

 **PREPARE**

CONCEPT An open syllable ends in one vowel. The vowel is long and says its name. However, it is important to note that vowels in open, unaccented vowels, such as in the first syllable in *decide*, may not sound like long vowels in running speech. Knowledge of open syllables helps students apply strategies for decoding unfamiliar words and checking their spelling.

Open syllables that end in the vowel *y* are addressed separately, in the Sounds of *y*

lesson. Some sample words that contain open syllables ending in *y* are included in the Word Lists as a reference.

VOCABULARY consonant, long vowel, open syllable, syllable, vowel

MATERIALS Lesson reproducibles, index cards, word lists (included)

 **INSTRUCT**

Display a selection of open syllables, such as those on the Instruct Syllable Cards included with this lesson (e.g., *me, no, she, we, ca, re, i, so*). Tell students that each of the cards contains an open syllable; then, read each one. Ask students to identify how the syllables are alike. (Prompt them as necessary: Do the syllables end in one vowel or one consonant? Are the vowels long or short?) Have students synthesize their ideas to describe open syllables.

State the definition: **An open syllable ends in one vowel. The vowel is long and says its name.**

Explain that some open syllables may stand alone (e.g., *me, no*). Usually, however, they are combined with other syllables to create longer words (e.g., *canine*). Slide the relevant cards together to form *canine, remain, and isolate*. Read each word.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

 **PRACTICE**

- Distribute the Practice Syllable Cards included with this lesson. Ask students to organize the cards into groups by vowel sound. Then, have students identify the long vowel sound for each group and read the syllables.
- Select two-syllable words from the Word Lists included in this lesson. Write each syllable on an index card. Have students play Syllable Concentration: Arrange the index cards face down in an array. Players take turns turning over and reading two cards at a time. If a player turns over two syllables that can be combined to make a real word, he or she keeps both cards and writes the word. The player with the most cards at the end is the winner.
- Display the Sample Text. Students should read each sentence and select the missing open syllable. Then, consider giving students a list of open syllables and having them generate their own sentences (with answer choices) to share and solve.

ADAPT

SUPPORT

- Review the long sound of each vowel (/ā/, /ē/, /ī/, /ō/, /ū/). Then, create index cards with individual vowels. Present the cards one at a time, and have students give the long sound of each vowel (e.g., *a* says /ā/).
- Display open syllables. Teach students to identify the syllable type and the vowel sound and then to mark the long vowel with a macron (e.g., *bī*). Have students say the long vowel sound (e.g., /ī/) and read the word.
- Distribute one index card with an open syllable to each student (e.g., *ro*, *lo*, *be*). Have students identify the syllable type and the vowel sound and read the syllable. Then, display a different syllable (e.g., *cate*). Have each student test to see if the syllable on his or her card can combine with the displayed syllable to create a real word (e.g., *locate*). Once a card is used, the student should receive a new one. Students can keep track of the words they create.

EXTEND

- Have students practice dividing and reading words with open syllables. Consider including some words that contain the VC/CV (2C) syllable division pattern (e.g., *banjo*, *ditto*, *mango*) and others that contain the V/CV (1C) syllable division pattern (e.g., *basin*, *ozone*, *remain*).
- Give students index cards that contain silent-e syllables, open syllables, and syllables with vowel teams (e.g., *brake*, *cra*, *say*, *Pete*, *ve*, *spree*). Ask students to sort the syllables by vowel sound (e.g., /ā/ → *brake*, *cra*, *sa*; /ē/ → *Pete*, *ve*, *spree*). Students should give the long vowel sound of each group and then read the syllables aloud.
- Display a variety of open syllables, along with a selection of other types of syllables (closed, silent-e, consonant-le, vowel pair [vowel teams]). Challenge students to create nonwords or real words that fit a particular description. For example, "Create a word in which the first syllable is open and the second is closed." Have students record and share their answers. Possible combinations: open/silent-e, open/consonant-le, open/vowel pair, open/closed, closed/open.

CONNECT

- Display content-related words that contain open syllables (e.g., *de/bate*, *in/fla/tion*, *ve/to*). Divide and read the words, pointing out the open syllable(s) in each one. Challenge students to find examples of open syllables in familiar texts.

WORD LISTS

These lists build on each other.

To Be Used with Concept 6 and Up

1 Syllable	be, by, cry, dry, fly, fry, go, he, hi, I, me, my, no, ply, pry, she, shy, sky, so, spy, sty, try, we, why
2 Syllables – 1st syllable open	a/ble, a/pex, ba/con, ba/sic, ba/sin, be/side, bo/nus, bri/dle, bu/gle, ca/ble, ca/dence, ca/nine, cu/bic, cra/dle, de/cent, de/cide, de/duce, de/duct, de/feat, de/fend, de/fine, de/fuse, de/mand, de/mise, de/pend, de/tect, de/test, de/vise, di/gest, di/late, do/nate, do/nut, e/dict, e/late, e/lope, e/mit, e/ven, e/vent, fa/ble, fe/line, fe/male, fo/cus, fre/quent, ga/ble, he/lix, ho/tel, hu/mane, hu/mid, i/deal, i/dle, i/tem, la/dle, la/tent, li/lac, lo/cate, lo/cust, lo/tus, ma/ple, mi/nus, mo/ment, mo/tel, mu/sic, no/ble, o/mit, o/pen, o/zone, pla/cate, po/lite, pre/dict, pre/fix, pre/tend, pre/vent, pro/file, pro/test, pro/vide, ra/ven, re/bate, re/cess, re/fuse, re/ject, re/lay, re/main, re/mix, re/mote, re/peat, re/tail, re/tain, re/vise, ro/bot, ro/tate, se/nile, si/lent, si/nus, sta/ble, sta/ple, sti/fle, stu/dent, ta/ble, ti/tle, to/paz, tri/dent, tri/fle, tri/pod, u/nit, u/nite, va/cate, Ve/nus, vi/rus, yo/del, ze/nith
2 Syllables – 2nd syllable open	al/to, ban/jo, can/dy, dit/to, diz/zy, en/vy, fif/ty, flim/sy, fren/zy, hap/py, mot/to, nif/ty, pen/ny, pet/ty, plen/ty, pop/py, sas/sy, sil/ly, sun/ny
2 Syllables – both open	ba/by, co/zy, cra/zy, e/go, gra/vy, ha/lo, i/vy, la/dy, la/zy, na/vy, po/lo, po/ny, re/ply, si/lo, so/lo, ti/dy, ti/ny, ve/to, ze/ro
3 Syllables	ab/so/lute, ac/ro/bat, a/gen/cy, al/bi/no, cal/cu/late, com/po/nent, de/cen/cy, de/pen/dent, dip/lo/mat, cli/mac/tic, co/co/nut, gi/gan/tic, ha/zal/nut, i/so/late, la/ten/cy, po/ta/to, po/ten/cy, re/gen/cy, re/pub/lic, ro/man/tic, to/ma/to, va/can/cy, vol/ca/no

To Be Used with Concept 9 and Up

2 Syllables – 1st syllable open	a/corn, ca/per, clo/ver, cra/ter, di/ner, e/merge, fe/mur, fe/ver, gli/der, me/ter, o/ver, pa/per, pre/fer, ra/dar, re/fer, re/port, re/turn, ro/ver, sa/ber, so/nar, spi/der, su/per, ta/per, wa/fer, wa/ver, wi/per
2 Syllables – 2nd syllable open	car/go, for/ty, har/dy, par/ty, star/ry, stur/dy, tar/dy, thir/ty, tor/so
3 Syllables	cir/cu/late, De/cem/ber, de/part/ment, em/bar/go, for/mu/late, gro/cer/y, hi/ber/nate, No/vem/ber, Oc/to/ber, o/ver/hear, por/cu/pine, pro/pel/ler, re/mem/ber, su/per/sede, tor/na/do, tor/pe/do, tur/bu/lent

SYLLABLE CARDS: Instruct

Use these or make your own.

me	no	she
we	ca	re
i	so	nine
main	late	

ANCHOR CHART

Open Syllables

- end in one vowel
- vowel is long (says its name)

a ca/ble ha/zel/nut

be pre/tend re/main

hi i/deal gi/gan/tic

no o/zone dit/to

cu hu/mid mu/sic

SYLLABLE CARDS: Practice

Use these or make your own.

ba	cra	va
fe	pre	se
bri	li	chi
fo	lo	pro
hu	mu	cu

SAMPLE TEXT

CONCEPT 6

1. What is the ____tle of the film that you attended? (pre, ti, re)
2. The ac____bat was able to stand on his hands for such a long time. (be, ro, di)
3. Try to ____cus on the good things in life. (fo, fu, sho)
4. That vol____no has not erupted for three hundred years. (ta, ca, to)
5. Will you ____nate to her fund that helps infants? (si, do, lo)
6. The pups were ____lent as they ate their lunch. (no, si, me)
7. She sang a so____ in the play. (co, lo, ro)
8. How fast does Earth ____tate around the Sun? (ro, re, go)
9. My ____deal Sunday includes a picnic by the pond. (e, i, de)
10. My mot____ is “Never give up!” (slo, to, ro)