

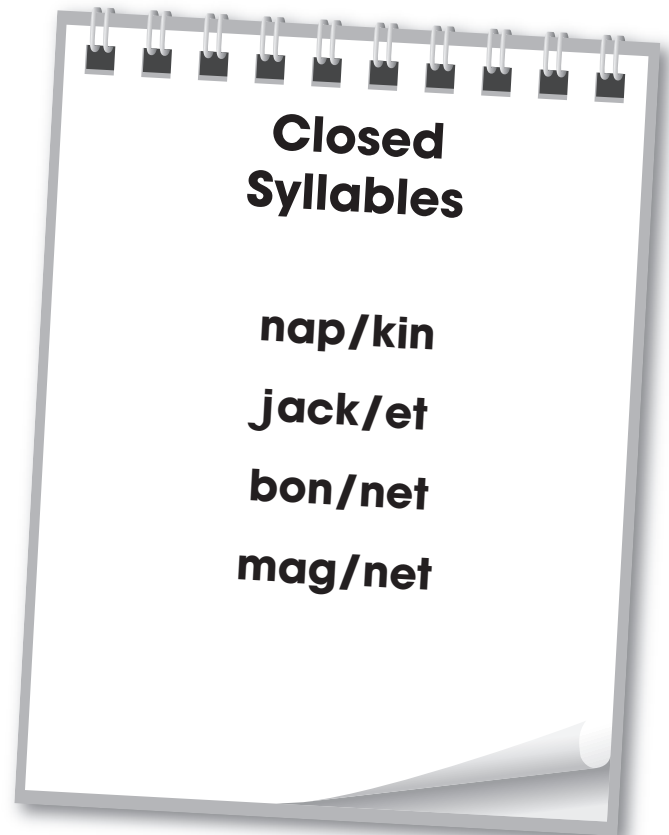
Overview Closed Syllable Pattern

Directions and Sample Answers for Activity Pages

Day 1	See "Model the Skill" below.
Day 2	Read the title and directions aloud. Invite students to divide each word into syllables using the closed syllable pattern. (bas/ket, cat/nip, traf/fic, sub/tract, hic/cup) Have students read each word.
Day 3	Read the title and directions aloud. Invite students to sort words into two groups using the closed syllable pattern: double consonants and different consonants. (double consonants: can/not, at/tract, rab/bit ; different consonants: hec/tic, cac/tus, sel/dom) Have students read each word.
Day 4	Read the title and directions aloud. Invite students to locate the six closed syllable words in the story, divide the words into syllables, and read each word to a partner. Assist students who need help dividing the words. (pic/nic, but/ter, fab/ric, ten/nis, sun/set, con/tent)
Day 5	Read the directions aloud. Allow time for students to complete the first task. (bul/let, hus/band, ex/pand, sub/ject) Next, pronounce the words jacket, cannot, and picnic and ask students to write them on the lines. Afterward, meet individually with students. Ask them to read each word on the assessment page. Discuss their results. Use their responses to plan further instruction and review.

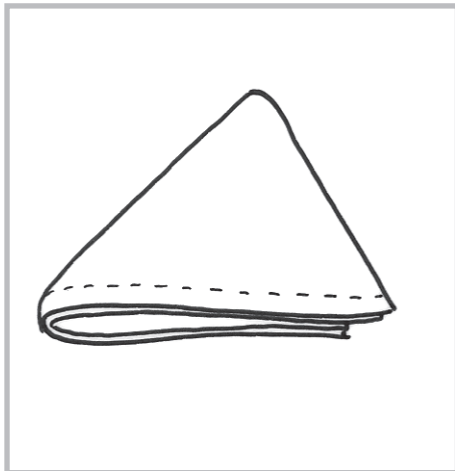
Model the Skill

- ◆ Hand out the Day 1 activity page. Write the word **nap** on the board. Point out that it has one short vowel sound. Have students say the word. **Ask:** *Does this word end with a vowel or a consonant? A consonant. This is an example of a closed syllable.*
- ◆ **Say:** *You can use what you know about vowel patterns and closed syllables to read longer words. Write the word **napkin** on the first blank of your activity page and follow along as I explain how to divide this word into syllables. Write the word **napkin** on the board. First, I circle the two vowels. There are two consonants between the vowels, so I can divide the word between them: **nap/kin**. Copy what I did on your paper.*
- ◆ Point out that both syllables end with consonants and have a single vowel, so they are both closed syllables. **Say:** *Now I want to read this word. Since vowel sounds in closed syllables are often short, I'll try the short sounds first: **/nap/ /kin/, napkin**.*
- ◆ Repeat with **jacket (jack/et)**. Explain that **c** and **k** together make the consonant digraph that stands for the **/k/** sound. Explain that you don't divide consonant digraphs.
- ◆ Then repeat with **bonnet (bon/net)**, **magnet (mag/net)**.

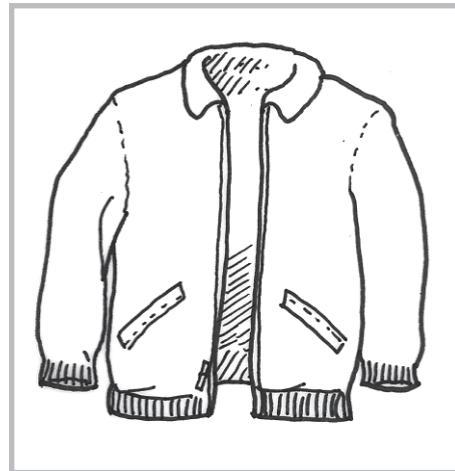


Closed Syllable Words

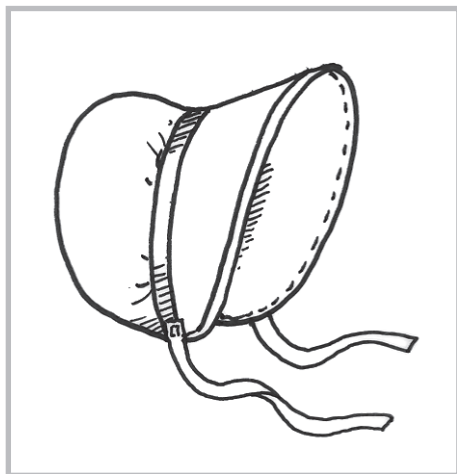
Listen to the example. Read each word aloud. Then divide each word into syllables.



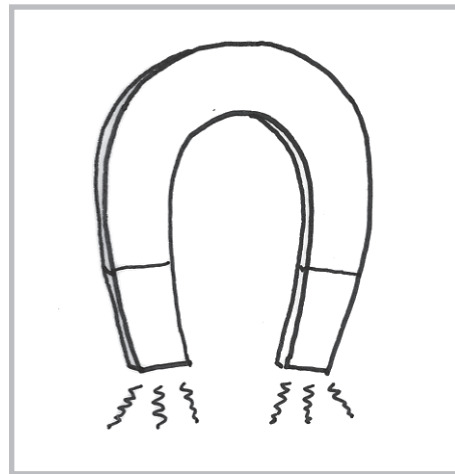
napkin



jacket



bonnet



magnet

Words Divided

Look at the following words. Divide each word into two closed syllables. Remember the double letter rule. Then read the words to a partner.

Word List

basket

catnip

traffic

subtract

hiccup

Closed Syllable Sort

Sort the following words into two groups using a closed syllable pattern: double consonants or different consonants. Share your results with a partner.

Word List

hectic	cactus	seldom
cannot	attract	rabbit

Double Consonants	Different Consonants

The Picnic

Read the story. Locate the six closed syllable words and write them at the bottom of the page. Divide the words into syllables. Read each word to a partner.



Lisa wanted to go to the park and have a picnic. Her aunt said that was a good idea, so they packed lunch. They packed bread and butter, hard-boiled eggs, fruit, and milk. When they got to the park, they laid a large piece of fabric on the ground. After eating lunch, Lisa and her aunt played tennis. They stayed at the park until sunset. Lisa was very content with her day.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Assessment

Divide the following words into closed syllables.

bullet	husband	expand	subject
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Listen to your teacher say each word. Write the words on the lines.

1. _____

2. _____

3. _____