

# Multisyllabic Words with Closed and Open Syllables: Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading multisyllabic words with one closed and one open syllable. Students will have an opportunity to decode words, build accuracy and fluency, and strengthen their vocabulary.

## Materials:

- multisyllabic words read sheet for each student
- pencil for each student

## Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

## STEPS FOR READING WORDS IN ISOLATION:

1. Start with the first row and guide students to decode the words. Have them divide and label the syllables if needed.
2. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
3. Have students continue reading the words in isolation.
4. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
5. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.



## STEPS FOR READING PHRASES AND SENTENCES:

### Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

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## Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, have students partner-read or whisper-read the whole page independently.

**For Vocabulary Building:** You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, students may not know the multiple meanings of the word *limbo*. Say, "**Limbo is a party game where you have to lean back under a stick without touching it. Limbo can also be used to describe an uncertain period of time or a time when you are waiting for a decision. For example, I was in limbo waiting to hear which grade I would be teaching this year.**"
- You can ask students to use thumbs up, thumbs down to show if they have ever played *limbo*.

**Teacher Tip:** Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Multisyllabic Words with Closed and Open Syllables Review

Read the words.

<b>handy</b>	<b>jumbo</b>	<b>fifty</b>	<b>twenty</b>
<b>candy</b>	<b>pantry</b>	<b>plenty</b>	<b>disco</b>
<b>limbo</b>	<b>grumpy</b>	<b>combo</b>	<b>nifty</b>

Read the phrases.

<b>is handy</b>	<b>jumbo shrimp</b>
<b>fifty glasses</b>	<b>twenty stamps</b>
<b>bag of candy</b>	<b>stuffed pantry</b>
<b>ate plenty</b>	<b>to the disco</b>
<b>can limbo</b>	<b>was grumpy</b>
<b>got the combo</b>	<b>felt nifty</b>

Name \_\_\_\_\_ Date \_\_\_\_\_

## Multisyllabic Words with Closed and Open Syllables Review

Read the sentences.

Greg is handy and can fix anything.

I had a combo of jumbo shrimp and codfish for lunch.

There were fifty glasses in the boxes.

I need to get twenty stamps for mom.

I put the bags of candy in the pantry.

I ate plenty of snacks and felt nifty.

I was grumpy because I could not do the limbo.

We had fun at the disco.