

OPEN SYLLABLES

LESSON 8

OBJECTIVE

Students will decode and encode words with open syllables.

MATERIALS

- Letter cards
- Lesson 8 word cards*
- ID Me worksheet*
- Sticky notes
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

*Blackline master available on CD.

TIPS

- Refer to the Appendix for a list of words with open syllables.
- Many one-syllable open syllables are sight words (e.g., *so, go, hi, he, she*). Include nonsense words in activities, so students practice applying the open-syllable rule in unknown words.
- Explain that **y** can be a vowel in open syllables and that in short words, it usually makes the /ī/ sound, as in *cry*.
- Provide direct feedback to students.

DAILY REVIEW

SYLLABLE TYPES: CLOSED, VOWEL-CONSONANT-E, R-CONTROLLED, LETTER COMBINATION

Write the following headings on index cards: "Closed," "r-Controlled," "Vowel-Consonant-e," and "Letter Combination." Under each heading, write a sample word of that syllable type (the example below uses the words *hid*, *hurt*, *hide*, and *heat*). Review the differences among the syllable types and vowel sounds. Read example words of known syllable types.

Teacher: Let's review the types of syllables we have learned so far. We will start by reading the words on the index cards.

[Point to hid.]

Teacher: Say the word and tell me its vowel sound, Ana.

Ana: *Hid*. The vowel is /i/.

Teacher: That is correct. *Hid* is on the closed-syllable card. Raise your hand to explain why it's a closed syllable. Davis?

Davis: It has just one vowel, and a consonant closes in the vowel.

Teacher: Does the vowel make its long or short sound?

Davis: Vowels are short in closed syllables.

Teacher: Beautiful job! Look at the next word.

[Point to hurt.]

Teacher: Tran, say the word and tell me why it's an r-controlled word.

Tran: The word is *hurt*. The *r* changes how the *u* sounds: *Ur* says /er/.

Teacher: Very nice job! In an r-controlled syllable, the *r* controls the sound of the vowel, so the vowel doesn't make its regular short sound. Let's read and analyze the word that is on the VCe card.

[Point to hide.]

Teacher: Cynthia?

Cynthia: It's *hide*. It's VCe list because it ends with *e*.

Teacher: Great, Cynthia. By looking to see whether the word ends in the VCe pattern, you are using a strategy we learned. What is the vowel sound in a VCe syllable?

Cynthia: Long vowel: /ī/ in *hide*.

Teacher: Excellent. Ana, please read and analyze the last word, which is on the Letter Combinations card.

[Point to heat.]

Ana: *Heat: Ea* is a letter combination that says /ē/.

Teacher: Now we'll read word cards and put them in the correct category.

Read a variety of known syllable types and sort them into categories. Include some questions to ensure that students understand the differences among the syllable types.

OPENING

Teacher: Today we will learn about another syllable type: open syllables. You are familiar with many of the open-syllable words in this lesson. Although these words are short and might seem easy, it's important to learn them because later, you will combine open syllables with other syllables to read and spell many words.

MODEL AND TEACH: ACTIVITY 1

OPEN-SYLLABLE CONCEPT

DECODING

Using letter cards, display the word *got*. Remove the *t* and describe the new word, *go*, as an example of an open syllable. Explain that open syllables have only one vowel and that the vowel is open—a consonant does not close in the vowel. Vowels in open syllables make their long sound. Teach students that the strategy for reading open syllables is the same as for other syllables students have learned: Blend the sounds of the letters. Model reading open syllables in real and nonsense words (e.g., *no, by, pre, he, stu, shy, cra*).

*[Point to **got**.]*

Teacher: Students, what is this word?

Students: *got*

Teacher: Correct. We know that **got** is a closed syllable because there is just one vowel and it is closed in by a consonant. What vowel sound do you hear in **got**?

Students: /o/

*[Remove the **t** letter card.]*

Teacher: This new word, **go**, is an open syllable. It has just one vowel, but the vowel is open, which means it is not closed in by a consonant. Listen while I say the word: **go**. What vowel sound did you hear?

Students: /ō/

Teacher: Very good! It makes the long **o** sound. In an open syllable, the vowel can take a long walk—and make its long sound—because no consonant closes in the vowel. It is wide open.

So, there are three things to remember about open syllables:

1. They have just one vowel.
2. The vowel is open: It can take a long walk because a consonant does not close in the vowel.
3. The vowel is long.

Reading open syllables is similar to reading other syllables we've learned. You blend the letter sounds.

*[Display **p**, **r**, and **e** with letter cards, leaving space between the letters. Point to **p** and say /p/. Point to **r** and say /r/. Point to **e** and say /ē/. Slide your finger under each sound as you blend them.]*

Teacher: /p/ /r/ /ē/. Now, you try it. Blend the sounds as I slide my finger under the letters.

Students: /p/ /r/ /ē/

[Move the cards next to each other. Slide your finger under the letters.]

Teacher: /prē/: The whole syllable is *pre*. Now, I will slide my finger under the letters and you will read the syllable.

Students: /prē/

Continue reading other open syllables, gradually reducing your modeling.

TIP

Because students might know many one-word open syllables as sight words, include open syllables that are not real words.

MODEL AND TEACH: ACTIVITY 2

OPEN-SYLLABLE STRATEGY (IDENTIFY AND READ)

DECODING

Teach the following steps of a strategy for identifying and reading open syllables:

1. Is there just one vowel?
2. Is the vowel open?
3. If the answer to both questions is yes, the syllable is open.
4. Read the word, using the long vowel sound.

Teacher: Let's read some more words and syllables. Some will be open syllables, and some will not. Here's a strategy to figure out whether a syllable is an open syllable.

*[Using letter cards or writing on the board, display **cra**.]*

Teacher: Ask yourself two questions. First: Does the syllable have just one vowel? Yes, there is just one vowel.

*[Point to **a**.]*

Teacher: Second, is the vowel open? Yes, the vowel is open because there is not a consonant closing in the vowel.

Because the answer to both questions was yes, I know it is an open syllable. And because vowels in open syllables are long, I'll read the word, using the long vowel sound. I blend the sounds: /c/ /r/ /ā/, /crā/.

I'll demonstrate the strategy again with the next word.

[Display slug.]

Teacher: Is there just one vowel? Yes, there is just one vowel.

[Point to u.]

Teacher: Is the vowel open? No, a consonant, *g*, closes in the vowel. It is a closed syllable, so the vowel is short. I blend the sounds: /s/ /l/ /u/ /g/, *slug*.

Let's use the strategy to determine whether other syllables are open syllables.

[Display pri.]

Teacher: Is there just one vowel?

Students: Yes, *i*.

Teacher: Is the vowel open?

Students: Yes.

Teacher: Is it an open syllable?

Students: Yes.

Teacher: Correct, so what vowel sound is in an open syllable?

Students: Long.

Teacher: Please read the word using the vowel sound.

Students: /p/ /r/ /ī/, /prī/.

[Display op.]

Teacher: Tran, is there just one vowel?

Tran: Yes.

[Tran points to o.]

Teacher: Is the vowel open?

Tran: I don't think so. The *p* comes after the *o*.

Teacher: Excellent! That was a bit tricky. Even if the vowel is the first letter in the word, the vowel isn't open if there is a consonant after it. Tran, please blend the sounds.

Tran: /o/ /p/, /op/.

Continue using the strategy. Use knowledge of known syllable types to read the words.

ERROR CORRECTION

Redirect students who make an error to the strategy. Have the students read the word again.

TIPS

- Include one-letter open syllables. These syllables will be important when students read multisyllabic words in future lessons (e.g., *u-nite*, *a-corn*, *e-vict*, *o-pen*, *i-tem*).
- Most of the syllables and words in this activity should be open syllables. Include other learned syllable types to ensure that students can discriminate among them.

MODEL AND TEACH: ACTIVITY 3

SEGMENTING SOUNDS IN OPEN SYLLABLES

ENCODING

Dictate open syllables. Have students use letter cards to encode each syllable, using the sequence from previous lessons:

1. Dictate a syllable.
2. Have a student repeat the syllable.
3. Have the student say and count each sound in the syllable.
4. Have the student collect the letter cards for each sound.
5. Have the student check his or her work by reading the syllable.

Teacher: We use the same steps for spelling open syllables that we used to spell other words and syllables. We segment the sounds and find the letters for each sound.

The first open syllable we'll look at is *be*.

Students: *be*

Teacher: I will count the *sounds* in *be*.

[Model counting with your fingers.]

/b/ /ē/: I hear two sounds. I think about the letters that make those sounds, and I get the letter cards: /b/–*b*, /ē/–*e*.

I check the word by reading it: /b/ /ē/, *be*.

Now, I will help you spell an open syllable. I'll remind you of each step.

First, you repeat the dictated syllable. The syllable is *pro*.

Students: *pro*

Teacher: Next, count the *sounds* in *pro*. Cynthia?

Cynthia: /p/ /r/ /ō/: There are three sounds.

Teacher: Think about the letters that make the sounds and get the letter cards.

Cynthia: /p/–*p*, /r/–*r*, /ō/–*o*.

Teacher: Finally, check the word by reading it.

Cynthia: *pro*

Repeat the sequence with new words, gradually reducing your modeling.

TIP

Some open syllables are homophones for real words (e.g., *be–bee*, *se–sea*, *lo–low*, *la–lay*). If a student spells *la* as *lay*, tell the student to spell the open syllable /lā/.

GUIDED PRACTICE: ACTIVITY 1

POINT AND READ

DECODING

Compile a stack of word cards that include known syllable types, mostly open syllables. Include real and nonsense words. Arrange about 20 cards faceup on a table. Point to a word and call on a student to read it. If the student reads the word correctly, he or she keeps the card for the duration of the activity. Include questions to monitor students' understanding.

Teacher: I have 20 word cards on the table. Some of them have open syllables, and some do not. Some of them are real words, and some are not. When I point to a word and say your name, say the sounds in the word and then read the whole word. For example, to read this word...

[Point to pho.]

Teacher: ...you would say, "/f/ /ō/, /fō/."

[Point to cre.]

Teacher: Ana?

Ana: /k/ /r/ /ē/, *cre*

Teacher: Is *cre* an example of an open syllable? Tell me why or why not.

Ana: It's an open syllable because it has one vowel and the vowel is open.

Teacher: And what does the vowel say in this open syllable?

Ana: It's long. It says /ē/.

[Point to aid.]

Teacher: Cynthia?

Cynthia: /ā/ /d/, *aid*

Teacher: Good reading. Is it an open syllable?

Cynthia: No, because there is a consonant after the vowel. Besides, there are two vowels, so it can't be an open syllable.

Teacher: So if it is not an open syllable, why does *aid* have a long vowel sound, Davis?

Davis: The *ai* together says /ā/.

Continue pointing to words for students to decode. Increase the pace as the activity progresses and students gain proficiency.

GUIDED PRACTICE: ACTIVITY 2

LETTER DROPPING

DECODING

Write 15 to 20 decodable words on the board that do not have open syllables. Some of the words may be nonsense words. Have a student read a word. Then, change the word to an open syllable by erasing letters. Have the student read the open syllable.

Teacher: I will point to a word on the board and ask you to read it. Then, I'll erase some letters to create a different word or syllable for you to read. Let's do the first one together.

*[Point to **sock**.]*

Teacher: What word and what vowel sound?

Students: *sock, /o/*

Teacher: Now, I will erase the last two letters. What is the new word?

*[Erase **ck** and point to remaining word, **so**.]*

Students: *so*

Teacher: Cynthia, did the vowel sound change? Why or why not?

Cynthia: It says /ō/ because the consonants aren't closing it in anymore.

Teacher: That's right. The vowel is open, so it's an open syllable, which has a long vowel sound.

*[Point to the next word, **load**.]*

Teacher: What word and vowel sound, Tran?

Tran: *load, /ō/*

*[Erase **ad** and point to remaining word part.]*

Teacher: Say the new word part.

Tran: */ō/*

*[Point to **pinch**.]*

Teacher: What is the word, everyone?

Students: *pinch*

*[Erase **p** and **nch**, leaving **i**.]*

Teacher: What is this word, Davis?

Davis: Is it *i*?

Teacher: Let's use the strategy: Is there just one vowel?

Davis: Yes.

Teacher: Is the vowel open?

Davis: Yes.

Teacher: Because the answer to both questions is yes, it is an open syllable, which makes the vowel long. Remember that open syllables sometimes consist of just one letter. We'll have to know that when we start reading longer words.

ADAPTATION

On the board, write decodable words that do not have open syllables and words that do. Add or erase letters to make different syllable types and have students read the new words.

Adapted from Wilson, B. A. (1996). *Wilson reading system: Student workbook 5A*. Millbury, MA: Wilson Language Training.

GUIDED PRACTICE: ACTIVITY 3

STICKY SPELLING**ENCODING**

Dictate a variety of learned syllable types, focusing on open syllables. Have students write the words on sticky notes.

Teacher: I'll dictate a word or syllable, which you will write on a sticky note. Before we begin, who can remind the group of the steps you follow to spell a word—Ana?

Ana: You say the word and count how many sounds there are.

Tran: You figure out the letters that match the sounds and you write it.

Teacher: And what's the last thing you do after you write the word?

Cynthia: You read the word that you wrote to make sure you did it right.

Teacher: Very good job remembering the steps! The first word is *fla*. Repeat please.

Students: *fla*

Teacher: Think of the sounds you hear in *fla*. How many sounds, Tran?

Tran: /f/ /l/ /ā/: three sounds.

Teacher: That's right. Before you write, think about the letters that make the sounds. When you're ready, write the word on the sticky note.

[Students write the word.]

Teacher: Davis, please tell us the sounds and the letters for *fla*.

Davis: /f/ /l/ /ā/, *f-l-a, fla*.

Teacher: Nicely done!

Continue dictating words.

TIPS

- Scaffold by dictating words in syllable types (e.g., dictate several open syllables in a row, then closed syllables).
- Have students mark vowels with a macron (short, straight line) over long vowels and breve (half circle) over short vowels (e.g., *nō*, *flăt*).

INDEPENDENT PRACTICE: ACTIVITY 1

I.D. ME

DECODING

Distribute an I.D. Me worksheet to each student. The worksheet contains a mix of words with syllable types that students have learned. Have students identify open syllables and mark the vowel as long. Then, have students read the words to a partner.

Teacher: This worksheet contains different types of words, but they are all syllable types you have learned so far. Some of the words are real, and some aren't. Your task is to identify open-syllable words and mark the vowel in those words with a long vowel marker, or macron...

[Demonstrate on the board.]

Teacher: ...to remind you that the vowel sound is long. Then you will read all the words to a partner. We'll do a few together. Look at the first word. Is it an open syllable, Tran?

*[The word is **de**.]*

Tran: Yes.

Teacher: Correct, so we will mark the vowel with a macron.

[Demonstrate.]

Teacher: Please read the word.

Tran: *de*

Teacher: Look at the word under *de*. Will we mark the vowel?

*[The word is **crane**.]*

Ana: It's not an open syllable. It has two vowels. So we don't mark it.

Teacher: That right. We are marking only open syllables. Please read the word.

Ana: *crane*

Teacher: Identify the rest of the open syllables on your page and mark their vowels. I'll come around to see how you are doing. When you are finished, read all the words silently. When everyone is finished, you'll read all the words to your partner.

TIP

Be sure that students read all of the words and do not just identify open syllables visually.

ADAPTATION

Have students mark long and short vowels in all words, not just open syllables.

INDEPENDENT PRACTICE: ACTIVITY 2

SPEEDY SPELLING

ENCODING

Have students number a sheet of notebook paper from 1 to 20. Time students for 1 minute as they spell dictated words of four or fewer letters. Use a mix of syllable types that students have learned. Complete several 1-minute rounds with different sets of words. After each round, review the correct spellings and have students self-correct.

Teacher: I will dictate words for you to spell in 1-minute rounds. We'll see how many words you can spell correctly in each round. The words will all have four or fewer letters and will be syllable types you have learned. If you don't finish spelling a word by the time I dictate the next word, move on to the next word. At the end of the 1 minute, I will stop dictating, and we will go over the spelling. You will correct your own paper and count the number correct. Then, we'll do another round. I might give you some of the same words in the next round.

Ready? Number 1: *up*.

[Establish a pace by counting to three silently between words.]

Teacher: Number 2: open syllable *re*.

[Count to three.]

Teacher: Number 3: *cash*.

[Count to three.]

Teacher: Number 4: *bike*.

Continue dictating at an even pace until the 1 minute is up. Review the spelling with students and make note of trouble areas, so you can include those words in subsequent rounds.

TIPS

- Use a timer to keep track of rounds.
- Select words purposefully by monitoring students throughout the lesson and choosing words that target students' areas of need.

ADAPTATION

Adjust the pacing of your dictation and the length of time for rounds, according to your students' needs.

MONITOR LEARNING

Include many words with previously learned syllable types in word reading to ensure that students can discriminate between open syllables and other syllable types.

LESSON 8 WORD CARDS

<i>by</i>	<i>cry</i>	<i>di</i>
<i>be</i>	<i>co</i>	<i>de</i>

First of 6 pages

I.D. ME

Circle the open syllables and put a macron over the long vowel.
Then read the syllables.

<i>de</i>	<i>cow</i>	<i>toe</i>
<i>crane</i>	<i>fish</i>	<i>sight</i>
<i>he</i>	<i>the</i>	<i>treat</i>
<i>help</i>	<i>win</i>	<i>ye</i>
<i>shine</i>	<i>ho</i>	<i>time</i>
<i>sleep</i>	<i>home</i>	<i>lo</i>
<i>if</i>	<i>hop</i>	<i>cre</i>
<i>l</i>	<i>flu</i>	<i>in</i>
<i>be</i>	<i>make</i>	<i>true</i>
<i>chi</i>	<i>shelf</i>	<i>hi</i>
<i>go</i>	<i>ground</i>	<i>tide</i>
<i>bright</i>	<i>oak</i>	<i>tree</i>
<i>play</i>	<i>on</i>	<i>tie</i>
<i>pro</i>	<i>we</i>	<i>spark</i>
<i>so</i>	<i>mom</i>	<i>wheel</i>
<i>pre</i>	<i>reach</i>	<i>se</i>
<i>re</i>	<i>own</i>	<i>bi</i>

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES
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