

*Objectives

Acquisition of Vocabulary

Being able to recognize clues in reading, ask questions, listen and converse with adults and peers.

- Use word origins to figure out the meaning of unknown words and phrases. (6th Grade Objective)
- Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words. (By the end of 4-7 grade)
- Use letter-sound correspondence knowledge and structural analysis to decode words. (by the end of 3rd grade)
- Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text. (by the end of 3rd grade)

**Objectives are taken from the Ohio Department of Education*

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1699&ContentID=489&Content=67593>

Materials: Paper, Pencil, Copies of Word List

Intro: Begin the lesson by reminding students the definition of a syllable. *Model:* write CAP and FABRIC on the board and point to each word to show the vowel sounds.

“A syllable is a word or a part of a word that has one vowel sound. For example “cap” has one vowel sound (/a/) so cap has one syllable. Fabric has two vowel sounds (/a/ and /i/) so fabric has two syllables.”

Check for Understanding: Now ask the students to volunteer other words that have one syllable in them and ask them to identify the vowel sound (answers will vary). Then ask students to offer a few words with two syllable sounds and have them identify the vowel sounds.

Once you are sure students understand what a syllable is you may begin the core lesson.

Closed Syllables (5 minutes)

Explain to the students that there are 6 common syllable patterns. These patterns help you understand how to pronounce the words correctly and can even help

you spell words correctly. Let the students know that the most common syllable pattern is called CLOSED SYLLABLES.

Say: “Closed Syllables end with a consonant and the vowel sound is usually short—the vowel does not say its name.”

Model: Write rabbit, napkin, and tablet on the board. Break the words up into their syllables.

“I know that napkin has two vowels in it separated by two consonants so I will have two syllables. If I divide the word into syllables I have NAP and KIN.”

Then show the students how the vowel is “closed” in by the consonant. Point to the word napkin and point out the first syllable in rabbit (RAB) and have the students say that syllable. Ask them to talk about how the A sounds like in the syllable. Does it say its name—is it the long sound? (NO-it is a short sound) Point to the next syllable in rabbit (BIT) and have them say the syllable out loud. Ask them how the vowel sounds. Point again to how the vowel is “closed” in by the consonants. Repeat the procedure with Tablet.

Tell them you are now going to really see if they understand by putting up words that are nonsense words (words that are not real). The students should be able to say these words by following the closed syllable rule. **(Check for understanding)**

Write words on board: LUG, SUG, MAG, DAG, SIG, SOG
Point to each word and have the students say they chorally.

Open Syllables (5 minutes)

No let the students know that they will be learning about open syllables. Try to have the students guess what an open syllable might be since they just learned about closed syllables.

Ask: “We just learned what a closed syllable was. A syllable that has a vowel closed-in. Now what do you think an open syllable may be?” **(Check for understanding)**

Possible Answers:

- “An open syllable is when a vowel is not surrounded by consonants.”
- “Since a closed syllable makes the vowel sound short maybe an open syllable makes the vowel sound long.”

State Open Syllable Definition: It is a syllable in which the vowel is the last letter. It is easy to see in these one-syllable words that the vowel is “open”; it is not closed in by a consonant. The vowel also is long (it says its name).

Model: Write “Go” on the board (it is a pretty easy word but it highlights the definition of open syllables) repeat with the word “she”

Ask: “Why is this word an open syllable?” (**Check for understanding**)

Possible Answers:

- “An open syllable is when a vowel is not surrounded by consonants.”
- “The vowel is open”

When you are sure the students understand the difference between open and closed syllables you may introduce the activity.

Tell them you are now going to really see if they understand by putting up words that are nonsense words (words that are not real). The students should be able to say these words by following the open syllable rule. (**Check for understanding**)

Write Words On Board: CU, PRO, MA, BA, PRE,

Activity: Words with both Open and Closed Syllables (**10 minutes**)

Break students into pairs. Have the students get out paper and pencil. Tell them they are now going to use the rules of open and closed syllables to help them pronounce new words. Make sure they know that words can have BOTH open and closed syllables in them.

Directions:

1). You will write the following words on the board:

- Campus, open, submit, silly, disgust, apron, beyond, depend, relax, robot, student, may

2). Have *each* student write down every word on their line paper. Please have them skip a line between each word.

3). Ask them to work with their partners to separate the words into syllables, practice saying them, and also identify if the word has an OPEN, CLOSED, or BOTH syllables in the word.

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Lesson # 1 Closed/Open Syllables
TE 846

As the students work, monitor their progress and check for understanding.

After ten minutes, bring the group back together.

Go over words—check for understanding

Ask the students how they think knowing about open and closed syllables will help them tackle long words they never have seen before.

Homework: Ask the students to pay attention as they read in their classrooms. Have them bring in a few words that are hard for them to pronounce at first but when they applied the open/close rule they thought it helped. Ask them to bring in TWO words by the next group meeting.

The following websites helped me construct this lesson.

<http://www.resourceroom.net/readspell/wordlists/closed/closedsyldiv.asp>

<http://www.pcboe.net/les/elderweb/READING%20COACH%20FILES/Multisyllabic%20Word%20Reading.pdf>

<http://www.all-about-spelling.com/closed-and-open-syllables-spelling.html>

<http://www.bellaonline.com/articles/art11232.asp>

<http://content.scholastic.com/browse/article.jsp?id=4330>