

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

## Grade 5: Weekly Word Study Focus

### Lesson 13

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

<b>Open Syllables</b>	Open syllables have 1 vowel letter followed by no consonants, and the vowel sound is long. The letter <i>y</i> at the end of a syllable takes on the role of a vowel.
<b>Open, Complex Multisyllable</b>	In an open complex multisyllable word, 1 or more syllables has an open syllable pattern. Complex multisyllable words will not be divided between 2 consonants. They may be divided before or after a vowel (e.g., <u>ra</u>   <u>ven</u> , <u>rob</u>   <u>in</u> ). Or, they may be divided before or after consonants that stick together as a blend or digraph (e.g., <u>re</u>   <u>gret</u> , <u>emp</u>   <u>ty</u> ).

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

quickly	cyclone	simply	vibrant	secretly
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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 open, complex multisyllable words by saying "Let's read some multisyllable words." Read these steps to your child:

- Find the vowels and underline them.
- Draw a line to divide the syllables.
  - If there is 1 consonant between the vowel sounds, try dividing after the first vowel.
  - Use your knowledge of affixes, blends, and digraphs to help you decide which consonants need to stick together.
- Read each syllable and then read the whole word.
  - If the word has 1 consonant between the vowel sounds and does not sound like a word you know, try dividing after the consonant.
  - Remember, when the letter *y* is at the end of a word, it is most often pronounced with the long e sound.

comprehend	duplex	empty	entry	friendly
digress	program	refresh	deflate	reshape

## Read Phrases

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

may digress from	always be friendly
after your entry	reshape the border
do a refresh	at the duplex
do not empty	read and comprehend

## Weekly Words

<b>biologist</b>	one who studies life	<b>pectoral</b>	relating to the chest
<b>biodiversity</b>	condition of having different life (organisms)	<b>notorious</b>	characterized by being known
<b>aquatic</b>	having the characteristics of water	<b>genetic</b>	having the characteristics of origin
<b>adaptable</b>	able to fit or can adjust	<b>dorsal</b>	relating to the back

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.

re | shāpe

Read Words Answer Key: com | pre | hēnd, dū | plēx, ēmp | tū, ēn | trī, frīēnd | lū, dī | grēss, prō | grām, rē | frēsh, dē | flāte,