

# Lesson 1

## Closed and Open Syllables

### Objective

This lesson reviews concepts taught in Level 1 and teaches the Closed and Open syllable types.

### You Will Need

- ☐ *Leap into Reading* pages 9-20
- ☐ Phonogram Cards 1-32
- ☐ Closed and Open syllable tags
- ☐ Progress Chart

### Before You Begin

If you are new to the *All About Reading* program, have your student take the Placement Test for Level 2 on page 15.

At the beginning of each lesson, you will find a cream-colored Before You Begin section like this one. Review these instructions before you begin the lesson.

The actual lesson plan you will teach to your student begins *after* the Before You Begin section.

We'll start the lessons in Level 2 with a review of the concepts taught in Level 1. **Depending on your student's age and attention span, you may wish to divide this review lesson into two or more sessions.**

If your student finished Level 1 within the last few days and you don't feel that review is needed, you may choose to skip the Review sections and start immediately with the New Teaching section on page 40.

### Review Closed and Open Syllables

Although Closed and Open syllables were introduced in Level 1, today will be the first time that syllable tags are used. We'll use syllable tags throughout Level 2 to help your student recognize syllable types, which in turn will help her decode words with greater accuracy.

Very soon, your student will be learning to read longer multisyllable words, so recognizing syllable types will become doubly important. The foundation we are building at this early stage will allow your student to quickly and confidently decode words like *insect*, *beyond*, and *music* simply by applying her knowledge of Open and Closed syllable types.

## Before You Begin

(continued)

### Closed



A **Closed syllable** ends in a consonant and has a short vowel sound, as in the word *bat*. On the syllable tag, the closed door represents a Closed syllable because the final consonant “closes in” the vowel.

### Open



An **Open syllable** ends in a vowel. The vowel has a long vowel sound, as in the word *me*. On the syllable tag, the open door represents an Open syllable because there is nothing after the vowel; there is just “open space.”

To save space in the Teacher’s Manual, syllable tags are shown with text only, like this:



Closed Syllable

Name Game Syllable

When you’re working with your student, however, you’ll use the syllable tags with the graphics that came in the Student Packet.

Closed



Name Game



Why is knowing the syllable types so beneficial? Let’s say your student is reading a story and she comes across the word *craft*. She doesn’t instantly recognize the word because she has never read it before. Although the word is unfamiliar, she isn’t flustered because she has a method for determining whether the letter a says its long or short sound. She sees that the a is followed by a consonant, which means that it is in a Closed syllable, so the vowel most likely says its short sound. She is able to decode the word *craft* independently and continue reading the story.

For an overview of the remaining syllable types and why they are helpful for decoding, see Appendix D.

## Review

### Review Phonogram Cards 1-32



Review Phonogram Cards 1-32, which were taught in Level 1. Show the front of the card to your student and have him say the sound(s).

## Review

(continued)

If your student could instantly recite all the sounds of the phonograms, file these thirty-two flashcards behind the **Phonogram Cards Mastered** divider in your student's Reading Review Box. If there was any hesitation on the sounds, file those cards behind the **Phonogram Cards Review** divider. Those cards will be reviewed at the beginning of the next lesson.

## Review Words from Level 1

"In this first activity, we'll review words that you already know. See how accurately you can read these words."



If you are working with an older student, feel free to skip any of the activity sheets that your student wouldn't enjoy. You can review the words from Level 1 using flashcards, if you prefer.



### Feed the Anteater

Remove pages 9-13 from the *Leap into Reading* activity book.

Cut two slits on page 10 as indicated by the dotted lines. Cut apart the word strips. Tape the ends of several strips together to make one long strip. Repeat with the remaining strips.

Take one of the word strips and weave it through the slits. A word and an ant will appear on the anthill, as shown below.



## Review

(continued)

Pull the slip up from the back so that one word is revealed at a time. Have your student read the word aloud and then pull the slip to reveal the next word.

Continue until the anteater has “eaten” all the words on the word strips.

## Review Plural Words

Build the word *wings* with letter tiles.



Cover the s with your finger.

“We say one *wing*.”



“And we say two *wings*.”



“*Wings* is **plural** because it means **more than one**.”

Build the word *dishes*.



Point to e-s. “Words can be made plural by adding s or e-s.”

“I’m going to say a word, and then you’ll say the plural version of that word.”

“One *drum*, two \_\_\_\_.” If necessary, prompt your student to say *drums*.

“One *box*, two \_\_\_\_.” *Boxes*.

“One *desk*, two \_\_\_\_.” *Desks*.

## Review Vowels

“What are the vowels?” *The vowels are a, e, i, o, u, and sometimes y.*

“What is a consonant?” *Any letter that isn’t a vowel.*

## Review

(continued)

Move the letter tiles a, e, i, o, and u into the workspace.

a e i o u

Point to the a tile.



“Tell me the sounds of the letter a.” /ă/-/ā/-/ah/.

“Tell me the first sound of the letter a.” /ă/.

“Good. A vowel’s first sound is its short sound.”

“I will point to a vowel and you will tell me its **short** sound.”

a	/ă/.
e	/ĕ/.
i	/ĭ/.
o	/ō/.
u	/ŭ/.

“Now tell me the **long** sound of each vowel.” Point to each vowel.

a	/ā/.
e	/ē/.
i	/ī/.
o	/ō/.
u	/ū/.

## Review the First and Second Syllable Types: Closed and Open Syllables

Build the word *well* with letter tiles.

w e l l

“What does this word say?” *Well*.

Point to the e.

“What does this vowel say?” /ĕ/.

## Review



(continued)

“Is there anything after the e?” *Yes, l-l.*

“Good. We say that the e is closed in by the l-l. This is a Closed syllable.”

“Is the vowel in this word short or long?” *Short.*

“Right. When a vowel is in a Closed syllable, it usually says its short sound.”

Remove the two l's.  

“What does this new word say?” *We.*

“Is there anything after the e now?” *No.*

“There is ‘open space’ after the vowel, so we call this an Open syllable.”

“When a vowel is in an Open syllable, it usually says its long sound.”

Point to the e. “What does the e say in this word?” */ē/.*

## New Teaching

### Introduce Closed and Open Syllable Tags

Move the Closed and Open syllable tags into the workspace.

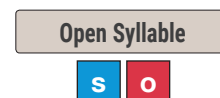
“This **closed door** represents a **Closed** syllable.”



“This **open door** represents an **Open** syllable.”



Build the following words. Have your student place the correct tag above the syllable.



“Now let’s help some friendly monsters get supplies for a party!”



## Party Monsters Go Shopping

Remove pages 15-18 from the activity book.

Place page 15 in front of your student. Cut out the monster cards on page 17 and place them in a pile with the words facing down.

“These Party Monsters are planning a party and need to buy some supplies at the store. Let’s see if the store is open or closed when the monsters get there.”

Have your student select the monster cards one at a time and read the word on the back. If the word is a Closed syllable, she should put the monster by the closed door. If the word is an Open syllable, put the monster by the open door.

Once all the monster cards have been sorted, have your student count how many monsters were at the store when it was open and how many were at the store when it was closed.

## Practice Fluency

Lesson 1 - Practice Sheet			
Review Words			
plum	puff	wish	quack
finch	be	quiz	blank
thrill	himself	she	said
he	bobcats	such	shred
rang	so	them	buzz
class	of	text	swing
eggshell	go	crack	fishes
pets	chopsticks	was	sniff
for	fox	codfish	shrank
Phrases			
pink gum	tan handbag		
ten wishes	the last duck		
go west	a bad dog		
glass of milk	box lunch		
his long song	red quilt		
on the shelf	six wet frogs		

Turn to pages 19-20 in the activity book.

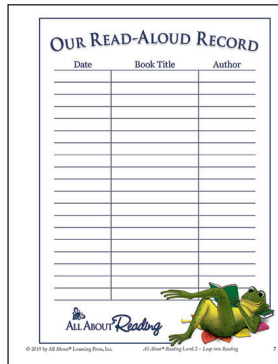
Have your student read from the Practice Sheets to review words, phrases, and sentences from Level 1.



For tips on using the Practice Sheets, refer to Appendix K.

## Read-Aloud Time

### Read a Story or Poem

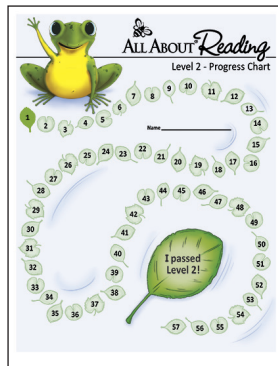


A form titled "OUR READ-ALoud RECORD" with three columns: Date, Book Title, and Author. Below the columns are ten rows for recording. At the bottom, there is a logo for "ALL ABOUT Reading" featuring a green frog and the text "© 2010 by All About Reading Press, Inc. All About Reading Level 2 - Long and Boring 7".

Read aloud to your student for twenty minutes. You can keep track of your read-alouds on the Read-Aloud Record found on page 7 of the activity book.

## Track Your Progress

### Mark the Progress Chart



If you haven't already done so, remove page 5 from the activity book.

After each lesson has been completed, have your student color in or place a sticker over that lesson number on the Progress Chart.





The ants  
in that anteater activity were  
sticky-tongue delicious! (Oh, and  
the review words weren't bad either).  
Speaking of delicious ... I wonder if those  
Party Monsters were going to get  
some good snacks? No party is complete  
without french flies, you know!

If you're ready for Lesson 2,  
I'll hop along with you.  
Let's bounce!



## Did you enjoy this activity? Then you'll love **All About® Reading!**

*All About Reading* is a fun and engaging program that starts with essential pre-reading skills and continues on to teach all five key components of reading. It contains everything your student needs to become a fluent reader for life!

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- Lightly scripted “open and go” lesson plans
- Mastery-based with no gaps
- Suitable for all ages and learning styles
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