

Date: _____

Grade 4: Weekly Word Study Focus

Lesson 12

In our classroom this week, we are learning to read and spell **open, simple multisyllable words**. Here are the patterns to practice this week:

| | |
|-----------------------------------|--|
| Open Syllables | Open syllables have 1 vowel letter followed by no consonants, and the vowel sound is long. The letter y at the end of a syllable takes on the role of a vowel. |
| Open, Simple Multisyllable | In an open, simple multisyllable word, the final syllable follows the open syllable pattern. There are 2 consonants between the vowel sounds. |

Here are some examples of words with the open, simple multisyllable pattern:

| | | | | |
|-------|-------|-------|------|-------|
| tempo | sixty | fancy | acme | fungi |
|-------|-------|-------|------|-------|

Below are activities to practice at home this week. You may also use the activities and questions from the initial **Family Support Letter** to further address your child's success in learning the weekly phonics focus.

Read Words

Guide your child through reading open, simple multisyllable words by saying "Let's read some multisyllable words." Read these steps to your child:

1. Find the vowels and underline them.
2. Draw a line to divide the syllables.
 - If there is 1 consonant between the vowel sounds, try dividing after the first vowel.
3. Read each syllable and then read the whole word. Remember, when the letter y is at the end of a 2-syllable word, it is most often pronounced with the long e sound.

| | | | | |
|-------|-------|-------|-------|--------|
| bingo | candy | limbo | sadly | gusto |
| hello | pinto | puppy | banjo | fluffy |

Build Words

Guide your child through building open, simple multisyllable words by saying “Let’s build some multisyllable words.” Read these steps to your child.

- 1. Read all the syllables in each list.
- 2. Choose a syllable from the First Syllables list. Write it in the My Words box.
- 3. Then try different syllables from the Second Syllables list until you build a word you know. Write the second syllable next to the first syllable in the My Words box to make a multisyllable word.
- 4. Read the multisyllable word you built.

| First Syllables | Second Syllables | My Words |
|-----------------|------------------|----------|
| grim | so | |
| al | ty | |
| plen | ly | |
| con | do | |

Weekly Words

| | | | |
|-------------|-------------------------------------|------------|---|
| diurnal | relating to day | feral | wild, untamed (animal) |
| fortunate | to cause luck | native | quality of being born (in a specific place) |
| incline | to lean forward | nocturnal | relating to night |
| hibernation | act of living in (a specific place) | expression | act of (feelings) being pressed out |

To reinforce automaticity of recognizing, reading, and writing the Weekly Words, here are a few activities your child can do throughout the week:

- 1. Dictate each word to your child and have him or her write the word and then use the word in a sentence.
- 2. Create a matching game. Write the words on sticky notes or index cards and the definitions on another set of sticky notes or index cards. Have your child match each definition card with the correct Weekly Word card or use all the cards to play Memory.
- 3. Have your child highlight any prefixes or suffixes they can identify in each of the Weekly Words.
- 4. Use the steps from the **Read Words** activity on the previous page. For each word, have your child identify the vowel letters, divide the word into syllables, and then read the word.

Build Words Answer Key: grimly, also, plenty, condo

Read Words Answer Key: bìn|gō|cān|dī|līm|bō,sād|līy|gūs|tō,hēl|lō,pīn|tō,pūp|pī,bān|lō,fīl|tī