> <li>- Remind students that every syllable in a word has only one vowel sound. 1. "Today's lesson is on silent-e syllables. A silent-e syllable is a syllable with a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e."</li> <li>- Add this information to the Syllable Types Anchor Chart* beside Silent-E syllables.</li> </ul>
Multisyllabic Word Reading	<p>I DO:</p> <ul style="list-style-type: none"> <li>- Show students the word <b>incomplete</b>. Work through the syllabication steps on the anchor chart to model how to read the word.</li> </ul> <ol style="list-style-type: none"> <li>1. "The first step says to label the first two vowels. The first vowels I see are <i>i</i> and <i>o</i>. I will underline them and label them with a <i>v</i> which stands for vowel." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the <i>i</i> to the <i>o</i> to make my bridge."</li> <li>3. "The third step says to label the consonants on the bridge. In between the vowels I see the letters <i>n</i> and <i>c</i>. I will put the letter <i>c</i> under these letters for consonant."</li> <li>4. "The fourth step is to divide using the pattern. I see the VCCV pattern. The chart tells me to divide in between the two consonants. I will draw a line in between the <i>n</i> and <i>c</i>."</li> <li>5. "The fifth step says to identify the syllable types. The first vowel is an <i>i</i> and followed by a <i>n</i>. The first syllable is a closed syllable. Above the spelling <i>i-n</i>, I will write <i>cl</i> to represent a closed syllable. I notice that there is another vowel following our original second vowel. I will start over with steps 1-4 with the next vowels I see.</li> <li>6. "I will label the next vowel I see. The vowels I see are <i>o</i> and <i>e</i>. I already have <i>o</i> underlined but now I will also underline <i>e</i>. I will label them with a <i>v</i> which stands for vowel."</li> <li>7. "Next, I need to draw a bridge to connect the two vowels. I will draw my bridge from <i>o</i> to <i>e</i> to make my bridge."</li> <li>8. "Now I need to label my consonants on the bridge. In between the vowels I see the letters <i>m</i>, <i>p</i> and <i>l</i>. I know <i>pl</i> is a blend, so I'll group those together. I will put the letter <i>c</i> under <i>m</i> and <i>pl</i> for consonant."</li> <li>9. "Now I will divide using the pattern. I see the VCCV pattern. The chart tells me to divide in between the two consonants. I will draw a line in between the <i>m</i> and <i>p</i>."</li> <li>10. "Next, I have to identify the syllable types. The vowel <i>o</i> is followed by the letter <i>m</i>. This is a closed syllable. Above the spelling <i>c-o-m</i>, I will write <i>cl</i> to represent a closed syllable. The vowel <i>e</i> is followed by consonants <i>t</i> and <i>e</i>. This is a silent-e syllable. Above the spelling <i>p-l-e-t-e</i>, I will write <i>s-e</i> with an arrow being drawn from the silent e to the other e.</li> </ol>



	<p>11. “Now we are back to step six. The sixth and final step says to read each syllable and read the word. Our anchor chart says that closed syllables have short vowel sound. The first syllable is spelled <i>i-n</i>. I read <i>in-</i>. The second syllable is also a closed syllable. The second syllable is spelled <i>c-o-m</i>. I read <i>-com-</i>. The third syllable is a silent-e syllable. The anchor chart says that silent e syllables have a long vowel sound. The third syllable is spelled <i>p-l-e-t-e</i>. I read <i>-plete</i>. When I read the whole word, I get <b>incomplete</b>.”</p> <p>- “I will add this word to our Syllable Types Anchor Chart* as an example of a word with a silent-e syllable.”</p> <p>- Repeat the same procedure for the word <b>costume</b>.</p> <p>We Do:</p> <p>- Follow the syllabication steps with students for word <b>cabbage</b> and nonsense words <b>jumbote</b> and <b>tepfabe</b>.</p> <p>* Provide scaffolding supports as needed by individual students.</p>
<p><b>Multisyllabic Word Work</b></p>	<p>I Do:</p> <p>- Use the set of words to guide students in learning how to encode multisyllabic words.</p> <ol style="list-style-type: none"> <li>1. “The word is <b>vacate</b>. I hear two syllables in this word <i>va-</i> and <i>-cate</i>. I will draw two lines to represent the two syllables I hear.”</li> <li>2. “The first syllable is <i>vā-</i>. I hear long /ā/, so it is an open syllable. I spell that <i>v-a</i>. I will write this on the first line.”</li> <li>3. “The second syllable is <i>-cate</i>. I hear a long /ā/ and consonant /t/ following, so it is a silent-e syllable. I spell that <i>c-a-t-e</i>. I will write this on the second line.”</li> <li>4. “I will write the word together and I see the word <b>vacate</b>.”</li> </ol> <p>- Repeat the same procedure for the word <b>escape</b>.</p> <p>We Do:</p> <p>- Encode the following words with students: <b>luggage</b> and <b>complete</b> and nonsense word <b>vitbrone</b>.</p> <p>* Provide scaffolding supports as needed by individual students.</p>
<p><b>Dictation</b></p>	<p>- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding.</p> <ul style="list-style-type: none"> <li>• concrete</li> <li>• inflate</li> <li>• handshake</li> </ul>

\* Provide scaffolding supports as needed by individual students.

\* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices. \*\* Adapted from Brainspring's *Phonics First*® syllabication routine.

Silent-E Syllables Lesson

<p>cl<sup>s-e</sup> cl  <b>incomplet</b>  <b>e</b> vccvccv</p>	<p>cl  <b>costume</b>  s-e  vccv</p>	<p>cl s-e  <b>cabbage</b>  vccv</p>
<p>cl<sup>s-e</sup>  <b>jumbot</b>  <u>e</u>  vccv</p>	<p>cl s-e  <b>tepfabe</b>  vccv</p>	<p>ops-e  <b>vacate</b>  v cv</p>
<p>cl<sup>s-e</sup>  <b>escape</b>  vccv</p>	<p>cl s-e  <b>luggage</b>  vccv</p>	<p>cl s-e  <b>complet</b>  <b>e</b> vccv</p>
<p>cl s-e  <b>vitbrone</b>  vccv</p>	<p>cl<sup>s-e</sup>  <b>ete</b> vccv  <b>concr</b>  <u>e</u></p>	<p>cl s-e  <b>inflate</b>  vccv</p>

cls-e

h a n d s h a k

e v c c v

SILENT-E SYLLABLES  
LESSON WORD LIST  
SYLLABICATION GUIDE

Silent-E Syllables Lesson **76**

Guided Practice Name: \_\_\_\_\_ Silent-  
E Syllables Date: \_\_\_\_\_

r e f u s e b e h a v e

l a n d s c a p e s p e c u l a t e e n

v e l o p e e r a s e

# substitutedevote

R-Controlled Syllables Guided Practice **77**

## Guided Practice **ANSWER KEY** Silent-E Syllables

s-e s-e

op op

refuse behave

VCV

VCV

cl cl

op

s-e s-e

landscape speculate vc

CVVCVCV

s-e s-e

cl cl

op

envelope erase vccv

CVVCV

cl cl

s u b s t i t u t e d e v o t e

V C C V C V

V C V

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Silent-E Syllables Decodable

### “The Athlete and an Envelope”

I didn't know how to **behave** when the sun rose. As a student **athlete**, I was waiting for an **envelope** that would change my life. The letter in this **envelope** would **indicate** where my future could begin. I had to **devote** years of hard work for this chance. Some days are harder than others, but I **refuse** to let it defeat me. While I sat at the table eating my last **pancake**, I gazed at the **landscape**. I began to **speculate** what the letter may tell me. I couldn't **erase** the worry that it may end my **absolute** biggest dream. However, it could **validate** all my years of effort and send me to **execute** all the skills I had fine-tuned during high school. My dad sat across from me as we waited for the mail. He could **relate** to all the thoughts that were running through **athlete** during his college years. We sat to **anticipate** the news together. Several hours later, it was time. I looked at the **envelope** with a ton of nerves. This was it. I opened it and began to read the words that were printed in black ink. With a **cascade** of emotion, I was now the newest member of the best D1 soccer team in

our state!

Silent-E Syllables Decodable