

Unit 7: Lesson 39: Closed Syllable: Vowel + Consonant

Lesson Skills

- Distinguish between open and closed syllables.
- Decode 2 or 3 syllable words with closed syllables.
- Separate and pronounce each phoneme in a closed syllable.
- Decode and understand complete sentences that contain words with closed syllables.

COMMON CORE STANDARDS

CCSS.SLA-LITERACY.RF.1.3.B

CCSS.SLA-LITERACY.RF.1.3.E

CCSS.SLA-LITERACY.RF.1.2.C

CCSS.SLA-LITERACY.RF.K.4

Resources

- Book 39: Arturo y Antonio
- Posters and Cards
- Practice worksheets
- Student online activities
- Read Aloud: Una sorpresa para abuela

Introduction to Closed Syllables

⇒ In this lesson, we will review some of the words introduced in the first 5 lessons (initial vowels) such as “estuche” and “ardilla”, as they start with a closed syllable.

⇒ Show students posters P.4. Posters P4 pair up 2 words that start with syllables that share the same phonemes in different order. Words: **rana-ardilla**, **estuche-seta**, **roca-orca**, **alga-lago**, **isla-silla**.

⇒ Start with 2 familiar words, “rana” and “ardilla”. Sound out the first



syllable in “rana”.

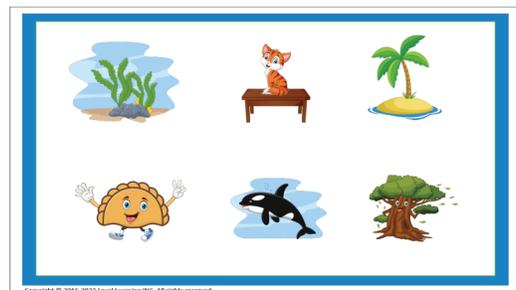
Sound out the first syllable in “ardilla”.

Posters P.4

⇒ Tell students that, in this lesson, they will be learning many syllables that start with a vowel

and end with a consonant. They are called “closed syllables”.

The syllables that end with a vowel are called “open syllables”. Point at



Poster P.1

“rana” and say “ra, /r/, /a/, ra, sílaba abierta”

and then point at “ardilla” and say “ar, /a/, /r/, ar, sílaba cerrada”.

⇒ Show students Poster P.1. Say the words: **alga**, **encima**, **isla**, **árbol**, **orca**, **empanada**.

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

- ⇒ Other words learned in this lesson are: estrella, insecto, ambulancia, él, ardilla, escuela, estuche, espejo, escalera, arco, león.

Phonemic Awareness Activities

- ⇒ **Find the closed syllable.** These 5 books from our platform work on initial vowel sounds. The table below shows some of the highlighted words in each book that contain a closed syllable.
- ⇒ Read the book slowly, paying attention to initial vowel words, especially the ones that are closed syllables.
- ⇒ Instead of just trying to identify ANY closed syllable with a vowel, focus on the closed syllable highlighted for each book, so students are able to detect the sounds easier.

If a word starts with a vowel, its initial syllable can be just that initial vowel (a-vión) or a closed syllable (al-ga). This lesson is perfect to compare the 2 types of initial vowel syllable and remind students that a single vowel can be a syllable (ex: a-vión, elefante, i-guana, o-so, u-va).

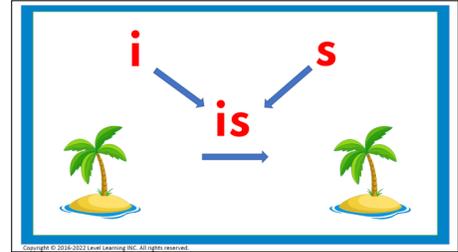
Una sorpresa para abuela	Emergencia en la playa	Iñigo Iguana	Olivia y Oscar con su oca	El universo de Uma
AL	ES	IN	OB	UR
almacén	estatuas	incendio	objetivo	urgencia
alcachofa	escorpión	infinito	observan	Ursula
almuerzo	estrella	insecto		
alza	escarabajo	informa		

- ⇒ Have students raise their hand and tell you or a partner the word they heard with an initial closed syllable.
- ⇒ Continue using a book each day. Remember not all the words are decodable and this is a phonemic awareness activity, students should not have to read or write all these words yet.
- ⇒ If you want to use a visual or write a word on the board, these are the decodable words: alcachofa, alza, escarabajo, infinito, objetivo, Úrsula.
- ⇒ When students recognize a closed syllable, you may ask: “¿Qué consonante cierra la sílaba?”

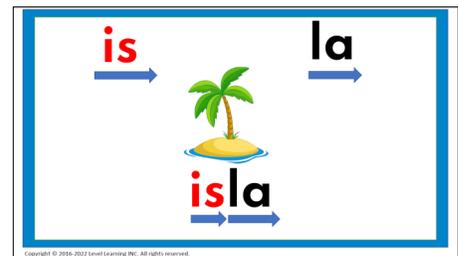
Reading

Blending Sounds into Syllables

- ⇒ Use the blending posters to introduce the combination of vowels and consonants.
- ⇒ Teacher says: “La i (touch letter i) con la s (touch letter s), hace /is/ (slide your finger following the arrow while you say “is”) ¿Qué empieza con “is”?”. Teacher points at the image of “isla” (Posters P.2).
- ⇒ Move to poster P.3. This is a decodable word for this lesson: Isla. 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:** orca, escuela, estuche, ardilla, encima, alga, empanada, él, último, miel, empanada, arte, España.
- ⇒ In “Arturo and Antonio”, students are introduced to closed syllables by comparing them with their reverse open syllable (orca, roca).
- ⇒ Show posters P.4, these posters pair up the images that have same phonemes in different order in the first syllable. Words: alga-lago, roca-orca, estuche-seta, rana-ardilla, isla-silla.
- ⇒ **Read** Book 39 “Arturo y Antonio” to introduce all vocabulary words.
- ⇒ Spend a minute on the title, and have students identify the closed syllables (Ar and An).
- ⇒ **Online reading:** Students read the book “Arturo y Antonio” on their tablets.



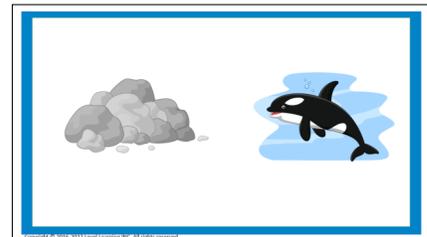
Posters P.2



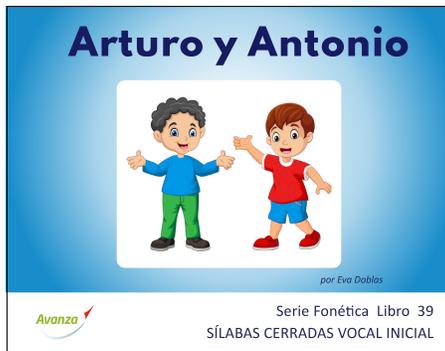
Poster P.3



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Posters P.4

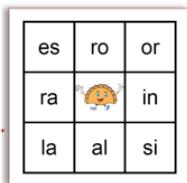
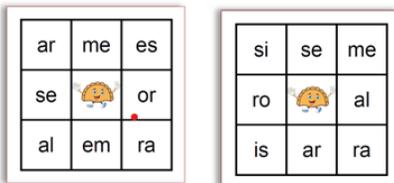


Book 39

Reading

Phoneme Bingo

- ⇒ You can use this phoneme-grapheme bingo as a whole class, or as a center for a small group of students.
- ⇒ This bingo is designed to be used as a “blackout bingo” (fill all the boxes).
- ⇒ Image cards are placed upside down on a tray. Students are given a bingo card each or by pairs. You will need some type of counters to cover the boxes.
- ⇒ Teacher or a student picks up an image card and calls out the word. Students need to look for the initial syllable and if they have it, cover it.

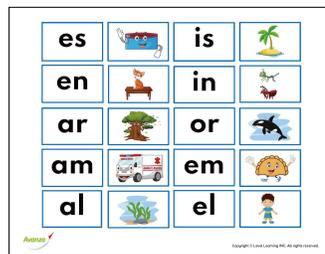


Grapheme-Phoneme correlations
Bingo card class sets

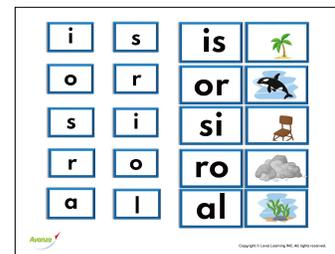


Center Reading Activities

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



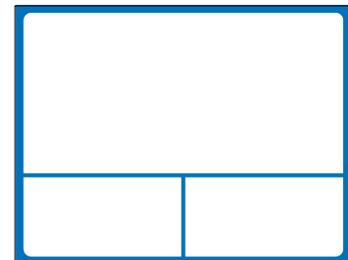
Activity cards C.2



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 “ar”?”. Students click on each picture to hear the word and select the right one.

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

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

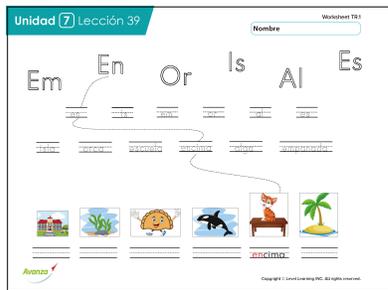
Reading-Writing

Tracing Activities

Starting in this lesson, tracing activities are changing to syllable and sentence level practice.

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 and TR.3: Students trace capital and lower case syllables, vocabulary words and sentence.



Worksheet TR.1



Worksheet TR.2



Worksheet TR.3

Syllable Recognition

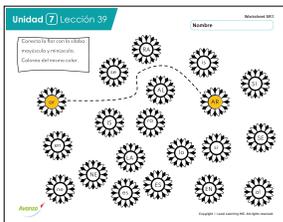
Students complete syllable recognition worksheets 1-3.

SR-1: Students connect and color the flowers with the capital and lower case syllable. SR-2:

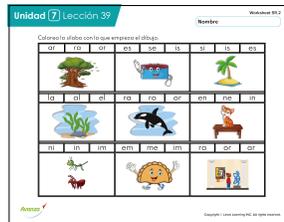
Students color the initial syllable of the image.

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

SR-9: Students circle the word that uses the correct spelling for the image in that row.



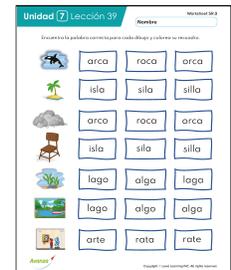
Worksheet SR.1



Worksheet SR.2



Worksheet SR.3



Worksheet SR.9

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.

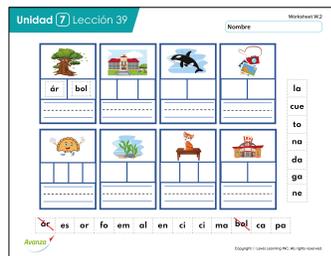
W.3: Students trace, separate into syllables and write words with closed syllables.

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: silla, seta, isla, estuche, orca, roca, encima, nena, lago, alga,
- ⇒ Dictation sentence: Escucha a la orca en la isla de la roca.