

Lesson 1: Open and Closed Syllables

Objectives

- To be able to spell words with multiple sound-spelling patterns
- To spell words with open and closed syllables

This week's words				
frozen	donate	enable	coconut	basic
tomato	prevent	*until	united	capable

* indicates high-frequency words

Revise

- **Starter:** Share **1.1** and revise long and short vowel sounds by asking children to sort the words to the correct sound.
- Children could use whiteboards to record their answers for ease of assessment. Share answers and correct where necessary.

Introduction

- **This Week's Words:** Share this week's words on **1.2**. Check for understanding and correct pronunciation.
 - Establish that all of this week's words have two or more syllables. How do we know? Every syllable contains one vowel sound.
 - Explain that we can either look for the vowels in each word, or we can also hum the word to hear how many syllables it has.
 - Identify and count the vowels in each word.
- **Syllable Sort:** Share **1.3** and invite the children to sort this week's words according to how many syllables can be heard.
 - Establish that the vowel sounds create a beat of sound in each word. Each beat (vowel sound) is a syllable. You can hear these beats more easily when you hum the word.
 - Ask students to try humming each word to help them sort to the correct number of syllables.
 - Click the word for it to move to the correct section. Share answers and correct where necessary.

Main Teaching Input

- **Etymology:** Share **1.4** explaining the etymology of tomato.
- **Morphology:** Share **1.5** and review the common meaning among the **uni** words. Establish that **uni** means one.
- **Syllable Maps:** Show **1.6** and read aloud the words *frozen* and *until*, reminding children that we know these words have two syllables, because we hear two beats and see two vowels in each word.
 - Explain that we will look at how to split syllables and that this should be a flexible process. Ask them to count the letter or letters that sit between the vowels.
 - If there is one consonant, you usually split the syllable before the consonant. If there are two consonants, you usually split in the middle of the consonants. However, if the split does not produce a familiar word, be flexible and try the other way.
 - Model how to split the words *fro|zen* and *un|til* into syllables, using this generalization.
 - Explain that sometimes an open syllable can have a schwa vowel sound (short /u/ or /i/) when we say it in our normal speech.
 - When spelling, we try to use our *spelling voice* by saying the sounds the letters normally represent, to help us spell correctly, and then adjust to the correct pronunciation when speaking. Model segmenting the word *tomato* as /t/-/oa/-/m/-/ai/-/t/-/oa/ and then pronounce the word as you would normally (**tuh**-mā-to).
 - Model labeling each syllable type and sounding out the vowels to confirm if they match the generalization. Model how if you split the syllable in another place, it would change the way the word is pronounced, e.g., *froz|en* (with a short /o/ sound) and *u|ntil* (long /yoo/ sound).
 - Ask children to then work with a partner/individually to map out the syllables for *pre|vent*, *ba|sic*, and *co|co|nut*.
 - Share answers and correct where necessary. Point out that the first syllable in **pre**vent and the second syllable in **co**conut are open schwa syllables. Ask children how they would pronounce those words in a *spelling voice*? [prevent - long e; coconut - long o]

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Main Teaching Input

- **Phoneme Maps:** Share **1.7** and model how to add sound buttons for the word *donate*. Draw a dot underneath each individual sound. Where multiple letters spell one sound, a line should be drawn. For split digraphs, a connecting line should be drawn underneath as well.
 - Then model adding graphemes to sound boxes for each sound. Explain that split digraphs contain the letter **e** that is not pronounced, so it should be placed outside of the sound boxes.
 - Ask children to then work with a partner/individually to map out the phonemes in *frozen*, *enable*, and *until*.
 - Share answers and correct where necessary.
- Show **1.8** and ask the children to complete mapping the syllables and phonemes with a selection of this week's words. Answers on **1.9**. Check answers and correct where needed.

Independent

Apply - Share **1.10** and ask children to write a sentence about the pictures, remembering to include the word in the sentences. Then read the sentences and replace the underlined word with one of the blue words. Share **1.11** and invite children to write a description of the picture using the given words.

Answers on **1.12** and **1.13**.

Investigate - Share **1.14** with the children. Explain that they are going to complete the Word Shed grid based on the word *donate*. Possible answers on **1.15**.

Consolidation / Reinforcement

→ Share **1.16** and ask children unscramble the syllables to make this week's words. You may wish to print and make copies for the students to cut out and work on individually or in pairs. Alternatively, they could write their answers instead.

Optional Independent Extended Learning Ideas

Syllable Sort

Children can sort the syllables on **1.16** onto the sorting mat. (Slide **1.17**.)

Word Shed

Print additional copies of the blank Word Shed on **1.18**. Students can investigate other words on this week's list.