

SIX SYLLABLES TYPES

Closed Syllable

Preparation: Write words listed below on index cards.

1. Review the definition of a syllable: **“A syllable is a word or part of a word made with one opening of the mouth. A syllable has one vowel sound.”**
2. Display the word *not* and say:
“This is a closed syllable. A closed syllable ends in at least one consonant after one vowel. The vowel in a closed syllable is short.”
3. Lay out cards. Students:
 - a. Describe the syllable on each card (e.g., **The syllable ends in one consonant after one vowel**).
 - b. Name the syllable type (e.g., **It is a closed syllable**).
 - c. Identify the vowel sound (e.g., **The vowel is short**).
 - d. Read the word.

Words List A	Words List B	Word List C	Word List D
at	in	and	spin
top	tip	lit	spill
lip	lid	ten	drill
bad	ten	bed	lost
fat	mud	past	clap
bag	hop	plant	hand
red	dog	land	grand
dig	hen	stop	clasp
cup	did	stand	lamp
sap	fan	stamp	glad
lap	send	bump	blend
mud	plan	camp	split
hot	last	class	strand

Open Syllable

Preparation: Write words listed below on index cards.

1. Review the definition of a syllable: **“A syllable is a word or part of a word made with one opening of the mouth. A syllable has one vowel sound.”**
2. Display the word *no* and say:
“This is an open syllable. An open syllable ends in one vowel. The vowel in an open syllable is long.”
3. Lay out cards. Students:
 - a. Describe the syllable on each card (e.g., **The syllable ends in one vowel**).
 - b. Name the syllable type (e.g., **It is an open syllable**).
 - c. Identify the vowel sound (e.g., **The vowel is long**).
 - d. Read the word.

Word List A	Word List B	Word List C
so	hit (closed)	mud (closed)
be	go (open)	mess (closed)
hi	glad (closed)	so (open)
l	hi (open)	no (open)
me	got (closed)	band (closed)
go	me (open)	he (open)
he	band (closed)	bed (closed)
no	met (closed)	hen (closed)
	hiss (closed)	me (open)
	so (open)	not (closed)
	beg (closed)	bug (closed)
	be (open)	sop (closed)

Vowel-consonant-e Syllables

Preparation: Write words listed below on index cards.

1. Review the definition of a syllable: **“A syllable is a word or part of a word made with one opening of the mouth. A syllable has one vowel sound.”**
2. Display the word *note* and say:
“This is a vowel-consonant-e syllable. A vowel-consonant-e syllable ends in one vowel, one consonant, and a final e. The e is silent and the vowel is long.”
3. Lay out cards. Students:
 - a. Describe the syllable on each card.
 - b. Name the syllable type.
 - c. Identify the vowel sound.
 - d. Read the word.

Word List A:

cute (vowel-consonant-e)
sod (closed)
block (closed)
home (vowel-consonant-e)
pit (closed)
cut (closed)
be (open)
flake (vowel-consonant-e)
dress (closed)
drive (vowel-consonant-e)

Word List C:

file (vowel -consonant-e)
stump (closed)
mill (closed)
shake (vowel-consonant-e)
mile (vowel-consonant-e)
tub (closed)
tube (vowel-consonant-e)
shack (closed)
fill (closed)
shape (vowel-consonant-e)

Words List B:

late (vowel-consonant-e)
doll (closed)
luck (closed)
she (open)
note (vowel-consonant-e)
so (open)
not (closed)
gave (vowel-consonant-e)
theme (vowel-consonant-e)
them (closed)

Word List D:

tune (vowel -consonant-e)
truck (closed)
well (closed)
smile (vowel-consonant-e)
plate (vowel-consonant-e)
spoke (vowel-consonant-e)
hi (open)
blast (closed)
plan (closed)
trade (vowel-consonant-e)

Vowel-r Syllable (*er, ir, or*)

Preparation: Write words listed below on index cards.

1. Display the word *her* and say:
“**This is a vowel-r syllable. A vowel-r syllable has an r after the vowel. The vowel makes an unexpected sound. We expect the vowel to be short, but it’s not. Let’s look at the vowels e, i, and u when they are followed by an r.**”

er	fern	/er/
ir	bird	/er/
ur	turtle	/er/

2. Lay out cards. Students:
 - a. Describe the syllable in each card.
 - b. Name the syllable type.
 - c. Identify the vowel sound.
 - d. Read the word.

Word List A:

her
fern
first
burn
third
turn
herd
fur
dirt
churn
shirt
hurt
fir
squirm
thirst

Words List B:

still (closed)
thump (closed)
bend (closed)
grill (closed)
term (vowel-r)
thirst (vowel-r)
turn (vowel-r)
bird (vowel-r)
stir (vowel-r)
firm (vowel-r)
girl (vowel-r)
curl (vowel-r)
church (vowel-r)
skirt (vowel-r)
germ (vowel-r)

Vowel-r Syllable (ar, or)

Preparation: Write words listed below on index cards.

1. Display the words *star* and *fork* and say:
“**Let’s look at the vowels a and o followed by an r.**”

ar star /ar/
or fork /or/

2. Lay out cards. Students:
 - a. Describe the syllable.
 - b. Name the syllable type.
 - c. Identify the vowel sound.
 - d. Read the word.

Words List A:

(All are vowel-r syllables.)

park
art
fort
port
arm
farm
card
born
mark
smart
harp

Words List B:

sport (vowel-r)
part (vowel-r)
barn (vowel-r)
for (vowel-r)
harm (vowel-r)
short (vowel-r)
sharp (vowel-r)
cord (vowel-r)
torn (vowel-r)
spark (vowel-r)
form (vowel-r)
star (vowel-r)
fast (closed)

Words List C:

part (vowel-r)
arch (vowel-r)
stern (closed)
tart (vowel-r)
birch (vowel-r)
urn (vowel-r)
porch (vowel-r)
term (vowel-r)
torch (vowel-r)
lark (vowel-r)
fern (vowel-r)
churn (vowel-r)

Words List D:

stand (closed)
hunt (closed)
slept (closed)
pork (vowel-r)
squirt (vowel-r)
start (vowel-r)
thirst (vowel-r)
scorch (vowel-r)
starch (vowel-r)
firm (vowel-r)
stork (vowel-r)
perk (vowel-r)

Vowel Pair Syllables (digraphs)

Preparation: Write words listed below on index cards.

1. Display the words *sail*, *each*, *feet*, and *boat* and say:
“These are vowel pair syllables. A vowel pair syllable has two adjacent vowels that make one sound. Here are some vowel pairs.”

ai **sail** /ā/
ea **each** /ē/
ee **feet** /ē/
oa **boat** /ō/

2. Lay out cards. Students:
- Describe the syllable.
 - Name the syllable type.
 - Identify the vowel sound.
 - Read the word.

Words List A:

feet (vowel pair)
peach (vowel pair)
boat (vowel pair)
paint (vowel pair)
stem (closed)
bean (vowel pair)
stone (vowel-consonant-e)
rose (vowel-consonant-e)
me (open)
strain (vowel pair)
roam (vowel pair)

Words List C:

feel (vowel pair)
eat (vowel pair)
trail (vowel pair)
third (vowel-r)
rug (closed)
plane (vowel-consonant-e)
chase (vowel-consonant-e)
cash (closed)
curl (vowel-r)
chose (vowel-consonant-e)
lamp (closed)

Words List B:

green (vowel pair)
teach (vowel pair)
float (vowel pair)
tail (vowel pair)
nose (vowel-consonant-e)
tune (vowel-consonant-e)
flame (vowel-consonant-e)
plate (vowel-consonant-e)
sheet (vowel pair)
no (open)
road (vowel pair)

Words List D:

greet (vowel pair)
each (vowel pair)
train (vowel pair)
burn (vowel-r)
grass (closed)
teeth (vowel pair)
stream (vowel pair)
shine (vowel-consonant-e)
first (vowel-r)
bone (vowel-consonant-e)
street (vowel pair)

Vowel Pair Syllables (diphthongs)

Preparation: Write words listed below on index cards.

1. Display the words *out*, *cow*, *boil*, *boy* and say.
“Here are some vowel pairs whose sounds blend together.”

ou	out	/ou/
ow	cow	/ou/
oi	boil	/oi/
oy	boy	/oi/

2. Lay out cards. Students:
- Describe the syllable.
 - Name the syllable type.
 - Identify the vowel sound.
 - Read the word.

Word List A:

mouth (vowel pair)
noun (vowel pair)
cow (vowel pair)
join (vowel pair)
boy (vowel pair)
he (open)
sing (closed)
sniff (closed)
brake (vowel-consonant-e)
turn (vowel-r)
place (vowel-consonant-e)
down (vowel pair)

Words List C:

round (vowel pair)
now (vowel pair)
boil (vowel pair)
joy (vowel pair)
house (vowel pair)
clown (vowel pair)
cheek (vowel pair)
firm (vowel-r)
hi (open)
flake (vowel-consonant-e)
shirt (vowel pair)

Word List B:

found (vowel pair)
how (vowel pair)
point (vowel pair)
toy (vowel pair)
thirst (vowel-r)
town (vowel pair)
skate (vowel-consonant-e)
smell (closed)
brick (closed)
term (vowel-r)
horse (vowel-r)
she (open)

Words List D:

south (vowel pair)
plow (vowel pair)
soil (vowel pair)
blouse (vowel pair)
stir (vowel-r)
race (vowel-consonant-e)
I (open)
black (closed)
staff (closed)
spill (closed)
blade (vowel-consonant-e)

Final Stable Syllables

Preparation: Write words listed below on index cards.

1. Display the words *noodle* and *noble* and say:
“These words have *dle* and *ble* at the end. A syllable that is spelled with a consonant-*l-e* is called a final stable syllable. I’ll write a few more final stable syllables.”

ble	bubble	/bl/
cle	uncle	/cl/
dle	candle	/dl/
fle	ruffle	/fl/
gle	angle	/gl/
kle	ankle	/kl/
ple	purple	/pl/
tle	bottle	/tl/
zle	puzzle	/zl/

2. Lay out cards. Students:
 - a. Describe both syllables in each word.
 - b. Name the syllable types.
 - c. Identify the vowel sounds.
 - d. Read the word.

Word List A:

candle (closed/final stable)
scramble (closed/ final stable)
stumble (closed/final stable)
bumble (closed/final stable)
simple (closed/final stable)
middle (closed/final stable)
cattle (closed/final stable)
steeple (vowel pair/final stable)
sparkle (vowel-r/final stable)
bottle (closed/final stable)
hassle (closed/final stable)
humble (closed/final stable)
noodle (vowel pair/final stable)

Words List B:

able (open/final stable)
twinkle (closed/final stable)
maple (open/final stable)
tumble (closed/final stable)
table (open/final stable)
handle (closed/final stable)
stable (open/final stable)
marble (vowel-r/final stable)
nibble (closed/final stable)
ruffle (closed/final stable)
staple (open/final stable)
tremble (closed/final stable)
puzzle (closed/final stable)