

# Multisyllabic Words with Closed Syllables:

## Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading multisyllabic words with two closed syllables, both in isolation and in context. 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 meaning of the word *publish*. Say, "**Publish means to issue or put out a piece of printed work to the public for free or for sale.**"
- Students can turn and talk to their partner about something they might like to *publish*.

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

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

## Multisyllabic Words with Closed Syllables

Read the words.

<b>contest</b>	<b>goblet</b>	<b>muffin</b>	<b>publish</b>
<b>rabbit</b>	<b>mitten</b>	<b>tablet</b>	<b>tennis</b>
<b>magnet</b>	<b>napkin</b>	<b>basket</b>	<b>dentist</b>

Read the phrases.

<b>in the contest</b>	<b>from the goblet</b>
<b>on the tablet</b>	<b>will publish</b>
<b>with the rabbit</b>	<b>lost a mitten</b>
<b>ate the muffin</b>	<b>will play tennis</b>
<b>got a magnet</b>	<b>cup and napkin</b>
<b>in the basket</b>	<b>saw the dentist</b>

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

## Multisyllabic Words with Closed Syllables

Read the sentences.

I won first place in the contest.

I drank from the goblet.

I will bake muffins today.

Did you publish a book?

The rabbit jumped into the basket.

Jack lost a mitten on the path.

She likes to play games on the tablet.

I got a magnet to hang up my test.

Can you get a cup and napkin for me?

I went to see the dentist.