



Spelling

Open Syllables

Skill: Students will decode and spell multisyllabic words with open syllables.

Materials: Word Cards (one set per person), scissors, blank paper, writing utensil

Note: Words in bold are said aloud by the teacher.

Teach



- Have students gather around you. **Watch what I do with these Word Cards. I will place the words in a column based on their patterns.**
- **Listen as I say each word and pay close attention to the patterns in the words. Knowing about these patterns will help you remember how to spell the words.**
- Say each of the following words as you place it in a column, emphasizing the syllable juncture: ***fun-ny, hap-pen, kit-ten.***
- **Look at the patterns of the letters. How are these words alike?** Allow time for responses. Answers will vary. Students may notice that the words have two syllables or that they have double letters in the middle.
- **Did you notice where the words were divided when I pronounced them?** Allow time for responses. **The words are divided at the double consonant letters.**
- **Say each word with me and pay close attention to the vowel sound in the first syllable.** Repeat the words as a group.
- **What can you tell me about the vowel sound?** Allow time for responses. **The vowel makes its short sound.**
- **We call the first syllable in each of these words a *closed syllable*. A closed syllable contains a short vowel and ends (or is closed) with a consonant. The vowel is closed in by the consonant.**
- **I have a few more words. Watch and listen.** Say and place the following words in a new column, emphasizing the syllable juncture: ***nap-kin, pic-ture, sis-ter.***
- **Look at the patterns of the letters in these words. What do you notice? How are these words alike?** Allow time for responses. **These words are also divided between two consonants, but they are different consonants.**
- **Read these words and pay attention to the vowel sounds in the first syllables.** Repeat the words as a group.
- **What can you tell me about those vowel sounds?** Allow time for responses. **Yes, the vowels make their short sound. The first syllables also ends with a consonant.**
- **What kind of syllables are these?** Allow time for responses. **Yes, they are also closed syllables.**
- **Here are some more words.** Say and place the following words in a third column, emphasizing the vowel sound in the first syllable: ***pi-lot, na-vy, na-ture.***
- **What can you tell me about the patterns of letters in these words?** Allow time for responses.
- **These words do not have two consonants where the word is divided. There is a vowel and then a consonant. What can you tell me about the vowel sound in the first syllable of each word?** Allow time for responses. **The vowel sound is long.**
- **When a syllable ends with a long vowel sound, it is called an *open syllable*. It is not closed in by two consonants.**



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Teach (cont.)

- **Let's think about how knowing this will help you in spelling. Suppose I want to write the word *hopping*.** Say the word *hopping*. Pause.
- **Is the vowel sound in the first syllable short or long?** Allow time for responses. **Yes, it is short. This tells me that when I write the word, I must have two consonants to close the syllable.**
- Write *hopping* on the board. **This is how you write *hopping*. The rabbit was hopping in the meadow.**
- Now, write the word *hoping* on the board. **Read this word.** Pause. **Yes, this word is *hoping*. The vowel *o* in the first syllable is long. I do not write two consonants in the middle when writing this word.** Point to the two words as you read them: ***Hopping, hoping.***
- **Remember, listening to the vowel sound in a word can help you understand how to write the word.**
- **Look at the first two columns. What can you tell me about the words?** Allow time for students to reflect and respond.
- **Look at all three columns. What can you tell me about the words?** Allow time for students to reflect and respond.

Guided Practice



- Distribute the remaining words to students. Every student should have at least one card. If there are any words students do not understand, briefly explain them by using the word in a sentence, demonstrating, or showing examples of the word.
- Write three words on the board as key words: *kitten, napkin, and pilot*. Have students take turns reading the word and placing it in the correct column based on the first syllable.
- Ask each student why the word goes where it does. Bring attention to the spelling of each word. Affirm or provide corrective feedback for each student's effort.
- **Now, I want you to place your Word Cards to the side. We will practice writing these words.** On the board write the key words *ribbon, picture, and spider*. Then show a card with a different word. Ask students to read the word and determine where it belongs.
- Have a student go to the board and write the word under the correct key word. Repeat the procedure for three or four additional words. Make sure each student gets an opportunity to participate.

Independent Practice



- Have students take out their Word Cards and blank paper. Have each student write the key words across the top of the page and underline them.
- Then have students stack their Word Cards. Have them choose one card at a time from the stack and write the word in the correct column. The order of the words in the column will vary.
- Walk around and monitor students as they work. Check to make sure the words are spelled correctly and placed in the correct column.

Word Cards

hatbox

yoga

cobweb

tuna

fever

bedbug

lapdog

magnetic

music

kitten

begin

canyon

Word Cards

sister

silent

puppet

basket

legal

bacon

paper

summer

mattress

fantastic

robot

ribbon

Word Cards

defrost

dinosaur

detective