

Grade 5: Weekly Word Study Focus

Lesson 7

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

Closed Syllable	Closed syllable words have 1 vowel letter followed by 1 or more consonants, and the vowel sound is short.
Long Vowel Silent-e Syllables	Long vowel silent-e syllable words have 1 vowel, 1 consonant, and an e at the end, and the vowel sound is long.
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.
Vowel Team Syllables	A vowel team has 2 or more letters side by side that are pronounced as 1 vowel sound.
Consonant-le Syllables	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.
Vowel-r Syllables	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:

risk	tribe	fly	float	table	shark
------	-------	-----	-------	-------	-------

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.
3. Read the word.

brunch	short	theme	sway	she	voids	try
brittle	shave	pond	crowd	first	pro	trick

Read Phrases

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

a short stick	try this bite
eat peanut brittle	the small pond
avoid the crowd	first in line
go to brunch	a pro athlete
he or she	teach a trick

Weekly Words

absorb	to suck away (or up)	attract	to draw or pull
consume	to take with	decompose	to put (or break) down with
evolve	to roll out (develop)	produce	to lead prior to
reflect	to bend back	transform	to shape or mold beyond (to change)

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.

(Note: A letter in slashes, such as /ā/, indicates that the letter sound rather than the letter name should be said.)
Read Words Answer Key: closed, /u/, brŭnĉ; vowel-r, /or/, shōrt; long vowel silent-e, /ē/, thēme; vowel team, /ā/, swāy; open, /ē/, shē; vowel team, /oi/, vōids; open, /i/, trŭ; closed and consonant-le, /i/ and /ai/, brīt | tē; long vowel silent-e, /ā/, shāve; closed, /o/, pōnd; vowel team, /ow/, crōwd; vowel-r, /er/, fīrst; open, /ō/, prō; closed, /i/, trĭck