



Lesson Plan for Open Syllables

Syllable for Focus: Open Syllables

OPEN WITH A LISTENING GAME: Warm up with a phonemic awareness activity to get students hearing sounds.

- Say, "Today we are going to focus on listening for the vowel sound that we hear in words."
- Teacher says the word.
- Teacher and students tap the sounds in the word and then identify the vowel sound in the word.
- Students identify if the vowel sound is short or long.

Teacher Tip: Make sure students give you the sound, not the letter.

Materials Needed:

- flash cards for vowels 'a', 'e', 'i', 'o', and 'u'
- digital or physical copy of the Alphabet Queen story visuals
- dictation paper for each student
- writing utensils
- dry erase boards
- markers

team	rush	shed	bath
dime	coat	chop	

WARM UP WITH THE FLASH CARD DECK: Have students practice the sounds they know.

- Use the flash cards for consonants and vowels without pictures. You can choose consonants you'll use in the lesson as well as any others students are still mastering. Include all vowel sounds (short and long). Show the card for each letter. When you get to the vowel cards, prompt students by saying "short sound" or "long sound" so they know which sound to make.

Important Note: Listen for articulation and correct as needed.

Sounds to Review:

a	e	i	o	u
r	h	y	x	s
d	qu	g	b	f

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INTRODUCE THE SYLLABLE TYPE:

Tell the Alphabet Queen Story (Part 2: Open Syllables):

- Review Part 1 of the Alphabet Queen Story. Ask students, "Who remembers which letters are so precious that the Alphabet Queen wanted to protect them?" The students name the vowels.
- "And so what did the queen do with the vowels?" The students say that she put them in a pen.
- "And who did the queen get to close in the vowels?" The students answer a consonant.
- Now tell students the next part of the story:

The Alphabet Queen felt bad because the consonants had been working so hard to close in the vowels. So she decided to give the consonants the day off. The consonants left the farm for the day and the queen got busy doing some work in her house. The vowels realized that there was no consonant closing them in. 'A' said, "I'm going to make a run for it." 'A' threw its arms open wide and went running out of the open gate and screamed its name, /ā/!!! So then 'e' decided to try to make a run for it and 'e' threw its arms open wide and ran out screaming its name, /ē/!!! 'I' did the same and screamed /ī/!!! 'O' screamed /ō/!!! And 'u' ran out screaming /ū/ and /oo/!!! The vowels realized that when the gate was open and there was no consonant closing them in, they could run out the gate with arms open wide, which is the symbol for long vowels called a macron, and scream their name, or their long sound.

- After you have modeled the pattern for children, ask them to roleplay the parts of the vowels and consonants. You can practice putting a consonant as a guard and ask what a particular vowel would say if it is closed in, then remove the consonant and see what that vowel would say.
- After telling the story say, "This part of the story teaches us that when there is a syllable with one vowel, and the vowel is not closed in by a consonant, the vowel can run out of the gate and scream its name, or its long sound. We can label the vowel with a macron to show that it is long."
- Then say, "Watch as I model how knowing the syllable type helps us read words."
- Write the syllable got on the board.
- Say, "First, I look through my word and find my vowel. Then I look next door and see that 'o' is closed in by the 't', so the 'o' is saying its short sound, /ɒ/. I can mark the 'o' with a breve to show that the vowel is short. Then I tap, /g/ /ɒ/ /t/, got."
- Write go on the board.
- Say, "Now if I take away the 't', I see that there is nothing closing in the 'o', so what will that 'o' say? Yes, the 'o' will say its long sound, or name, /ō/. I can mark the 'o' with a macron to show that the vowel sound is long. Then I tap /g/, /ō/, go."

Note: This is a quick demonstration of how to identify and mark the syllable type. In lesson two, students will have the opportunity to practice all the steps.



Lesson Plan for Open Syllables

DICTATION: Have students listen to the sound and practice spelling the phoneme.

Dictating Sounds:

- Say the sound and have students watch your mouth shape.
- Students repeat the sound.
- Students spell the sound.
- Students read the sound to themselves.
- Check together.
- Read back the sound together.
- Correct as needed.

Sounds to Dictate:

/ă/	/ŭ/	/ī/	/ō/	/ē/
/ū/	/ō/	/ě/	/ā/	/ĩ/

Dictating Syllables:

- Say the syllable and have students repeat it.
- Tap each sound (if needed) and have students write the syllable.
- Students read the syllable to themselves.
- Check together.
- Read back the syllable together and correct as needed.
- After all syllables have been dictated, students read back all of the syllables that they wrote

Syllables to Dictate:

bo	zi	ve	po	ta
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Lesson Plan for Open Syllables

Dictating Phrases and Sentences:

- Say the phrase or sentence.
- Students repeat the phrase or sentence.
- Say the phrase or sentence again and hold up a finger for each word you say.
- Students write the phrase or sentence. (Teacher can repeat the whole thing once or twice more but saying the whole thing fluently.)
- Check together.
- Read back the phrase or sentence together.
- Correct as needed.

Phrases to Dictate:

he got	did go
yes or no	can be

Sentences to Dictate:

He got a cut on the leg.	The pet did go in the box.
It can be so hot.	

Have students read back the words they wrote during dictation. Tell them to track with their finger from left to right as they read what they wrote. For some of the words, highlight the syllable type to help students identify the closed-syllable pattern.

Lesson Plan for Open Syllables

Syllable for Focus: Open and Closed Syllables

OPEN WITH A LISTENING GAME: Warm up with a phonemic awareness activity to get students hearing sounds.

- Say, "Today we are going to focus on listening for the vowel sound that we hear in words."
- Say the words below one at a time. With students, tap the sounds in the words and then identify the vowel sound that they hear. Students identify if the vowel sound is short or long.

top	rag	me	lit
no	job	we	

Materials Needed:

- open syllable flash cards
- digital or physical copy of Alphabet Queen story visuals
- dictation paper for each student
- writing utensils
- dry erase boards
- markers

WARM UP WITH THE FLASH CARD DECK: Have students apply their knowledge of syllable type.

Tip: Warming up using syllable cards is similar to warming up with letter cards. Here, you are swapping out letter cards for syllable cards.

- Use the open-syllable flash card deck. You can choose six to 10 syllable cards to warm up with.
- Hold up the syllable and ask the following questions:
 - What is the vowel?
 - Look next door. Is it closed in?
 - What will the vowel say?
 - Read the syllable. What does it say?

*As an extension for students that are ready, you can mix in closed- and open-syllable flash cards.

Lesson Plan for Open Syllables

REVIEW THE SYLLABLE TYPE:

Review the Alphabet Queen Story:

- Say, "Who remembers the story of the Alphabet Queen that we talked about yesterday? Turn and tell your partner where the Alphabet Queen lived and who lived there with her." Students should answer on a farm and the letters of the alphabet.
- Say, "There were a certain group of letters that were very special and the queen put them in a pen to protect them. Turn and tell your partner which letters the Alphabet Queen kept in the pen." Students should say the vowels - 'a', 'e', 'i', 'o', and 'u'.
- Ask the following questions:
 - "Who did the queen get to stand guard to close in the vowels?" Students should answer the consonants.
 - "If the vowels tried to run out but they bumped into a consonant standing guard, what sound would the vowels make?" Students should answer short sounds. You can have them practice them.
 - "If the consonants left and the gate was open, what sound did the vowels make?" Students should answer long sounds. You can have them practice them.
- Say, "Remember, this story teaches us that when there is a syllable with one vowel, and the vowel is closed in by a consonant, the vowel will say its short sound. The symbol for the short vowel is the breve, which looks like a smile. If there is one vowel and it is not closed in by a consonant, the vowel says its long sound or its name. The symbol for a long vowel is a macron, which looks like a line."
- Write so on the board. Say, "We are going to use the Alphabet Queen story to help us look at words and know what the vowel will say. Let's look at this word. What is the vowel?" Students answer 'o'.
- Say, "Great job. Let's look at what comes after the vowel. Is there a consonant standing guard and closing in the 'o'?" Students answer no.
- Say, "Well, if we see a vowel and there is nothing closing it in, when we say the sounds in the word, we are going to say the vowel's long sound. Let's make the sounds in this word together. /s/, /ō/, so. [Tap the sounds.] The 'o' will say /ō/ because it is not closed in."
- Say, "Now I'm going to show you how we code this syllable. The first thing we do is underline the vowel and mark it with a 'v'. What is the vowel in this word?" Students answer 'o'. "Yes, so I will underline the 'o' and I will write a 'v' underneath the line."
- Say, "Next, I will look to see if there is a consonant after the vowel. Do we see a consonant standing guard?" Students answer no. "No. There is nothing closing in the vowel. So we know that the 'o' is going to say its long sound. Let's put a macron over the 'o' to show that it is making the sound /ō/."



Lesson Plan for Open Syllables

- Say, "I see one vowel that is not closed in, so this is what we call an open syllable. I am going to write an 'o' for open with a circle around it, right on top of the word so."
- Hand out dry erase boards and markers to each student.
- Write the word he on the board, but do not read it! Tell the students to copy the word onto their dry erase board.
- Say, "We are going to look at this word together and move through the steps to unlock the sound of the vowel. Step one, find your vowel. Underline it and mark it with a 'v.'"
- Say, "Step two, look to see if there is a consonant closing in the vowel. Thumbs up or thumbs down: Do you see a consonant closing in the vowel?" Look to see how students responded with their thumbs.
- Say, "There is nothing closing in the vowel. That means that the vowel is going to say its long sound. Everyone write a macron on top of the vowel. If there is one vowel, not closed in, the vowel will make its long sound and it is an open syllable."
- Say, "Let's mark this syllable as open by making an 'o' with a circle around it on top of the word."
- Say, "Now that we know this is an open syllable, we can tap the sounds and blend to read the word! Let's tap together, /h/, /e/, he."

You can repeat this process with:

go	hi	no	we	be
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If your students are doing this successfully but you suspect it's because they know these words, you can repeat the process with some nonsense syllables. Tell your students that knowing if a syllable is open or closed helps them read the syllable because it unlocks the sound of the vowel. That means they can even read syllables that aren't real words!

Lesson Plan for Open Syllables

SYLLABLE WORK: Teach the steps to unlocking the sound of the vowel.

Here you'll model how to code and label the syllable.

Steps for Identifying the Syllable Type:

1. Start by writing the syllable on the board. The students write the syllable on their paper or whiteboard. No one should blurt out the syllable!
2. Look through the syllable (left to right) and find the vowel. Underline the vowel and underneath write a 'v' for vowel.
3. Touch the vowel and look next door (to the right, after the vowel).
4. Ask: "Is the vowel closed in?"
5. Discuss: The vowel is not closed in so the vowel will make its long sound.
6. Mark the vowel as long with a macron and the syllable as open (with an 'o' and a circle).
7. Ask: "What will the vowel say?" Have the students give the long vowel sound.
8. Read the syllable.

va	ze	po	ni	lu
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Notes:

- The purpose of identifying syllables is to unlock the vowel sound for reading. Teach students to go through the steps of coding and labeling the syllables, but as they become automatic have them stop marking up the word with the goal of accurate, automatic reading.
- Using nonsense syllables alongside real syllables is an excellent way for students to practice the steps of identifying syllables in unfamiliar and familiar letter combinations.
- For extension, mix in some closed syllables as well and let them practice the steps in identifying both closed and open syllables.

Dictation:

You'll skip standard dictation on this day due to time.

READING TO BUILD FLUENCY:

Have students read back syllables that they coded and labeled.