

Closed Syllable

1. **“The closed syllable is the most common spelling in English.”** Place Header titled Closed in the pocket chart. **“A closed syllable ends in at least one consonant and the vowel sound is short.”** Take the Closed Syllable Pattern one syllable words: bet, miss, print, and stack.

Open Syllable

2. **“The second syllable pattern we are going to talk about is the Open Syllable Pattern. An open syllable ends in one vowel and the vowel sound is long.”** Note that single syllable words in the open syllable pattern are taught as high frequency sight words. Place the open syllable header in the pocket chart. Take the open syllable pattern one-syllable word cards: we, by, no

Vowel Consonant e (VCe)

- 3.. **“The Vowel Consonant e syllable is the easiest of the long vowel pattern syllable patterns.”** Place the Vowel Consonant e header card in the pocket chart. **“The syllable ends in one vowel followed by once consonant and an e. The final e is silent and the vowel that precedes the consonant usually represents the long sound.”** Take the Vowel Consonant e syllable pattern words: cube, probe, scrape, and inflate

Vowel r (Vr)

4. **“The vowel r syllable has an r that is preceded by a vowel and, as a result of the r, the vowel make an unexpected sound.”** Place the Vowel r syllable pattern header card in the pocket chart. The vowel r syllable pattern contains the spellings ir, ur, er, or and ar. Auditorily students cannot discriminate between ir, ur, and er because they make the same sound. The teacher cannot tell students to “sound it out” and expect to get correct results. The strategy must become “does it look right?” The teacher must teach the spellings of r-controlled vowels as units and teach groups of words with each spelling pattern while offering students much practice reading and writing the words in meaningful sentences.

Vowel Team

5. **“A Vowel Team is a vowel spelling that uses two or more letters for a single speech sound.”** Place header titled Vowel Team in the pocket chart. Examples of vowel team spelling patterns are ee, ea, ai, oa. Remember diphthongs are included in this category. The vowel team syllable pattern consists of two adjacent vowels and each vowel team must be learned individually.

Final Stable

6. **“The Final Stable syllable pattern is different from the other patterns in that, it does not appear in single syllable words.”** Place the final syllable header card in the pocket chart. Every syllable type is taught in single syllable words except for the final stable syllable type. The final stable syllable pattern has a final consonant plus le or it has a non-phonetic reliable unit such as tion or sion. Every time you see Cle, it ends with the /l/ sound like the ending sound in table or shuffle. Every time you see -tion at the end of a word it will be pronounced /shun/. That’s why they are called the final stable pattern because they are always at the end of the word and have a consistent sound.

bet

Show one card at a time. Begin with bet. "A closed syllable has one vowel and ends with one or more consonants. Let's look at this word. The first thing we will do is locate the vowel." Point to the e. "There is one consonant after the e-that makes this a closed syllable. Even if I cover the b and have only et left, it is still a closed syllable because it has a single vowel followed by at least one consonant. I know that in a closed syllable pattern the vowel represents the short sound so I know this word is bet.

miss

Take the word miss. "Let's try this word. The first thing we will do is locate the vowel." Point to the i. "I see an I in this word. Next, I am going to look at what follows the vowel. I have two consonants. I know that a closed syllable has a single vowel and ends with at least one consonant. This is a closed syllable. Since a closed syllable indicates that the vowel will represent the short sound, I think this word is miss"

print

Take the word miss. "Let's try this word. The first thing we will do is locate the vowel." Point to the i. "I see an I in this word. Next, I am going to look at what follows the vowel. I have two consonants. I know that a closed syllable has a single vowel and ends with at least one consonant. This is a closed syllable. Since a closed syllable indicates that the vowel will represent the short sound, I think this word is print"

stack

Take the word miss. "Let's try this word. The first thing we will do is locate the vowel." Point to the a. "I see an a in this word. Next, I am going to look at what follows the vowel. I have two consonants. I know that a closed syllable has a single vowel and ends with at least one consonant. This is a closed syllable. Since a closed syllable indicates that the vowel will represent the short sound, I think this word is stack"

picnic

Show the word picnic and think aloud: "Put your fingers on the two vowels. What is between the two vowels? Two consonants. Divide between the two consonants. Read the first part of the word. Read the second part of the word. Put the syllables together. Does that word make sense? Cover the second syllable and read the first syllable; then cover the first syllable and read the second. Uncover whole word and read as thinking aloud. "It doesn't matter what comes before the vowel, it is what follows that makes it the closed syllable patten. Teach your students to locate the vowels in a word when trying to decode an unknown word. IF students can read one-syllable closed syllable words they can begin to read two-syllable closed syllable words.

no

Show them the word no. "The first thing I'm going to do is locate the vowel." Point to the o. "Here is the vowel o. I notice that it's at the end of the word. There is a consonant (n) right before the vowel but no letters following it so I know this is an open syllable. In an open syllable, the vowel represents the long sound so this word must be no.

we

Show one cart at a time. Begin by showing them the word we. "The first think I'm going to do is locate the vowel." Point to the e. "Here is the vowel e. I notice it is at the end of the word. There is a consonant (w) right before the vowel but no letters following it so I know this is an open syllable. In an open syllable, the vowel represents the long sound so the word must be we.

halo

If students can read one-syllable words with the open syllable pattern, they can also read two syllable words that contain the open syllable patten. Show them the word halo and think aloud. “The first thing I am going to do is locate the vowels. There is one consonant between the vowels so I will try dividing before the consonant and read the first part of the word. Ha is an open syllable so I am trying the long a sound. /Hay/. The second syllable is also an open syllable so I will try /low/. Put the syllables together. The word is halo. Does that make sense?”

cube

Show one card at a time. Begin by showing them the word cube. “The first thing I am going to do to help me figure out this word is locate the vowels. This word has two vowels. It has u and an e.” Point as you talk. “This word ends with the vowel u followed by the consonant b and has an e at the end. That tells me it is a word with the vowel consonant e syllable pattern. I kw that a word that ends in one vowel, one consonant, and final e the final e is silent and the vowel represents the long sound. So, this word must be cube.

probe

“The first thing I am going to do to help me figure out this word is locate the vowels. This word has two vowels. It has an o and an e.” point as you talk. “This word ends with the vowel o followed by the consonant b and has an e at the end. That tells me it is a word with a vowel consonant e syllable pattern. I know that a word that ends in one vowel, one consonant, and final e the final e is silent and the vowel represents the long sound. So this word must be probe.

inflate

Show the word card. “I’m going to locate the vowels. I see three consonants between the vowels. I am going to divide between the first two consonants (n and f) and read the first part of the word. That is a closed syllable so I’m going to try the short I sound. -in. I see an aCe so I am going to try the long sound along with the fl blend. flate. Now I am going to put the syllable together and read inflate. Does that make sense?”

torn

"The first thing I am going to do is locate the vowels. I see an o in this word. This is also an r right after the o-that tells me this is a Vowel r syllable pattern. I am going to have to use what I know about o r spellings in order to figure this word out. When I see o r, I know it usually says /or/ as in the word fort so I am going to try that and see if it makes a real word. Torn-the word is torn. If this word was in a sentence, I could read the sentence and see if that makes sense." It is important to teach students to try pronouncing the word and then check it in connected text to make sure they have decoding the word correctly.

burn

"The first thing I am going to do is locate the vowels. I see a u in this word. This is also an r right after the u-that tells me this is a Vowel r syllable pattern. I am going to have to use what I know about u r spellings in order to figure this word out. When I see u r, I know it usually says /ur/ as in the word turn so I am going to try that and see if it makes a real word. Burn-the word is burn. If this word was in a sentence, I could read the sentence and see if that makes sense." It is important to teach students to try pronouncing the word and then check it in connected text to make sure they have decoding the word correctly.

first

"The first thing I am going to do is locate the vowels. I see an i in this word. This is also an r right after the i-that tells me this is a Vowel r syllable pattern. I am going to have to use what I know about i r spellings in order to figure this word out. When I see i r, I know it usually says /ir/ as in the word bird so I am going to try that and see if it makes a real word. first-the word is first. If this word was in a sentence, I could read the sentence and see if that makes sense." It is important to teach students to try pronouncing the word and then check it in connected text to make sure they have decoding the word correctly.

paper

"I'm going to locate the vowels. I see one consonant between the vowels so I will try dividing before the consonant. Pa is an open syllable so I will try the long a sound /pay/. I see an e followed by an r in the second syllable. I know that combination says /er/ so the second syllable is /per/. Now I will put the syllables together to see if they make sense. /pay//per/

peach

“The first thing I am going to do is locate the vowel. I see two vowels in this word.” Point to the vowels, e and a. “The two vowels are right beside each other. That tells me they are a vowel team. I know that most of the time when there is a vowel team, the vowel represents the long sound of the first vowel.” Demonstrate sounding out the word peach.

bay

“The first thing I am going to do is locate the vowel. I see two vowels in this word.” Point to the vowels, a and y. “The two vowels are right beside each other. That tells me they are a vowel team. I know that most of the time when there is a vowel team, the vowel represents the long sound of the first vowel.” Demonstrate sounding out the word. Remind students that y at the end of a word is a vowel.

beep

“The first thing I am going to do is locate the vowel. I see two vowels in this word.” Point to the vowels, e and e. “The two vowels are right beside each other. That tells me they are a vowel team. I know that most of the time when there is a vowel team, the vowel represents the long sound of the first vowel.” Demonstrate sounding out the word.

mouse

“The first thing I am going to do is locate the vowel. I see two vowels in this word.” Point to the vowels, o and u. “The two vowels are right beside each other. That tells me they are a vowel team. I know that ou sometimes represents the /oh/ sound in though and sometimes represents the /ou/ sound in ouch. I am going to try both sounds and see which makes sense.” Pronounce mouse with the /ou/ sound in though then try it with the correct pronunciation. “I know that I have to memorize the patterns and the sounds they represent when I am working with Vowel Team Syllable patterns. Once students have become flexible with the first five syllable patterns, they can read nearly any multisyllabic word they encounter.

cackle

"I see a Cle at the end of this word. I know that is a final stable syllable pattern. When decoding words with the final stable syllable, I don't look for the vowels first. First I need to take off the Cle and locate the vowels." Cover the 'kle' in the word cackle. "I see one vowel, an a, followed by a consonant. I know that is a closed syllable so I will try the short vowel sound first. Cac-kle, cackle, the word is cackle. Does that make sense?"

action

"I see a tion at the end of this word. I know that is a final stable syllable pattern. When decoding words with the final stable syllable pattern, I don't look for the vowels first. First I need to take off the tion and locate the vowels." Cover the 'tion' in the word. I see one vowel, an a, followed by a consonant. I know that is a closed syllable so I will try the short vowel sound first. Ac-tion, action, the word is action. Does that make sense?"

tumble

"I see a Cle at the end of this word. I know that is a final stable syllable pattern. When decoding words with the final stable syllable, I don't look for the vowels first. First I need to take off the Cle and locate the vowels'. Cover the 'ble' in the word tumble. "I see one vowel, a u, followed by a consonant. I know that is a closed syllable so I will try the short vowel sound first. Tumb-ble, tumble, the word is tumble. Does that make sense?"