

# Lesson 7

## Words with Open and Closed Syllables

### Objective

This lesson teaches words that contain both Open and Closed syllables.

### You Will Need

☐ *Burst into Spelling* pages 35-39

☐ Word Cards 31-40

### Before You Begin

### Preview Words Containing Both Open and Closed Syllables

Open syllables, such as *we* and *I*, were first introduced in Level 1 and have been reviewed in every lesson so far in Level 2. Now your student is ready to spell multisyllable words that include open syllables. Read the following words and note the open syllables.

**ho-tel**

**pre-tend**

**he-ro**

**e-ven**

**stu-dent**

### Preview Method for Spelling Multisyllable Words

The lesson plans will teach your student a highly effective method for spelling multisyllable words. You will dictate a word, such as *silent*, and your student will use the following steps to spell it.

1. Clap as she says each syllable. **si** [clap] **lent** [clap]  
This helps your student clearly hear each syllable.

2. Spell the first syllable. **s** **i**

Then spell the second syllable. **l** **e** **n** **t**

3. Read each syllable aloud exactly as spelled. **si** – **lent**

4. Push the syllables together to complete the word.

**s** **i** **l** **e** **n** **t**

## Review



Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.



Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in her dictation notebook.



Review a selection of Rule Cards from behind the Review divider.



Review a selection of Word Cards from behind the Review divider. Have your student write the words in her dictation notebook.



Build the following words, using a blank blue tile for the c or k. Have your student decide which tile to use.

**kept**      **cast**      **cub**

"Which do we try first, c or k?" C.

If necessary, review Rule Card 3.

## New Teaching

### Spell Words with Open and Closed Syllables

"The word I want to spell is *moment*. Let's clap the syllables." Clap as you say *mo* and again as you say *ment*.

"We spell the first syllable, *mo*." **m** **o**

"Then we spell the second syllable, *ment*." **m** **e** **n** **t**

Say the word slowly while running your finger under the word. "We read each syllable to make sure that we spelled the word correctly: *mo-ment*. Then we push the two syllables together."

"Now you try. Spell the word *robot*."

**r** **o** **b** **o** **t**

## New Teaching

(continued)

Guide your student to:

1. Clap as she says each syllable.
2. Spell one syllable at a time with tiles.
3. Read each syllable aloud.
4. Push the syllables together.

Have your student repeat the four steps with the following words.

**silent**

**broken**

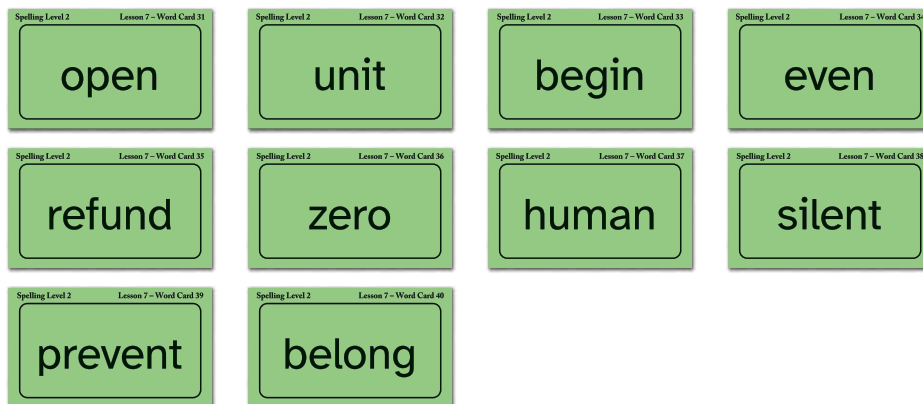
**belong**

### Did your student misspell *belong*?

Some students may use letter tile b for the first syllable, without the e. If your student does this, remind her of the rule that says “Every syllable must have a vowel.” Point out that the letter b says /b/, not /bē/.

## Spell Word Cards 31-40 with Letter Tiles

Dictate the words and have your student spell them with letter tiles. Use the Procedure for Spelling with Letter Tiles in Appendix J.



### Procedure for Spelling Multisyllable Words

1. Clap the syllables.
2. Spell one syllable at a time.
3. Read each syllable aloud.
4. Push the syllables together.

## New Teaching

(continued)

## Spell on Paper



Once your student is able to spell the words using the letter tiles, have her take out her dictation notebook. Dictate Word Cards 31-40 and have your student spell the words on paper.

File the Word Cards behind the Review divider in the Spelling Review Box.

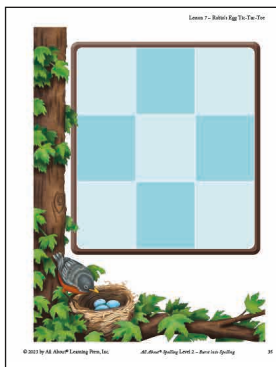
## Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in her dictation notebook.

<b>frozen</b>	<b>began</b>	<b>depend</b>	<b>robot</b>
<b>bonus</b>	<b>broken</b>	<b>humid</b>	<b>moment</b>
<b>minus</b>	<b>hotel</b>	<b>begun</b>	<b>item</b>
<b>omit</b>	<b>event</b>	<b>motel</b>	<b>pretend</b>
<b>siren</b>	<b>demand</b>	<b>protect</b>	<b>relax</b>
<b>rodent</b>	<b>potent</b>	<b>defend</b>	<b>ripen</b>

## Complete Activity Sheet (Optional)

“Let’s play a game of tic-tac-toe.”



### Robin’s Egg Tic-Tac-Toe

Remove pages 35-38 from the *Burst into Spelling* activity book.

Cut out the egg cards and place them in a pile.

Choose twelve words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of an egg card.

After spelling all the words correctly, sort the cards into Xs and Os and play a game of tic-tac-toe!

## New Teaching

(continued)

## Dictate Phrases and Sentences

Dictate several phrases and sentences each day. Your student should repeat each phrase or sentence and write it in her dictation notebook.

**frozen hot dogs**

**wet and humid**

**big item**

**depend on me**

**bonus pack**

**broken robot**

**Tell me in a moment.**

**Sam is not silent.**

**The figs will ripen in the spring.**

**Open the gift items.**

**Rick had a robot.**

**It fell off the motel bed.**

## Advanced Application

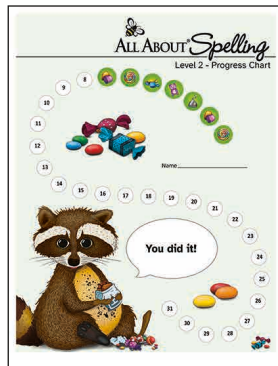
For advanced practice, have your student turn to the Advanced Application sheet on page 39 of the activity book.

“You can spell *relax*. Now spell *relaxation*, as in *We’re going to the beach for some relaxation*.” *Student writes relax on the first line.*

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable.

1. **relaxation**      We’re going to the beach for some relaxation.
2. **openhearted**      Valerie had an openhearted discussion with us.
3. **pretending**      The goats are pretending they don’t see me.
4. **uneventful**      Grandma had an uneventful trip to the country.
5. **itemized**      I’d like an itemized list of your broken toys.
6. **undemanding**      This sloth is the most undemanding pet ever.
7. **evenly**      Spread the icing evenly on the cupcakes!
8. **subzero**      I love camping in subzero temperatures!
9. **ripening**      The grapes are ripening on the vine.
10. **silently**      She slipped silently into the room and burped.
11. **dependable**      Greg is such a dependable friend!
12. **momentarily**      I was momentarily stunned by your beauty.

### Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has mastered eight out of the ten Word Cards, have her mark Lesson 7 on the Progress Chart and move on to the next lesson!





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