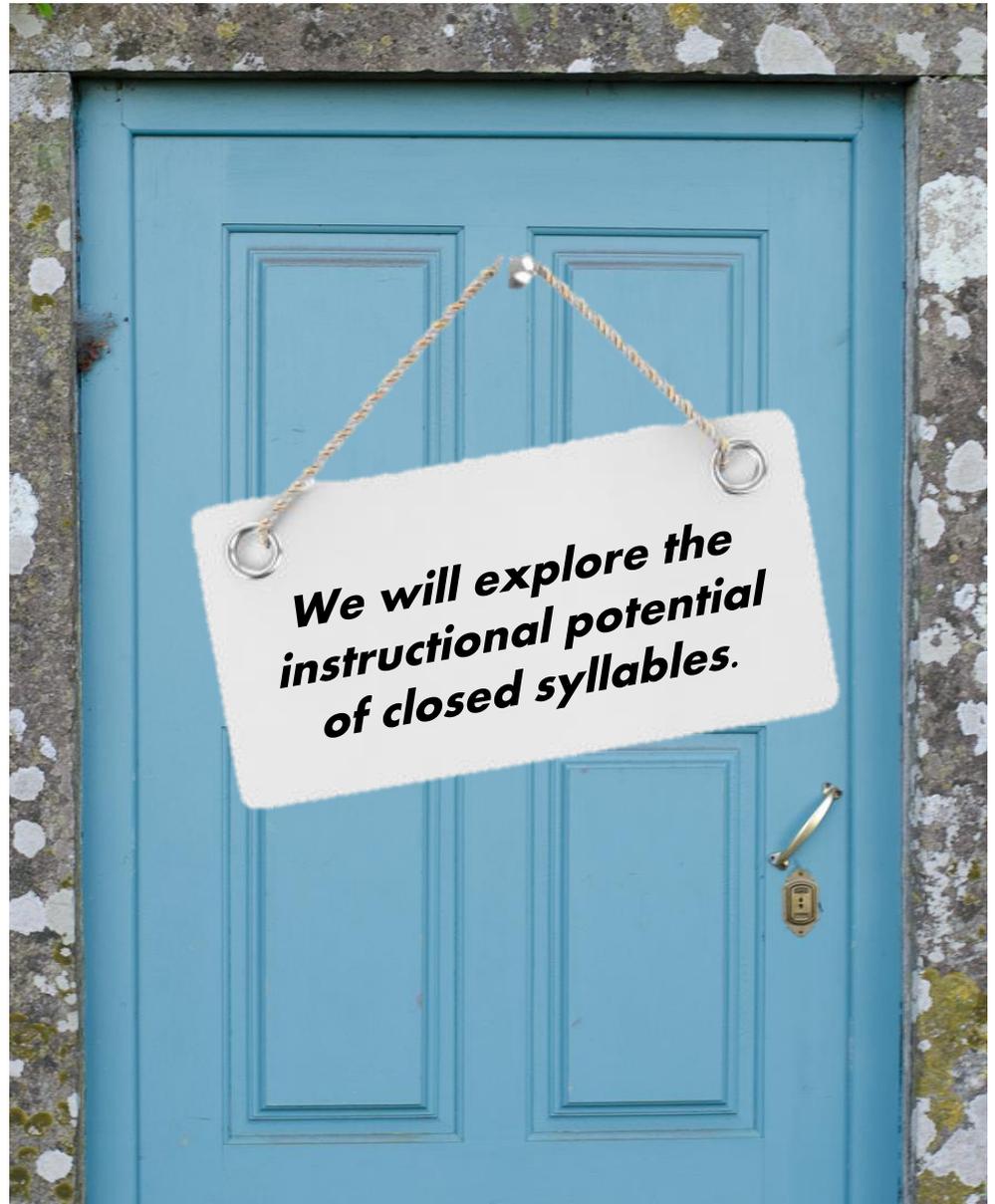


CLOSED SYLLABLES, OPEN POSSIBILITIES

September 9, 2016

Today!



**We will explore the
instructional potential
of closed syllables.**

What is a syllable

“A syllable is a unit of pronunciation that is organized around a vowel sound. It may or may not have consonants before or after the vowel sound.”

*“I sure wish
somebody had told
me that before!”*



- A syllable is a word or part of a word with one vowel sound.
- Every syllable has to have at least one vowel.

Can You Read These Words?

linbaptube

folibe

remterfle

leemble

viftucpat

Why teach syllables?

Approximately 86% of English words are phonetically regular for spelling.

64 % of those words are made up of various 2 syllable patterns...

...and 71% of those are produce using at least 1 of 2 syllable types.

| Syllable Types | % of Frequency |
|----------------|----------------|
| Closed | 43.3% |
| Open | 28.9% |
| Vowel-e | 6.7% |
| Vowel Team | 9.5% |
| R-controlled | 10.2% |
| Consonant-le | 1.4% |

Why is Reading Multisyllable Words Difficult?

- There are many possible combinations of syllable types.
- They appear in rapid succession in a passage.
- Lack of mastery at a single-syllable type impacts ability to read multisyllable words.

So where does syllable instruction belong?

| | | | | |
|-----------------------------|--|----------------------------------|----------------------------------|---|
| Standards to Use | Listening & Speaking (LS) Domain | Reading (R) Domain | Writing (W) Domain | Language (L) Strand Standard 1: Standard English Conventions |
| | Language (L) Strand Standard 2: Vocabulary | | | |
| Time Allocation | Oral English/ Conversation & Vocabulary 60 minutes | Reading 60 minutes | Writing 60 minutes | Grammar 60 minutes |

What do you notice?

at

stamps

crisps

end

kept

prompt

up

club

in

ORAL ENGLISH CONVERSATION & VOCABULARY ALLOCATION

Listening & Speaking ELPS

Stage III

III-LS-1: HI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.

III-LS-2: LI-1: producing multi-syllabic words including those with common affixes with accurate pronunciation and stress.

Stage IV & Stage V

IV-LS-1: HI-1: distinguishing between individual phonemes in minimal pairs, minimal phrases, and minimal sentences. **(V-LS-1: HI-1)**

IV-LS-2: HI-1: producing multi-syllabic words including those with common affixes with accurate pronunciation and stress. **(V-LS-2: HI-1)**

Word
Awareness

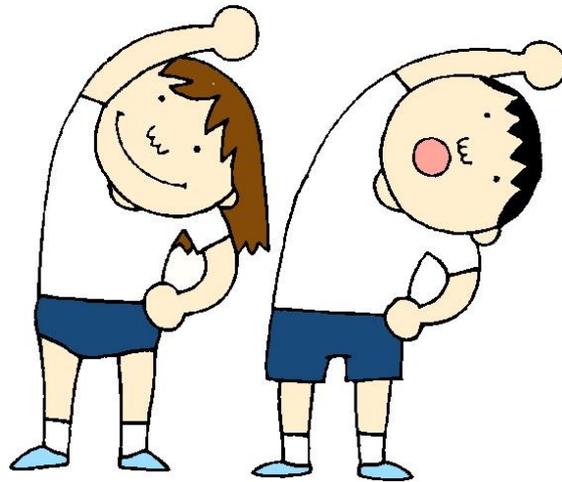


Syllable
Awareness



Sound
Awareness

Let's Warm-up



How might these activities be differentiated or what other activities might you add to meet the diverse language needs of an ELD classroom?



READING ALLOCATION

Reading ELPS

Stage III

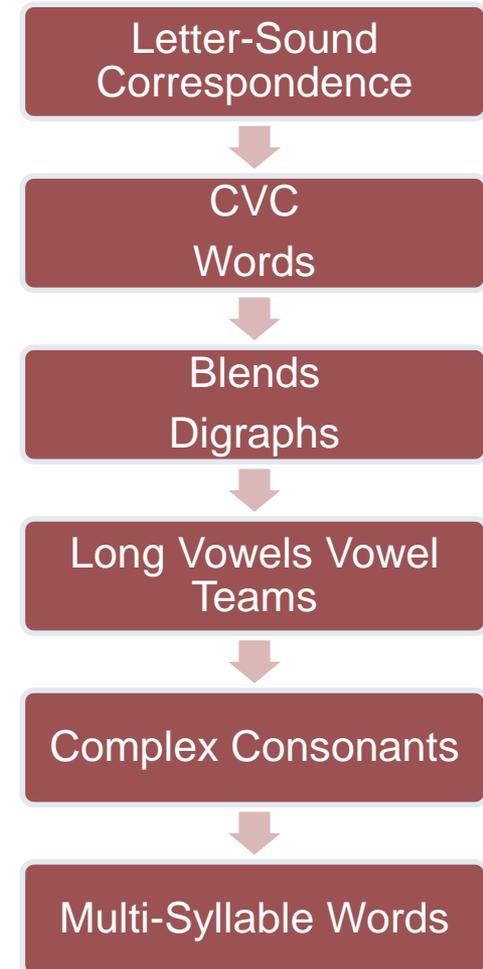
III-R-2: HI-3: segmenting syllables in multi-syllabic words.

III-R-2: HI-4: blending isolated phonemes to form multi-syllabic words, using r-controlled vowel sounds, digraphs, and diphthongs

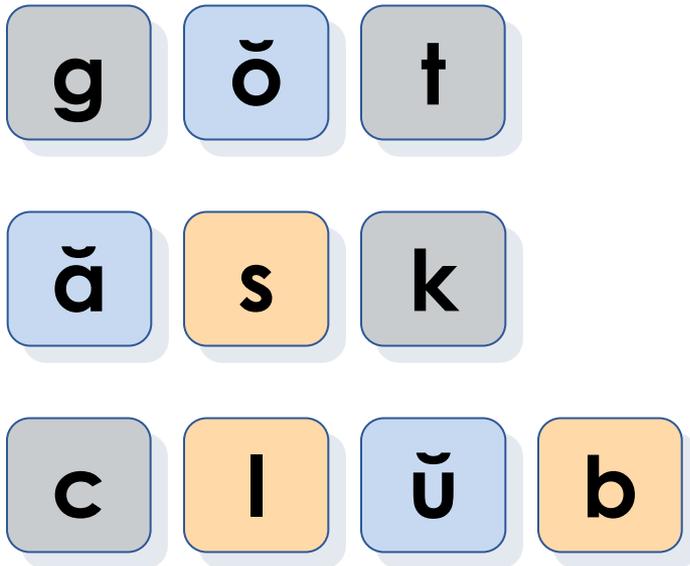
III-R-2: HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context.

Stage IV & Stage V

IV-R-2: HI-8: applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. **(V-R-2: HI-8)**



Closed Syllable



Structure: only one vowel, with at least one consonant after the vowel

Type of Vowel Sound: The short vowel is coded with a breve

Closed or not closed?

1. Find the vowel
2. Find the consonant
3. Gesture

Are we ready for more?

To divide syllables, students must know:

1. What a syllable is
2. Which letters are vowels and which are consonants
3. Consonant blends and digraphs

ĩ

n

v

ě

s

t

◦ How many vowel sounds? 2

◦ How many syllables? 2

◦ First syllable?

ĩ

n

◦ Syllable Type?



◦ Second syllable?

v

ě

s

t

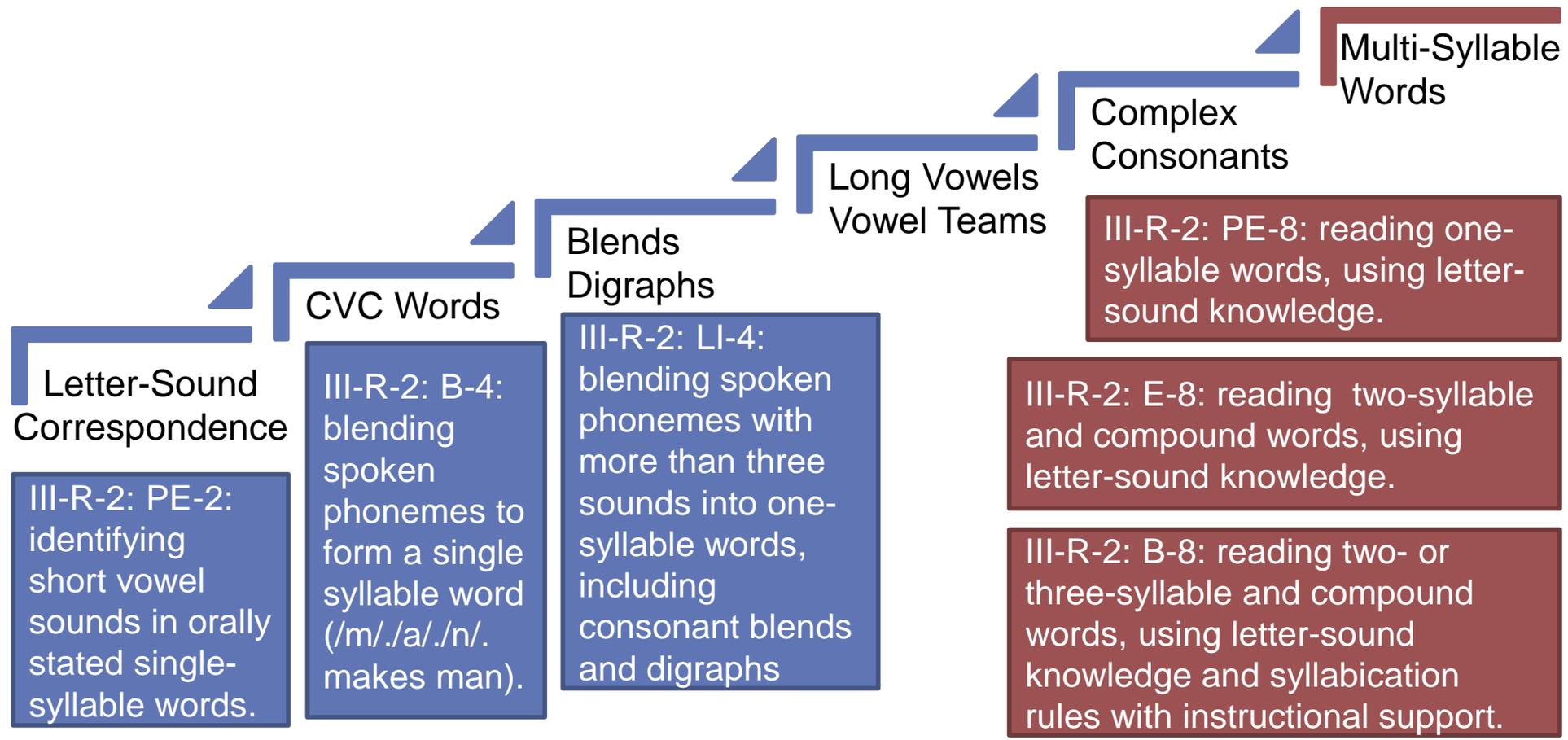
◦ Syllable type?



SORT *IT* OUT



Sample Phonics Continuum



III-R-4: PE-4: blending spoken simple onsets and rimes to form real words (onset /c/and rime /at/).

III-R-2: PE-8: reading one-syllable words, using letter-sound knowledge.

1. What do these words have in common? (**had, ab, an, pan, tag, tax, at**)
2. Say the word **at**. Say a new word with the **b** in front of **at**. Try the letter **c**.
3. Build four words that start with the letters **h, m, p, s** and end with **at**.
4. Say the word **an**. Say a new word with the **c** in front of **an**. Try the letter **m**.
5. Build and read five words that start with the letters **b, f, r, p, t** and end with **an**.
6. Say the word **cap**. List 6 words that rhyme with **cap**.



How do you think this type of connected small group instruction might benefit ELLS?

WRITING ALLOCATION

Writing ELPS

Stage III

III-W-2: HI-2: spelling multi-syllable words using knowledge of syllabication and spelling patterns

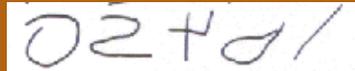
Stage IV

IV-LS-1: HI-1: HI-2: using common spelling patterns and generalizations to spell words.

Stage V

V-W-1: HI-2: spelling words correctly.

Logographic



Early Alphabetic

*bat, job, pig



Late Alphabetic

*free, take, joking



Consolidated Alphabetic

*un-de-ni-a-ble

Word Work

III-W-2: E-2: using Knowledge of letter-sound relationships to spell simple words within word families.

can
pan
man
ban
ran
bag
tag
rag
sad
bad
had

III-W-2: B-2: spelling single-syllable words using learned spelling patterns.

glad
slap
snap
slab
clan
scan
scam
stamp
lamp
fact
last

III-W-2: LI-2: spelling two-syllable words using knowledge of syllabication and spelling patterns.

attic
happen
mammal
traffic
ballot
gallop
napkin
basket
plastic
cactus
canvas

III-W-2: E-2: using Knowledge of letter-sound relationships to spell simple words within word families.

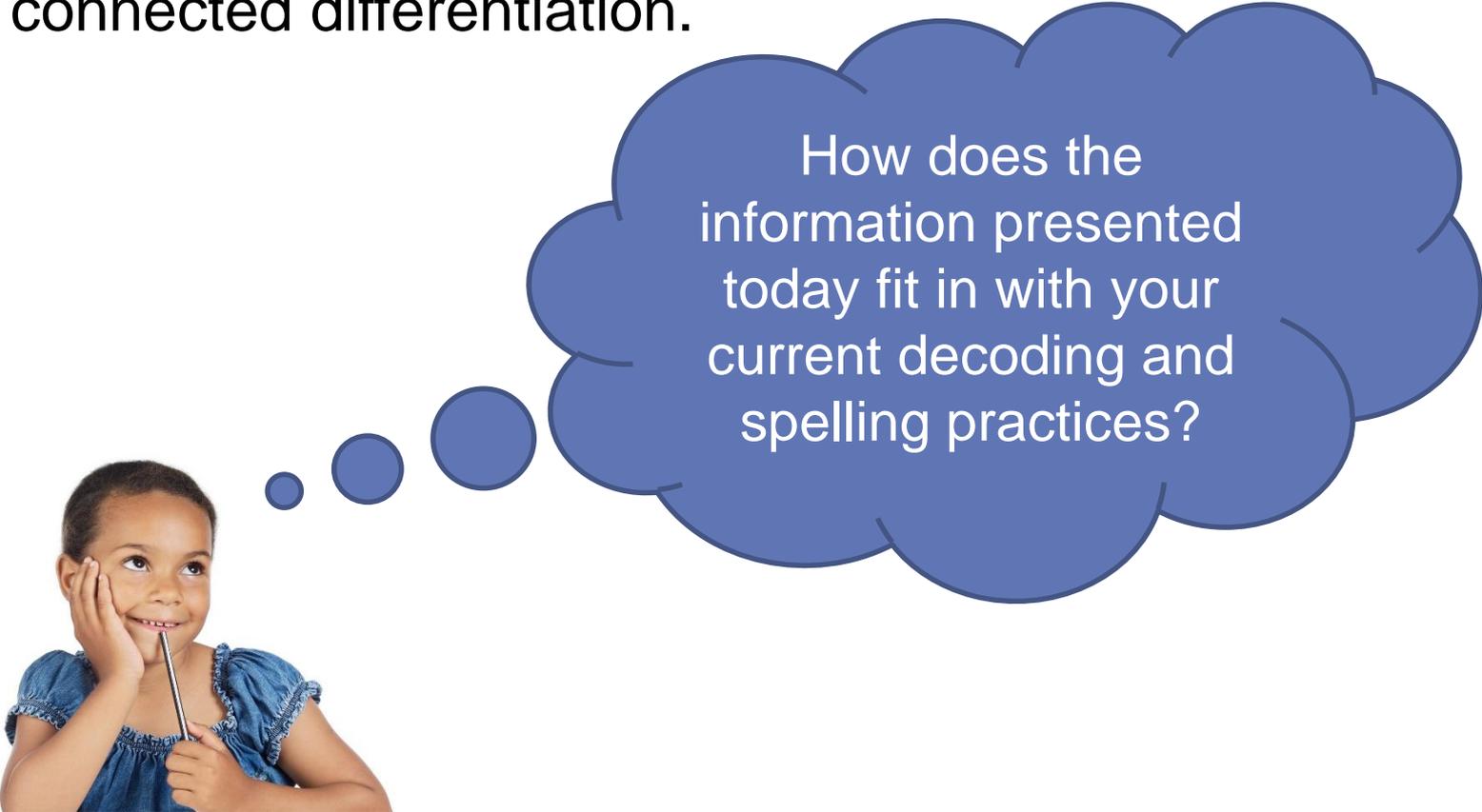
1. Write the word **an**. Write a new word with the **c** in front of **an**. Try the letter **m**.
2. Write five words that start with the letters **b, f, r, p, t** and end with **an**.
3. Write the word **bag**. Write five words by changing the letter **b** to these letters: **n, r, s, t, w**.
4. Write the word **sad**. Write six words that rhyme with **sad**.



What are some additional activities whole or small group that would allow students to practice writing multi-syllable words?

Final Thoughts

- Syllable instruction allows teachers to work within grade-level words while providing opportunities for connected differentiation.

A young girl with dark hair, wearing a blue dress, is shown in the bottom left corner. She has her hand to her chin and is looking upwards with a thoughtful expression. A large blue thought bubble is connected to her by three smaller blue circles. Inside the thought bubble, the text asks: "How does the information presented today fit in with your current decoding and spelling practices?"

How does the information presented today fit in with your current decoding and spelling practices?

