

LESSON 55

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the whiteboards.

New material: Open and closed syllables

Your student has just learned that the **silent e** changes the vowel to its long sound where the vowel says its name. The vowel also most often says its name in “open” syllables. An “open” syllable ends with a vowel, whereas a “closed” syllable ends with one or more consonants. So far we have mostly been working with “closed” syllables.

Compare closed and open syllables:

bet	be
wet	we
met	me
hot	ho
got	go
it	l
sod	so
job	jo
pot	po
hit	hi
pup	pu
stud	stu
rat	ra

When a word has only one consonant between two vowels, the first syllable is most likely to end with an open vowel. When reading a word we don't know, we should first try to break up the word making the first syllable open. See examples below:

taken: ta ken

climax: cli max

bacon: ba con

Steven: Ste ven

Mavis: Ma vis

When there are two consonants between the vowels, blends may be sticking together in such a way that the first syllable still remains open and the vowel makes its long sound. (Thus it's not prog/ram, but pro/gram, and it's not put/rid, but pu/trid). Sounding out words with open syllables will be quite challenging at first but will get easier with time and practice reading and writing these words.

Read and write more words that begin with an open syllable:

basic pretend begin stupid humid stolen music locust open radon raven focus relax crisis virus secret student broken putrid bonus moment even protect program dilute digress evil trident fragrant frequent
--

In a much smaller percentage of words in which there is a single consonant between the vowels, the first syllable will be closed and short in sound:

seven: sev en

robin: rob in

Alan: Al an

habit: hab it

limit: lim it

Read and write words that begin with a closed syllable:

**finish blemish panic static driven model devil chisel
travel**

Read and write words that end with an open syllable:

**hippo tempo banjo bingo condo menu Wi-Fi
oregano gizmo casino mosquito (i has the
long “e” sound) broccoli (i has the long “e”
sound) Mexico hello**

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

poor, door, floor¹

Have the student read:

Bill likes an up-tempo tune to jog with.

The climax of the tale was when the poor student’s bike was stolen.

JoJo pretended that a lack of bacon with her pancakes is a crisis. “Is there no more bacon?” she asked with a fake sob.

The student opened the test. She was glad to find that Ms. Liz had put a bonus problem at the end.

¹ poor, door, and floor: p, d, and fl are decodable; oor making the “or” sound is irregular

Mopping the floor was a frequent task because of the pup and her messes.

Did you know that if you were in El Paso, Texas you could drive just nine miles to be in Mexico?

Have the student write from your dictation:

“Pick up your pens, open your vocab quiz, and begin,” Ms. Novak said.

Music helps pass the time while Ed bakes the cupcakes.

Crickets and locusts make music that LuAnn likes.

Simon told me a secret.

To be safe in a pandemic, we isolate indoors, even if we miss our pals.

Review the three syllable types your student now knows:

Closed: The vowel is “closed off” with a consonant and makes its short sound, as in “rat.”

Open: The vowel is not “closed off” and makes its long sound as in “be.”

Silent e: The vowel makes its long sound (says its name) when it is followed by a consonant and a **silent e** as in “bake.”

With your help, the student can count the syllables and identify the syllable types in the following words: isolate, absolute, populist, stimulus, daffodil, coconut, pretending, relocate.

i so late	(open, open, silent e)
ab so lute	(closed, open, silent e)
pop u list	(closed, open, closed)
stim u lus	(closed, open, closed)
daf fo dil	(closed, open, closed)
co co nut	(open, open, closed)
pre tend ing	(open, closed, closed)
re lo cate	(open, open, silent e)
de fined	(open, silent e)
sev en	(closed, closed)
e lev en	(open, closed, closed)

Use the whiteboard to show how to write a multisyllable word from dictation. First, the student will say the word and count the syllables. For example, the word “un/pro/grammed” has three beats or syllables.

The student will draw three lines on the whiteboard, one for each beat:

Then, the student will write in each syllable, knowing that each space has a vowel (or a vowel with **silent e**):

_____ un _____ pro _____ grammed _____

_____ post _____ pone _____ ment _____

_____ fab _____ ri _____ ca _____ ting _____

sulked

sev

en

de

men

ted

ro

man

tic

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

bet	be
wet	we
met	me
hot	ho
got	go
it	I
sod	so
job	jo
pot	po
hit	hi
pup	pu
stud	stu
rat	ra

**basic pretend begin stupid humid stolen music locust
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finish blemish panic static driven model devil chisel
travel

hippo tempo banjo bingo condo menu Wi-Fi
oregano gizmo casino mosquito
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poor door floor

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