

# Lesson 1

# Closed and Open Syllables

## Objective

This lesson reviews concepts taught in Level 1 and teaches the Closed and Open syllable types.

## You Will Need

- |   |  |
|---|--|
| <input type="checkbox"/> Phonogram Cards 1-32 | <input type="checkbox"/> <i>Burst into Spelling</i> pages 7-10 |
| <input type="checkbox"/> Sound Cards 1-32     | <input type="checkbox"/> Closed and Open syllable tags         |
| <input type="checkbox"/> Rule Cards 1-8       | <input type="checkbox"/> dictation notebook                    |
| <input type="checkbox"/> blank blue tile*     | <input type="checkbox"/> Progress Chart                        |

## Before You Begin

At the beginning of each lesson, you will find a cream-colored Before You Begin section like this one. Review these instructions before you begin the lesson.

The actual lesson plan you will teach to your student begins *after* the Before You Begin section.

## Can You Skip This Lesson?

If your student finished Level 1 within the last few days and you don't feel that review is needed, you may choose to skip the Review sections and start immediately with the New Teaching section on page 43.

## Review Flashcards

In this lesson, you will review three types of flashcards with your student:

- Phonogram Cards
- Sound Cards
- Rule Cards

Flashcards were covered extensively in *All About Spelling* Level 1. This review is meant to refresh your student's memory and to see if any of the flashcards need additional review.

For tips on reviewing flashcards, see Appendix I.

## Using the Spelling Review Box



You'll use the Spelling Review Box to keep track of what has been mastered and what still needs to be reviewed. If you feel that a card has been mastered, place it behind the **Mastered** divider. If the card has not yet been mastered, place it behind the **Review** divider so it can be reviewed again in the next learning session.

## Before You Begin

(continued)

**What is considered a mastered card?** These are the cards that your student knows thoroughly. She can respond quickly and easily when you hold up the card and does not hesitate to think of the answer. There is no doubt in your mind that she has, in fact, mastered the card.

At the end of the review, file any cards in the Mastered pile behind the appropriate **Mastered** divider in your Spelling Review Box. Mastered cards will be reviewed periodically throughout the program.

## Preview Closed and Open Syllables

Although Closed and Open syllables were introduced in Level 1, this lesson will be the first time that syllable tags are used. We'll use syllable tags throughout Level 2 to help your student recognize syllable types, which in turn will help her spell words with greater accuracy. This lesson introduces the first two syllable tags.



**Closed**

A **Closed syllable** ends in a consonant and has a short vowel sound, as in the word *bat*. On the syllable tag, the closed door represents a Closed syllable because the final consonant “closes in” the vowel.



**Open**

An **Open syllable** ends in a vowel. The vowel has a long vowel sound, as in the word *me*. On the syllable tag, the open door represents an Open syllable because there is nothing after the vowel; there is just “open space.”

To save space in the Teacher's Manual, syllable tags are shown with text only, like this:

Closed Syllable

Name Game Syllable

When you're working with your student, however, you'll use the syllable tags with the graphics as provided in the Letter Tiles kit or app.

For an overview of the remaining syllable types, see Appendix E.

\*Blank blue tiles are included in the Letter Tiles kit. If you are using the Letter Tiles app, you'll find the blank blue tile at the end of the Alphabet tiles category.

**Now you are ready to teach the first lesson!**

## Review Phonogram Cards 1-32



Review Phonogram Cards 1-32, which were taught in Level 1. Show the front of the card to your student and have her say the sound(s).

If your student could instantly recite all the sounds of the phonograms, file these thirty-two flashcards behind the Phonogram Cards Mastered divider in your student's Spelling Review Box. If there was any hesitation on the sounds, file those cards behind the Phonogram Cards Review divider. Those cards will be reviewed at the beginning of the next teaching session.

## Review Sound Cards 1-32



"Next, we'll review the Sound Cards. I'll dictate the sounds and you'll write the phonograms."

Have your student take out her dictation notebook.

Shuffle Sound Cards 1-32 so they are in random order. Dictate the sound(s). Your student should repeat the sound(s) as she writes the phonogram.

## Review Rule Cards 1-8



"Let's review the Rule Cards."

### Rule Card 1: The Vowels Rule

"What are the vowels?" *The vowels are a, e, i, o, u, and sometimes y.*

"Good."

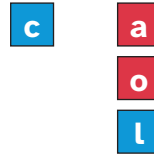
"Does every word need a vowel?" *Yes.*

## Review

(continued)

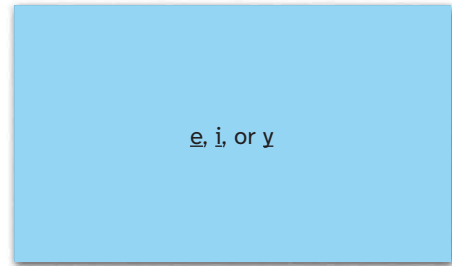
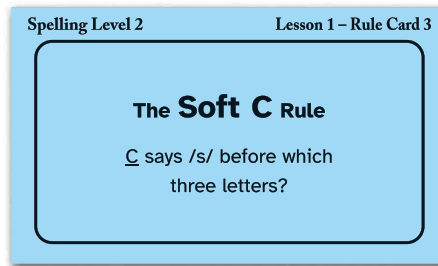
“Good!”

Move letter tiles a, o, and l into the workspace as shown.



“What does c say before any other letter?” /k/.

Read Rule Card 3 with your student and then file it behind the Review divider.



### Rule Card 4: The Floss Rule

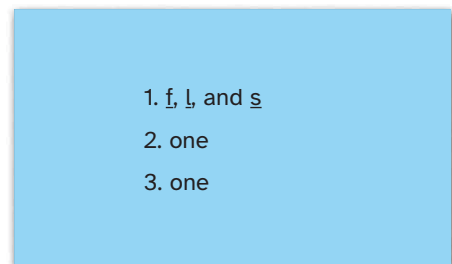
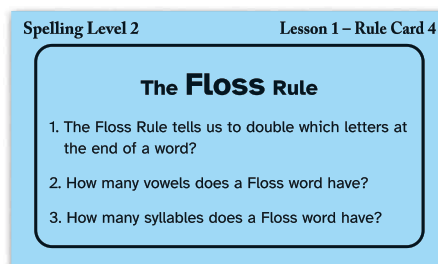
“The Floss Rule says that we often double which letters at the end of a word?” f, l, and s.

Build the word **f l o s s**.

“The word *floss* is a good example of a Floss word. How many vowels does a Floss word have?” *One*.

“How many syllables does a Floss word have?” *One*.

Read Rule Card 4 with your student and then file it behind the Review divider.

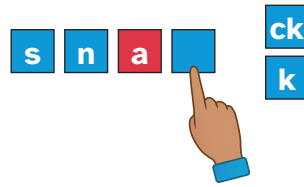


## Review

(continued)

### Rule Card 5: The CK Rule

Build the word *snack*, using a blank blue tile for the /k/ sound.



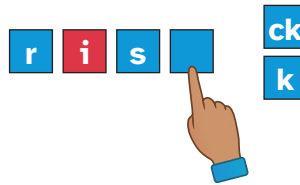
“I want to spell the word *snack*. Let’s figure out if we can use ck in place of this blank tile.”

Point to the a. “Is this a short vowel?” *Yes*.

“Right! Since it is a short vowel, we can use ck for the sound of /k/.”

Replace the blank tile with the ck tile. **s n a ck**

Build the word *risk*, using a blank blue tile for the /k/ sound. Point to the blank tile.



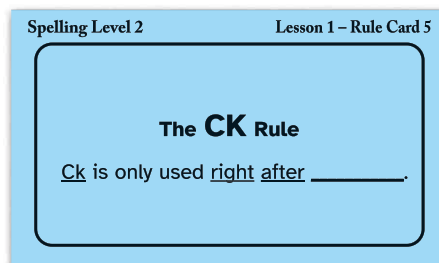
“I want to spell the word *risk*. Can I use ck here?” *No*.

“Why not?” *Because ck is only used right after a short vowel.*

“Right! S is not a short vowel, so we need to use k.”



Read Rule Card 5 with your student and then file it behind the Review divider.



## Review

(continued)

### Rule Card 6: The Add S Rule

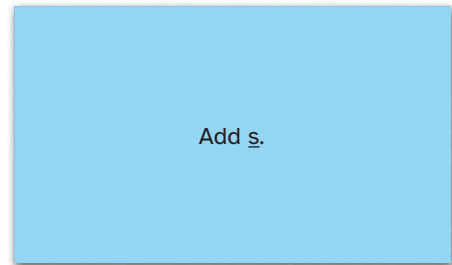
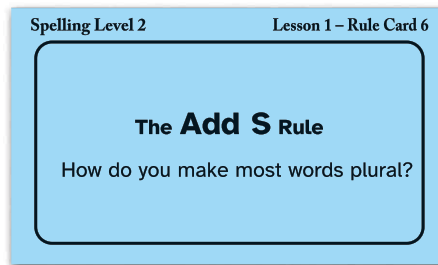
“I want to spell the word *clams*. First I build the base word. What is the base word of *clams*?” *Clam*.

Build the word **c l a m**.

“Then I make it plural by adding s.” **c l a m s**

“What does *plural* mean?” *More than one*.

Read Rule Card 6 with your student and then file it behind the Review divider.



### Rule Card 7: The Add ES Rule

“Sometimes we add e-s to make a word plural, like in the word *dishes*.”

“First I build the base word, **d i sh**.”

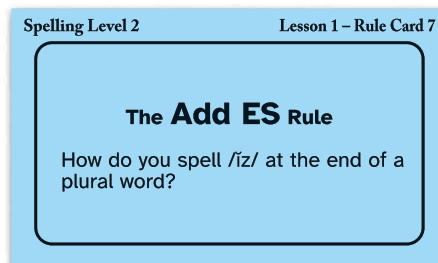
“Then I add e-s.” **d i sh e s**

“How many syllables are in the word *dishes*?” *Two*.

“What is the first syllable?” *Dish*.

“What is the second syllable?” */iz/*.

Read Rule Card 7 with your student and then file it behind the Review divider.



## Review

(continued)

### Rule Card 8: The Long Vowel Rule

Move the **a**, **e**, **i**, **o**, and **u** tiles into the workspace.

Point to the **a**.

“What is the long sound of the letter **a**?” /ā/.

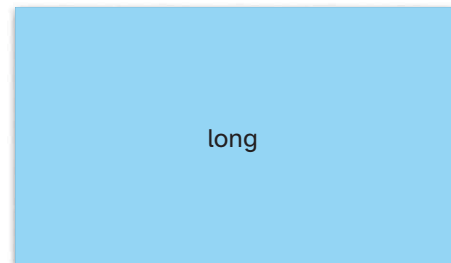
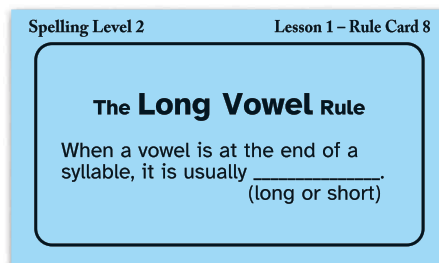
Point to the remaining vowels one at a time and have your student identify the long sound of each.

Build the word **sh e**.

“Point to the vowel.” *Student points to the e.*

“When a vowel is at the end of a syllable, it is usually long. Read this word.” *She.*

Read Rule Card 8 with your student and then file it behind the Review divider.



## Complete Activity Sheet

“Let’s help a squirrel hide some pine cones!”



### Gather the Pine Cones

Remove pages 7-10 from the activity book.

Cut out the pine cone cards, mix them up, and place them in a pile. Cut a slit in the tree as indicated by the dotted line.

Choose twelve words from the list below that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of a pine cone card. After spelling the word correctly, she may help the squirrel hide the pine cones in the tree.

## Review

(continued)

Continue until all the pine cones have been gathered and the student has practiced all twelve words.

### Words related to:

#### Rule Card 3

clam  
kept  
cost  
kid  
crop

#### Rule Card 4

glass  
smell  
sniff  
drill  
loss

#### Rule Card 5

mask  
block  
neck  
milk  
husk

#### Rule Card 6

gifts  
kings  
tricks  
hilltops  
plans

#### Rule Card 7

glasses  
wishes  
lunches  
brushes  
boxes

#### Rule Card 8

no  
be  
we  
so  
hi

## New Teaching

### Teach Closed and Open Syllable Types

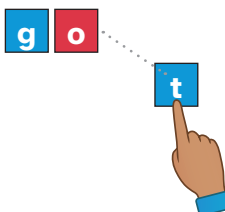
Build the word **g o t**.

“Point to the vowel.” *Student points to the o.*

“Is there anything after the o?” *Yes, t.*

“We say that the o is **closed in** by the t. This is a **Closed syllable**.”

“When a vowel is in a Closed syllable, it usually says its **short** sound. What does this word say?” *Got.*

Remove the **t** tile. 

“Is there anything after the o?” *No.*

“Correct. The o is not closed in. Nothing comes after it, so we can say that the o is **open**. This is an **Open syllable**.”



## New Teaching

(continued)

“When a vowel is in an Open syllable, it says its long sound.”

“Read this word.” *Go.*

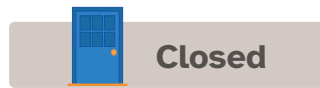
Build the following words and have your student tell you whether the syllable is open or closed.

**he hem sock so we wet**

## Introduce Closed and Open Syllable Tags

Move the Closed and Open syllable tags into the workspace.

“This closed door represents a Closed syllable.”



“This open door represents an Open syllable.”



Build the following words. Have your student place the correct tag above the syllable.

Open Syllable

sh e

Closed Syllable

p a th

Open Syllable

g o

Closed Syllable

s n a ck

Closed Syllable

f r o g

Open Syllable

h e

# Lesson 2 Blends at the Beginning and End

## Objective

This lesson teaches how to spell words with both initial and final blends.

## You Will Need

*Burst into Spelling* pages 11-15

Word Cards 1-10

## Before You Begin

### Preview Blends at the Beginning and End

In Level 1, your student learned words with consonant blends either at the beginning, as in *plan*, or at the end, as in *lump*. A consonant blend consists of two sounds that are said together quickly. For example, the word *stop* has a consonant blend at the beginning. The /s/ and /t/ sounds are said in rapid succession, but each consonant keeps its own sound.

A consonant blend is different from a consonant team (also known as a digraph). In a consonant team, two or more letters work together to make one sound, as in sh and th, while the letters in a blend retain their individual sounds.



In this lesson, your student will learn words containing blends at both the beginning and end. Read the following examples and listen for the blends.

**bland    slump    grunt    trust    cramp**

### Review Procedure for Spelling with Letter Tiles

We will continue to use the Procedure for Spelling with Letter Tiles that was introduced in Level 1. This procedure will establish good spelling habits in your student. Consistent practice will help your student internalize the very important concept that every sound has a matching phonogram.

You can find a copy of the procedure in Appendix J.

## Before You Begin Preview the Advanced Application Section

(continued)



Does your student already know how to spell simple words such as *plant* and *trust*? If so, the Advanced Application sheets are for you!

Work very quickly through the main part of the lesson to make sure your student understands all the concepts, and then move on to the Advanced Application to practice those concepts with higher-level words. Your student will complete multisyllable words such as *transplant* and *trustworthy*.

## Review

Spend several minutes reviewing a selection of flashcards to keep them fresh in your student's mind. You can either flip through the flashcards as shown in Appendix I or choose one of the activities from Appendix N (for Phonogram Cards) or Appendix O (for Word Cards).

You may wish to bookmark the three appendices mentioned above for easy future reference.



### Phonogram Cards

Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.

### Sound Cards

Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in his dictation notebook.

### Rule Cards

Review a selection of Rule Cards from behind the Review divider.

## New Teaching

(continued)

## Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in his dictation notebook.

<b>grasp</b>	<b>branch</b>	<b>crept</b>	<b>draft</b>
<b>clench</b>	<b>crust</b>	<b>twist</b>	<b>grunt</b>
<b>craft</b>	<b>brisk</b>	<b>stunt</b>	<b>clasp</b>
<b>thrift</b>	<b>slant</b>	<b>crisp</b>	<b>slump</b>
<b>crunch</b>	<b>stump</b>	<b>trend</b>	<b>grand</b>
<b>clump</b>	<b>blast</b>	<b>grump</b>	<b>plump</b>
<b>swept</b>	<b>swift</b>	<b>frost</b>	<b>grant</b>
<b>drift</b>	<b>shrimp</b>	<b>slept</b>	

## Complete Activity Sheet (Optional)

“Let’s collect some stamps for an album.”



### Collecting Stamps

Remove pages 11-14 from the *Burst into Spelling* activity book.

Cut out the stamp cards and place them in a pile.

Choose twelve words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of a

stamp card. After spelling the word correctly, he may tape or glue the stamp to the album page.

Continue until all the stamps have been collected and the student has practiced all twelve words.

## New Teaching

(continued)

## Dictate Phrases and Sentences

Dictate several phrases and sentences each day. Your student should repeat each phrase or sentence and write it in his dictation notebook.

**a swift windmill**

**trust me**

**the grand sunset**

**the best brand**

**spend cash**

**stand up**

**Pam slept on the big bed.**

**Stick a stamp on the box.**

**The pigpen is swept.**

**The twins will plant in the pot.**

**Blend the drink.**

**Go print that at the desk.**

## Advanced Application

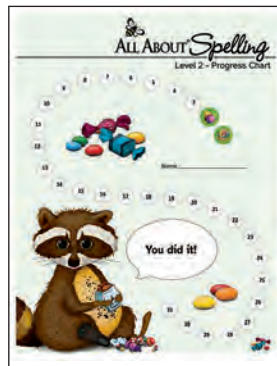
For advanced practice, have your student turn to the Advanced Application sheet on page 15 of the activity book.

“You can spell *plant*. Now spell *transplant*, as in *Can we transplant these daisies to a sunny spot?*” Student writes *plant* on the first line.

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable.

1. **transplant** Can we transplant these daisies to a sunny spot?
2. **standoff** The two rivals finally ended their long standoff.
3. **windswept** We hiked on the windswept cliffs of Scotland.
4. **grandson** Her grandson is a famous saxophone player.
5. **downdraft** A downdraft in the chimney blew soot all over.
6. **permafrost** Mars is covered in a deep layer of permafrost.
7. **sandblast** Can you sandblast the tiles to get that goop off?
8. **misprint** They always misprint my name in the newspaper!
9. **trustworthy** How trustworthy is this rickety old bike?
10. **trendsetter** That guy in striped pants is a real trendsetter!
11. **grumpiness** Mr. Sneed’s grumpiness ruined the party.
12. **driftwood** This piece of driftwood looks like a dinosaur.

### Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have him mark Lesson 2 on the Progress Chart and move on to the next lesson!

A Word Card is mastered when your student can spell it quickly and easily, without self-correcting or having to stop and think about it.