

Date: _____

Grade 5: Weekly Word Study Focus

Lesson 9

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

| | |
|--------------------------------------|---|
| Closed Syllable | Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short. |
| Closed, Complex Multisyllable | In a closed, complex multisyllable word, each syllable follows the closed syllable pattern. When there are more than 2 consonants between the vowel sounds, 1 or both syllables are considered complex. |

Here are some examples of words with the closed, complex multisyllable pattern:

| | | | | |
|----------|---------|-----------|------------|------------|
| athletic | tantrum | discredit | penmanship | investment |
|----------|---------|-----------|------------|------------|

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

1. Find the vowels and underline them.
2. Look at the consonants between the vowels. Use your knowledge about blends and digraphs to decide which consonants need to stick together. Draw a line to divide the syllables.
3. Read each syllable and then read the whole word.

| | | | | |
|---------------------|-------------------|---------------------|-----------------|-------------------|
| w i t h h e l d | c o n s t r i c t | p u m p k i n | c o m p l e x | b a n d w i d t h |
| a b s t r a c t e d | c r a f t e d | e n r i c h m e n t | i n t r e n c h | i m p r e s s e d |

Read Phrases

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

| | |
|----------------------|--------------------------|
| crafted by hand | will intrench themselves |
| withheld the name | an orange pumpkin |
| had a complex | impressed with it |
| needs more bandwidth | an abstracted glance |

Weekly Words

| | | | |
|--------------------|---|----------------------|--|
| accusation | an action toward someone of claiming he or she caused a misdeed | ratify | to make (something) approved |
| innovation | in a new state of being | recognition | the action of knowing again |
| legislature | function of processing laws | revolutionize | To make a change in (something’s) state of being |
| provisions | states of being seen (as necessary) prior to being needed | temperate | made moderate or steady |

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 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: wĭth|hēd,cōn|strĭct,pŭmp|kĭn,cōm|plēx,bānd|wĭdth, āb|strāct|ēd,craġt|ēd,ēn|rĭch|mēnt,ĭn|trēnch,ĭm|prēs|ēd,