

Grade 5: Weekly Word Study Focus

Lesson 11

In our classroom this week, we are learning to read and spell **long vowel silent-e, complex multisyllable words**. Here are the patterns to practice this week:

Long Vowel Silent-e Syllable	Long vowel silent-e syllables have 1 vowel, 1 consonant, an e at the end, and the vowel sound is long.
Long Vowel Silent-e, Complex Multisyllable	In long vowel silent-e, complex multisyllable word, 1 or more syllables has the long vowel silent-e syllable pattern. Complex multisyllable words will not be divided between 2 consonants. They may be divided after a vowel (e.g., <u>like</u> <u>wise</u>). Or, they may be divided before or after consonants that stick together as a blend or digraph (e.g., <u>com</u> <u>plete</u>).

Here are some examples of words with the long vowel silent-e, complex multisyllable pattern:

concrete	disclose	frustrate	likeness	shipshape
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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 complex multisyllable words by saying "Let's read some multisyllable words." Read these steps to your child:

- Find the vowels, underline them, and mark a V to connect the vowels in any syllable that follows the silent-e pattern.
- Look at the consonants between the vowels.
 - If there are more than 2 consonants between the vowel sounds, use your knowledge about blends and digraphs to help you decide which consonants need to stick together.
 - If the word has the silent-e pattern in the first syllable, divide after the silent-e.
- Read each syllable and then read the whole word.

flagstone	membrane	pinstripe	complete	frostbite
campsite	makeshift	subscribe	inflate	basement

Read Phrases

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

at the campsite	draw a pinstripe
complete a task	subscribe to
piece of flagstone	the cell membrane
inflate the tube	a leaky basement

Weekly Words

acquire	to seek toward (obtaining something)	assembly	characterized by coming together
assume	to take to (be true)	dispel	to drive apart
diverse	turned different (not alike)	implicitly	in a way that is implied (not directly stated)
preemptive	tendency to buy (or take action) before	tyranny	characterized as terrible

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: flag|stone, mem|brane, pin|stripe, com|plete, frost|bite, camp|site, make|shift, sub|scribe, in|flate, base|ment