

## Grade 4: Weekly Word Study Focus

### Lesson 7

In our classroom this week, we will practice reading and spelling words with all 6 syllable types.

<b>Closed Syllable</b>	Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short.
<b>Long Vowel Silent-e Syllables</b>	Long vowel silent-e syllable words have 1 vowel, 1 consonant, and an e at the end, and the vowel sound is long.
<b>Open Syllables</b>	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.
<b>Vowel Team Syllables</b>	A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound.
<b>Consonant-le Syllables</b>	The pattern for the consonant-le syllable is 1 consonant plus the letter l followed by a vowel letter e. Consonant-le will always be found in a multisyllable word but never in the first syllable.
<b>Vowel-r Syllables</b>	Vowel-r syllables have 1 vowel sound spelled with 1 or 2 vowels and the consonant r, which affects the way the vowel sound is pronounced. The consonant w before the vowel-r pattern changes the a-r and o-r vowel sounds.

Here is an example of one word from each syllable pattern:

scalp	stripe	fly	point	bundle	fern
-------	--------	-----	-------	--------	------

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 by saying "Let's read some words." Read these steps to your child:

1. Find the vowel letter(s) and underline them. Draw a line to divide the word by syllables, if needed.
2. Say the syllable type and the vowel sound. If the word follows the silent-e pattern, mark a "v" shape to connect the vowel letters.
3. Read the word.

chain	spark	brittle	prime	she	spoils	try
puddle	wrote	stream	thirst	chase	pro	shift

## Read Phrases

Guide your child through reading phrases by saying “Let’s read phrases. Point to the first phrase. Read across each row. Ready?”

down the stream	turn the knob
nail is brittle	try this on
spoils her dog	jump in a puddle
wrote an essay	quench your thirst
spark a debate	on a car chase

## Weekly Words

<b>chemical</b>	relating to the properties of substances	<b>fragmentation</b>	act of being broken or result of breaking
<b>contraction</b>	action of pulling (in) with	<b>mechanical</b>	relating to or like a machine
<b>erosion</b>	action of wearing out	<b>pollutant</b>	(having the) quality of making unclean
<b>expansion</b>	action of spreading out	<b>thermal</b>	relating to heat

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 he or she 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.

**Read Words Answer Key:** vowel team, /a/, chāin; vowel-r, /ar/, spārk; closed and consonant-le, /ɪ/ and /əɪ/, brīt|tle; long vowel silent-e, /ɪ/, prime; open, /e/, she; vowel team, /oy/, spoils; open, /ɪ/, try; closed and consonant-le, /u/ and /əɪ/, pūd|dle; long vowel silent-e, /o/, wrīte; vowel team, /e/, stream; vowel-r, /er/, thīst; long vowel silent-e, /a/, chāse; open, /o/, prō; closed, /ɪ/, shīft

(Note: A letter in slashes, such as /a/, indicates the letter sound rather than the letter name.)