

This lesson should be taught after /e/ is mastered and before introducing /sh/ in the Level 1 Teacher's Guide.

Since the purpose of the lesson is to introduce the closed syllable type that all words in Level 1 reflect, Step 6 is skipped in this lesson. After completing this lesson, move on to the /sh/ Introduction and continue to emphasize the closed syllable rule in each lesson.

## Step 1 Phonogram Cards

- ❖ Shuffle and drill Phonogram Cards 1-25
- ❖ Review Decodable 1 Word Cards: 10, 25, 26, 39, 63
- ❖ Write these words on the board: pat, lip, top, lug, pet

Today you will learn about vowel sounds in words with consonant sounds that come right after the vowel. These words are called “closed syllable” words because the consonant(s) give the vowels the sounds we have learned. Usually in closed syllable words, there are also consonants before the vowel.

Let's look at the words on the board. These are all closed syllable words because the consonants in the words are before and after the vowel. I'm going to put a small “c” under the consonants and a “v” under the vowel in the first word. What small letters did I write under the first word?

Yes, I wrote “c” “v” “C” under the word. This means the letters are a consonant, a vowel, and a consonant, and it's a closed syllable word. Why do we call this word a “closed syllable word?”

- ❖ Continue the same procedure with the remaining words.
- ❖ Now write these words next to the words on the board: spat, flip, stop, plug, bled.

Sometimes there are more than just one consonant before and after the vowel in closed syllable words. Look at the word “spat.” What is the vowel in this word? How many consonants are before the vowel? Let’s label them. This word has the labels consonant, consonant, vowel, consonant and is a closed syllable word. Continue with the remaining words.

## Step 2 Phonological Awareness

### ***Segmentation***

- ❖ Distribute three white and three green sound circles and a Phoneme Segmentation Sheet to each student.
- ❖ Have students place their circles in the gray box at the top of the sheet.

I will say a word. Bring down a circle for each sound you hear. Use green circles for vowel sounds and white circles for consonant sounds.

- ❖ Build these words with the sound circles. After building each word ask the students why the word is a closed syllable word.

- pet
- tub
- mop
- wag
- pin
- spin

### Step 3: Word Building

- ❖ Distribute small letter sets.

Build the words pet, tub, mop, wag, pin and spin with the letters. After building each word ask the students why the word is a closed syllable word.

### Step 4: Decoding and Sentence Reading

- ❖ Distribute the Word Decoding Page attached to this lesson.

Have students underline the vowels in the words one row at a time on the word decoding page. Go back and point to each word in the row, asking the students what the vowel name and sound is, then read (sound out) the whole word.

### Step 5: Prereading

- ❖ Write the word spin on the board.
- ❖ Underline the vowel and point to the word.

This is the word spin. What is this word?

In the word spin, what letter says /i/?

In the word spin, what letter says /s/?

In the word spin, what two letter say /sp/?

In the word spin, what letter says /n/?

In the word spin, what does the letter u say?

In the word spin, what does the letter s say?  
In the word spin, what does the letter p say?  
In the word spin, what does the letter n say?

Say spin. Say spin again, but instead of /i/, say /a/. (span)

Is the word “spin,” a closed syllable word? Why?

## Step 7: Sound Dictation

❖ Dictate the following 5 or 10 sounds to the students:

- |         |        |        |
|---------|--------|--------|
| 1. /i/  | 2. /u/ | 3. /p/ |
| 4. /t/  | 5. /a/ | 6. /e/ |
| 7. /o/  | 8. /y/ | 9. /m/ |
| 10. /n/ |        |        |

## Step 8: Prespelling

Say “grip.”

How many sounds do you hear in grip?

What sound do you hear at the beginning of grip?

What is the second sound in grip?

What is the vowel sound in grip?

What is the last sound in grip?

Say grip. Say grip again, but don't say /g/.

## Step 9: Word Dictation

❖ Dictate the following 5 or 10 words to the students:

- |          |         |         |
|----------|---------|---------|
| 1. tan   | 2. mud  | 3. mop  |
| 4. ran   | 5. step | 6. fit  |
| 7. past  | 8. spin | 9. lift |
| 10. spot |         |         |

## Step 10: Sentence Dictation

❖ Dictate these sentences:

1. Bob can run fast.
2. Tim lost the bet.

# Word Decoding

man rat nag hat pal

sit pit pin tin lip

sod nod hop tot box

hum bun mud mug lug

men met wet web bed

ANSWER KEY

# Word Decoding

man rat nag hat pal

sit pit pin tin lip

sod nod hop tot box

hum bun mud mug lug

men met wet web bed