

# Unit 7: Lesson 44: Closed Syllable: G-J-C-V

## Lesson Skills

- Isolate and pronounce the phonemes in a 3 phoneme syllable (CVC)
- Decode 2 or 3 syllable words with closed syllables.
- Create monosyllabic words with a closed syllable by combining 3 different phonemes.
- Decode and understand complete sentences that contain words with closed syllables.

## COMMON CORE STANDARDS

CCSS.SLA-LITERACY.RF.K.2.D

CCSS.SLA-LITERACY.RF.1.3.E

CCSS.SLA-LITERACY.RF.1.2.B

CCSS.SLA-LITERACY.RF.1.2.C

## Resources

- Book 44: El conde en la ventana
- Posters and Cards
- Practice worksheets
- Student online activities
- Segmentation Boards

## Introduction to CVC with G, J, C, V

⇒ Review 3 letter words from previous lessons using monosyllables poster P1.

⇒ Show monosyllables poster P1. Words: gol (new!), paz, luz, pez, mar, dos, sal, sol, mes, dar, pan, red.

⇒ Practice breaking them down and blending them back in.

⇒ Show students main Poster P.1. Say the words: **gol**, **vende**, **jardín**, **gente**, **circo**, **ventana**.

⇒ Have students tell you which consonant starts and ends each closed syllable.

⇒ Other words learned in this lesson: **mujer**, **cerdo**, **ganso**, **sargento**, **castillo**, **campo**, **conde**, **carne**, **vagón**, **golpe**, **chicos**, **corto**, **azúcar**.

⇒ Say these new words as a full word. Have students think and tell you which syllable is a closed syllable. You say "castillo". Students say "cas".



Posters P1



Posters P.1

## Phonemic Awareness Activities

### Segmenting closed syllables. Dance, freeze and talk.

- ⇒ After students have familiarized with the vocabulary, give each student an image from the C1 cards.
- ⇒ Have all students check that they know the word in their card.
- ⇒ Play some upbeat music students enjoy (just look up 120 bpm music online, and you will find great choices). Have students move and dance around the classroom.

When music stops, students pair up with the closest student next to them. Students high five as a way to officially “pair up”.



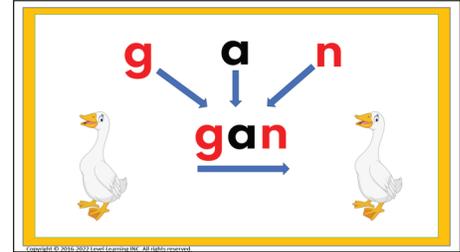
Dance, freeze, talk is a great energizer activity. Use it on rainy days, when students are in need of some movement or exercise. This activity is timed and interactions should be short and with many partners. A visual timer is helpful for some students.

1. Tell student 1 to say “Hola, amigo/a.” (manners, first!).
2. Tell student 2 to repeat.
3. Tell student 1 to say the word in the image, for example: ganso.
4. Tell student 2 to say the closed syllable in the word they just heard (“gan”). And then to break down the syllable (/g/, /a/ /n/). Then, they say the word they have in their own card back to student 1.
5. Student 1 responds the same way. Students keep their cards.
6. Teacher tells students it’s time to say goodbye. Teacher plays music again and students dance around until music stops and they meet their next partner. You can repeat this activity in the reading section of your lesson by using the syllable C.1 cards or the word C.3 cards instead of the images.

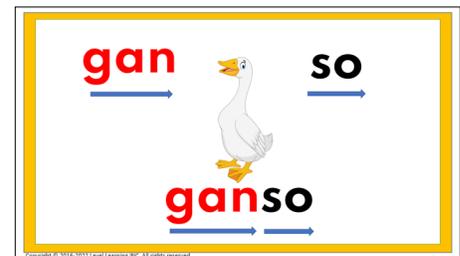
# Reading

## Blending Sounds into Syllables

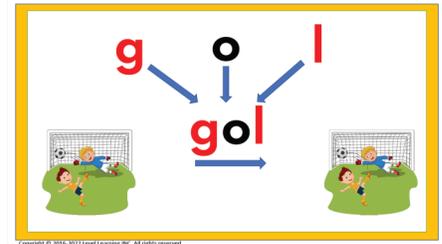
- ⇒ Use the blending posters to introduce the combination of vowels and consonants.
- ⇒ Teacher says: “La ge (touch letter b) con la a (touch letter a), y con la ene (touch letter n) hace /gan/ (slide your finger following the arrow while you say “gan”) ¿Qué empieza con “gan”?”. Teacher points at the image of “ganso” (Posters P.2).
- ⇒ Move to poster P.3. Slide your finger under each syllable while you have the whole class read with you. Then do it again with the complete word.
- ⇒ **Other decodable words:** In this lesson all words are decodable.
- ⇒ Show posters P.2, these poster has a 3 letter word/closed syllable with g. Have students segment all the sounds in the word, first without the written word, then reading the letters.
- ⇒ **Read Book 43** “El conde en la ventana”. Spend a minute on the title, and have students identify the closed syllables (“con”, “ven”). Ask students: “¿Que hace el conde?” (El conde mira por la ventana).
- ⇒ Introduce all vocabulary words. Show them how the 3 letter-closed syllable rules apply to all the letters, that is why in this lesson we see examples with 4 different letters.



Posters P.2



Poster P.3



Posters P.2



Book 44



# Reading

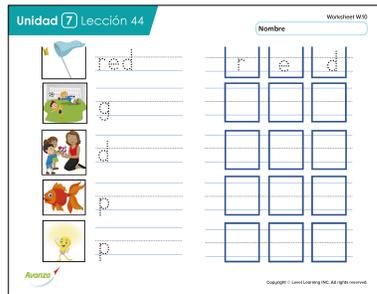
## Monosyllabic CVC Words

⇒ Show students again these monosyllabic words. Group students in groups of 3. Tell them one of the words, for example "sol". First student says the



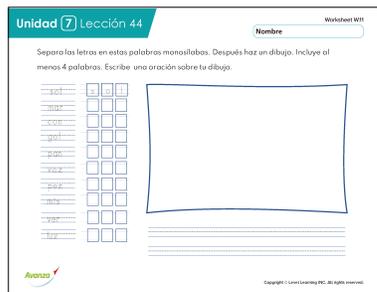
first sound, second student says the second sound, third student says the third sound, /s/, /o/, /l/.

- ⇒ Students practice in 3s with the other words.
- ⇒ Same activity can be done with small whiteboards, each student in the group writes a letter in the whiteboard to make the word "sol".
- ⇒ Students complete Worksheet W.10 by writing and segmenting monosyllables.



Worksheet W.10

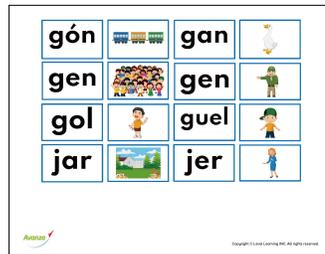
- ⇒ Students complete W.11 by segmenting monosyllabic words, writing a sentence with at least 4 of those words, and drawing a picture about the sentence.



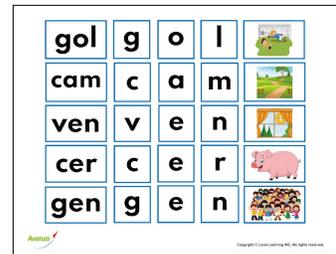
Worksheet W.11

## Center Reading Activities

Use C.1-C.4 cards and boards to manipulate open and closed syllables in centers, cooperative learning groups or guided instruction.



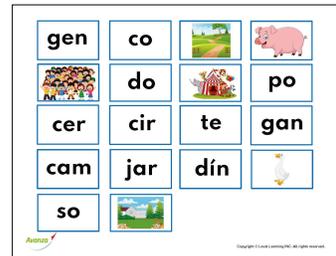
Activity cards C.1



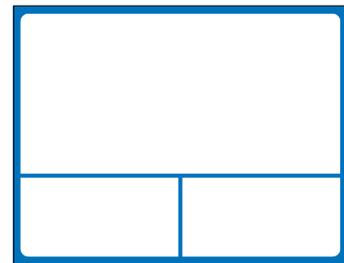
Activity cards C.2



Activity cards C.3



Activity cards C.4



Guided Board

- ⇒ 1. Connect Syllable cards with images (C.1).
- ⇒ 2. Using C.2 board, place full syllable, separate graphemes and corresponding image.
- ⇒ 3. **Order words in a sentence** C.3 contains all the words for all 4 sentences in the book. Cut the cards and pair up students with a set of sentences. Order the cards to make complete sentences. Have only the cards for one sentence in a ziploc bag and have the students order the words to make the sentence.
- ⇒ 4. Students **cut the C3 words**, glue them **in order** and **draw** a picture about the sentence.
- ⇒ 5. Using the C.4 Board, students make 2 syllable words using open and closed syllables and its corresponding image.

## Online Interactive Activities

**1. Open or Closed Syllable?** . Students hear “¿Qué palabra empieza por “gan”?”. Students click on each picture to hear the word and select the right one.

**2. Blend vowel and consonant.** Students combine consonant-vowel-consonant to make closed syllables for a specific image.

**3. Find the word.** Students select the right syllable combinations for the image on the screen.

# Reading-Writing

## Tracing Activities

Students complete tracing and vocab practice TR1-4.

TR.1: Students trace and connect capital and lower case closed syllables, the full word, the image and write the full word independently.

TR.2-4: Students trace capital and lower case syllables, vocabulary words and sentence.



Worksheet TR.1



Worksheet TR.2



Worksheet TR.3



Worksheet TR.4

## Syllable Recognition

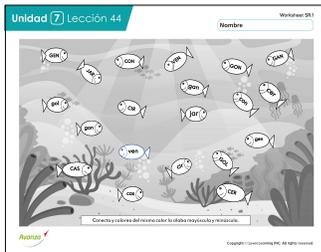
Students complete syllable recognition worksheets 1-4.

SR-1: Students connect the capital and lower case syllable.

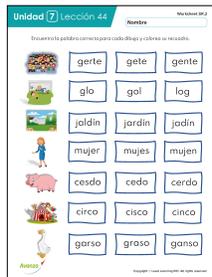
SR-2: Students circle the word that is spelled correctly for the image in that row.

SR-3: Students read, count the syllables and trace the words.

SR-4: Students circle the image that has the syllable in that row.



Worksheet SR.1



Worksheet SR.2



Worksheet SR.3



Worksheet SR.4

## Reading- Writing

### Writing Syllables, Words and Sentences

Students complete writing worksheets 1-4.

W.1: Students complete the words using a closed syllable.

W.2: Students cut and glue or cross out and write the syllables to make words.

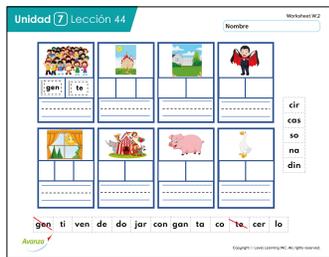
W3: Students trace, separate into syllables and write words with closed syllables.

W.4: Students read and write full sentences from the book. First tracing over, then independently.

Next students connect the sentences with the related image.



Worksheet W.1



Worksheet W.2



Worksheet W.3



Worksheet W.4

## Listening - Writing

### Dictation

- ⇒ Dictation is a guided practice that develops phonics concepts and skills. Instead of decoding, students are encoding:
  - ◇ They take a word apart sound by sound.
  - ◇ They know the letter that goes with the sound and how to write the letter.
  - ◇ They blend letters together to make syllables and then words.
- ⇒ Using decodable words only, teacher dictates or tell students words (or sentences) for them to write down on paper or small whiteboards.
- ⇒ Dictation words:
  - ⇒ 1. castillo, campo, conde, carne, vagón, golpe, chicos, corto, azúcar, ven.
  - ⇒ 2. ventana, mujer, cerdo, gansa, sargento, ranchero, bolso, pez, pan, tormenta.
  - ⇒ 3. gol, vende, jardín, gente, circo, bolso, pared, pastel restar, montaña.