

Date: \_\_\_\_\_

## Grade 5: Weekly Word Study Focus

### Lesson 8

In our classroom this week, we will practice to read and spell **multisyllable words** that have a **simple syllable division**. Here are the patterns to practice this week:

|                                     |   |
|-------------------------------------|---|
| <b>Closed, Simple Multisyllable</b> | In a closed, simple multisyllable word, each syllable follows the closed syllable pattern. There are two consonants between the vowel sounds. |
|-------------------------------------|---|

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

|        |        |         |        |         |
|--------|--------|---------|--------|---------|
| signal | attend | suggest | abduct | discuss |
|--------|--------|---------|--------|---------|

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, 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. Look for the 2 consonants between the vowel sounds and draw a line between them.
3. Read each syllable and then read the whole word.

|            |           |           |         |         |
|------------|-----------|-----------|---------|---------|
| misconduct | random    | establish | connect | himself |
| excellent  | fantastic | invent    | problem | laptop  |

## Read Phrases

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

|                      |                     |
|----------------------|---------------------|
| establish the rules  | solve the problem   |
| a random event       | connect the dots    |
| buy a laptop         | an excellent speech |
| excused himself from | invent a machine    |

## Weekly Words

|                    |   |                      |   |
|--------------------|---|----------------------|---|
| <b>conceal</b>     | to cover with                                     | <b>inconspicuous</b> | difficult to see, invisible, camouflaged                      |
| <b>disguise</b>    | not the usual appearance                          | <b>mimic</b>         | having the characteristic of repeating (someone or something) |
| <b>disruptive</b>  | a tendency to break apart from (what is expected) | <b>resemble</b>      | to make again with likeness                                   |
| <b>environment</b> | state of being surrounded                         | <b>technique</b>     | having the characteristic of an art or skill                  |

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:** mīs|cōn|dūct, rān|dōm, ēs|tāb|līsh, cōn|nect, hīm|sel̩f, ēx|cēll|ēnt, fān|tās|tīc, īn|vēnt, prōb|lēm, lāp|tōp