

# Closed: Simple Multisyllable

**SKILL OBJECTIVE:** Students can identify, read, and write closed-closed multisyllable words with the simple division pattern.



If you plan to use the Teacher Presentation File (TPF) to support the facilitation of this lesson, access the digital file before beginning each daily lesson.



The yellow icon pictured to the left appears with parts of the lesson that include a Student Activity Module (SAM). The SAM provides digital versions of the STUDENT MATERIALS for some activities.



If you are not using the TPF or SAM, use the TEACHER MATERIALS and STUDENT MATERIALS lists to help you prepare for the lesson activities. To get tips and efficient options for preparing lesson materials, reference the **“Prep for a Lesson Support Guide”** found on the One95 Literacy Platform™.

## REVIEW

2 MINUTES

### Phonemic Awareness: Segmentation

**GOAL:** Students can segment each syllable in a 2-syllable word.

**MATERIALS:** None

Use the gradual release model. Model 1 prompt as an “I Do.” Then, complete at least 1 prompt with the students as a “We Do.” Once the students perform accurately, allow them to respond as a “You Do,” without your support.

- **Say \_\_\_\_\_.**
- **What is the first syllable?**
- **What is the last syllable?**

If 1 or more students need additional support, return to the “We Do” stage. Also, you can place your hand under your chin and model how your chin drops when segmenting each syllable in a word.

#### Word List

con test	muf fin
hap pen	plas tic
Bran den	ob ject
pun gent	dis gust
Lin net	pic nic
clas sic	Gib son
con coct	ex pect
com ment	snip pet
skil let	nut meg
in sist	sub mit
mis hap	up set
cot ton	nap kin

## IDENTIFY PATTERN: SYLLABLE MAPPING WITH BARS

8 MINUTES

**GOAL:** Students can use syllable bars to represent the sounds in each syllable of a word. Also, students can identify the closed-closed, simple multisyllable pattern.

**TEACHER MATERIALS:** Magnetic Syllable Bars—2 Blue-Red-Blue, 1 Blue-Red-Blue-Blue, 1 Red-Blue (as needed, reverse the syllable bars to represent additional patterns); Magnetic Whiteboard; Dry Erase Marker



In this lesson, you will learn to read and spell words with the closed-closed multisyllable pattern. A closed syllable is 1 vowel letter followed by 1 or more consonants, and the vowel sound is short.

Now, repeat after me. A closed syllable is 1 vowel letter (students repeat), followed by 1 or more consonants (students repeat), and the vowel sound is short (students repeat).

Let's say it 1 more time together. (Repeat the pattern chorally.)

The gesture for the closed syllable is a closed fist. Practice the gesture with me. (Show the closed gesture.)

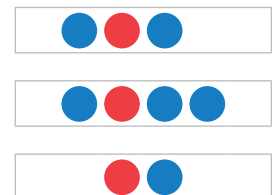
The words in this lesson will have 2 closed syllables. This is called a closed-closed multisyllable pattern.

The multisyllable words you will build using the syllable bars have a simple division. A word follows the simple division rule when it has 2 consonants between its vowel sounds and its syllables are divided between the 2 consonants.

## I DO MODEL

In the past, you may have used colored sound chips to represent sounds in a 1-syllable word. Now, because we are building words with more than 1 syllable, you will use syllable bars with colored circles. These colored circles are like the colored sound chips you may have used—each circle represents 1 sound in a syllable. Let's review the type of sound each color represents.

- The blue circle represents a consonant sound. (Point to a blue circle.)
  - ◆ A consonant is any letter that is not a vowel.
- The red circle represents a short vowel sound. (Point to a red circle.)
  - ◆ Write each vowel letter on the magnetic whiteboard. Let's name each vowel letter and say its short vowel sound.
  - ◆ Point to each vowel letter and ask: Vowel letter name? Short vowel sound?



Now, watch me identify the syllable bars that represent each syllable in a word.

The first word is contest.

- There are 2 syllables—con ▪ test.
- Because there are 2 syllables in the word contest, I will use 2 syllable bars.

The first syllable is con.

- I finger-stretch each sound in the syllable con—/k/ /ɔ/ /n/.
  - ◆ The first sound is /k/. A consonant sound is represented by a blue circle.
  - ◆ The vowel sound is /ɔ/. A short vowel sound is represented by a red circle.
  - ◆ The last sound is /n/, represented by a blue circle.

Show the blue-red-blue syllable bar.



- The syllable bar with the blue-red-blue pattern represents the sounds in the syllable con—/k/ /ɔ/ /n/. (Tap under each circle as you say its sound.)
- The syllable con has 1 vowel letter (tap under the red circle), followed by 1 or more consonants. (Scoop your finger to the right of the last circle.)
- The syllable type is closed. (Show the closed gesture under the syllable bar.)
- The syllable is con. (Slide your finger under the syllable bar.)

The second syllable is test.

- I finger-stretch each sound in the syllable test—/t/ /ɛ/ /s/ /t/.
  - ◆ The first sound is /t/. A consonant sound is represented by a blue circle.
  - ◆ The vowel sound is /ɛ/. A short vowel sound is represented by a red circle.
  - ◆ The next sound is /s/, represented by a blue circle.
  - ◆ The last sound is /t/, represented by a blue circle.

Show the blue-red-blue-blue syllable bar.



- The syllable bar with the blue-red-blue-blue pattern represents the sounds in the syllable test—/t/ /ɛ/ /s/ /t/. (Tap under each circle as you say its sound.)
- The syllable test has 1 vowel letter (tap under the red circle), followed by 1 or more consonants. (Scoop your finger to the right of the last circle.)
- The syllable type is closed. (Show the closed gesture under the syllable bar.)
- The syllable is test. (Slide your finger under the syllable bar.)

Now, I will check to see if this word has the closed-closed, simple multisyllable pattern. (Arrange the syllable bars side by side in the order they would be read.)



- These 2 syllable bars, side by side, represent the 2-syllable word con • test. (Tap under each syllable bar.)
- I use both hands to point to the vowel sound in each syllable. (Touch under the red circles.)
- I look between the vowel sounds and see there are 2 consonants. (Move both pointer fingers under the blue circles between the red circles.)
- In a simple division pattern, there are 2 consonants between 2 vowel sounds, and the word is divided between the 2 consonants. (Use both pointer fingers to slide the syllable bars apart.)

- The word contest has the closed-closed syllable pattern. (Use both hands to show the closed syllable gesture under each syllable bar.)
- The syllables are con • test. (Tap under each syllable bar.)
- The word is contest. (Slide the syllable bars together.)

## WE DO PRACTICE

Let's build a 2-syllable word together. I will move the syllable bars, and you will answer with me.

The word is muffin. Word? muffin I had a blueberry muffin for breakfast.

- How many syllables do you hear in the word muffin? **2**
- How many syllable bars do I need? **2**

Now, help me identify the syllable bars.

What is the first syllable in the word muffin? muf

- Let's finger-stretch each sound in the syllable muf. /m/ /ŭ/ /f/
- How many sounds? **3**
  - ◆ First sound? /m/ Color? **blue**
  - ◆ Vowel sound? /ŭ/ Color? **red**
  - ◆ Last sound? /f/ Color? **blue**
- Which syllable bar? **blue-red-blue** (Tap under each circle.)
- Say the sounds with me. /m/ /ŭ/ /f/ (Tap under each circle.)
- Say the syllable pattern with me. **There is 1 vowel letter** (tap under the red circle), **followed by 1 or more consonants**. (Scoop your finger to the right of the last circle)
- Syllable type and gesture? **closed** (Show the closed gesture under the syllable bar.)
- Syllable? muf (Slide your finger from left to right under the syllable bar.)



What is the second syllable in the word muffin? fin

- Let's finger-stretch each sound in the syllable fin. /f/ /ī/ /n/
- How many sounds? **3**
  - ◆ First sound? /f/ Color? **blue**
  - ◆ Vowel sound? /ī/ Color? **red**
  - ◆ Last sound? /n/ Color? **blue**
- Which syllable bar? **blue-red-blue** (Tap under each circle.)
- Say the sounds with me. /f/ /ī/ /n/ (Tap under each circle.)
- Say the syllable pattern with me. **There is 1 vowel letter** (tap under the red circle), **followed by 1 or more consonants**. (Scoop your finger to the right of the last circle)
- Syllable type and gesture? **closed** (Show the closed gesture under the syllable bar.)
- Syllable? fin (Slide your finger from left to right under the syllable bar.)



Now, let's check to see if this word has the closed-closed simple multisyllable pattern. (Arrange the syllable bars side by side in the order they would be read.)



- Use both hands and pretend to touch the vowel sound in each syllable. (Touch under the red circles.)
- How many consonants are between the vowel sounds? **2** (Move both pointer fingers under the blue circles between the red circles.)
- When there are 2 consonants between 2 vowel sounds, where is the word divided? **between the 2 consonants** (Use both pointer fingers to slide the syllable bars apart.)
- Say the multisyllable pattern and show the gestures using both hands. **closed-closed**
- Syllables? **muf • fin** (Tap under each syllable bar.)
- Word? **muffin** (Slide the syllable bars together.)

Use the word list and the "Routine for Syllable Mapping with Bars" to continue building 2-syllable words.

### Routine for Syllable Mapping with Bars

The word is \_\_\_\_\_. Word?

- How many syllables?
- How many syllable bars?

What is the first syllable?

- Finger-stretch the sounds.
- How many sounds?
- For each sound in the syllable, ask: **Sound? Color?**
- Which syllable bar? (Students say the color pattern.)
- Tap each circle and say its sound.
- Say the syllable pattern.
- Syllable type and gesture?
- Syllable?

Repeat the steps above for the second syllable.

Let's check the multisyllable pattern.

- Pretend to touch the vowel sound in each syllable.
- How many consonants are between the vowel sounds?
- Where is the word divided?
- Multisyllable pattern and gestures?
- Syllables?
- Word?

### Word List

con test	muf fin
hap pen	plas tic
Bran den	obj ect
pun gent	dis gust
Lin net	pic nic
clas sic	Gib son
con coct	ex pect
com ment	snip pet
skil let	nut meg
in sist	sub mit
mis hap	up set
cot ton	nap kin

## READ ACCURATELY

10 MINUTES

**GOAL:** Students can accurately read closed-closed multisyllable words with the simple division pattern.

**TEACHER MATERIALS:** Small Whiteboard, Dry Erase Marker

**I DO** MODEL

Watch the steps I use to read a multisyllable word. To help us focus on the pattern, this activity will use nonsense words, or words that are not real.

Write the nonsense word tignap on a small whiteboard.

Look at this multisyllable word.

**Step 1** Find the vowels.

- First, I use both hands to find the vowel letter in each syllable.
- I point to the vowel letter i with my left pointer finger and the vowel letter a with my right pointer finger.



**Step 2** Underline the vowel letters.

- Now, I underline the vowel letters. (Underline the i and a.)
- This word has 2 syllables because it has 2 vowel sounds.



**Step 3** Draw a line between the syllables.

- Next, I look for the number of consonants between the vowel sounds.
- There are 2 consonants—g and n. When there are 2 consonants between 2 vowel sounds, divide the word between the consonants.
- I draw a line between the letters g and n.



**Step 4** Read each syllable.

Now, I read the first syllable.

- I cover the second syllable and look at the first one.
- This syllable has 1 vowel letter (tap under the vowel letter), followed by 1 or more consonants. (Scoop your finger to the right of the last consonant in the syllable.)
- This syllable follows the closed syllable pattern. I show the closed gesture under the syllable and say closed.
- The vowel sound is /i/.
- The syllable is tig.



Next, I read the second syllable.

- I cover the first syllable and look at the second one.
- This syllable has 1 vowel letter (tap under the vowel letter), followed by 1 or more consonants. (Scoop your finger to the right of the last consonant in the syllable.)
- This syllable follows the closed syllable pattern. I show the closed gesture under the syllable and say closed.
- The vowel sound is /ă/.
- The syllable is nap.

**Step 5** Read the word.

- Finally, I read the word—tignap. (Slide your finger under the word.)

### WE DO PRACTICE

Let's read the next word together. I will answer and gesture with you.

(Students should be pointing and gesturing throughout the routine.)

Before we begin, let's review the closed syllable pattern.

Repeat after me: A closed syllable is 1 vowel letter (students repeat), followed by 1 or more consonants (students repeat), and the vowel sound is short (students repeat).

Let's say it 1 more time together. (Repeat the pattern chorally.)

Show me the gesture for a closed syllable. (Show the closed gesture.)

Write the nonsense word inlup on a small whiteboard.

Look at this multisyllable word.

**Step 1** Find the vowels.

- Use both hands and pretend to touch the vowel letters in each syllable.
- Point to the vowel letter i with your left hand and the vowel letter u with your right hand.

**Step 2** Underline the vowels.

- Which letters should I underline to represent the vowel sounds? i and u
- How many vowel sounds? 2 How many syllables? 2

**Step 3** Draw a line between the syllables.

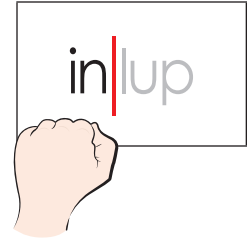
- How many consonants are between the vowel sounds? 2
- Where do I draw a line to divide the syllables? between the n and l



**Step 4** Read each syllable.

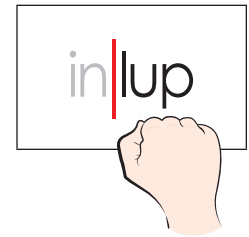
Now, let's read the first syllable.

- Cover the second syllable and look at the first one.
- Syllable type and gesture? **closed**
- Vowel sound? /ĭ/
- Syllable? **in**



Now, let's read the second syllable.

- Cover the first syllable and look at the second one.
- Syllable type and gesture? **closed**
- Vowel sound? /ŭ/
- Syllable? **lup**



**Step 5** Read the word.

- Word? **inlup**



**Launch the SAM or distribute the materials listed below.**

**STUDENT MATERIALS:** 10.2 Read Accurately—Day 1 (1 per student), Pencil (1 per student)

### YOU DO APPLY

Now, it is your turn. Follow the steps we just used and practice reading each multisyllable word accurately. If you have trouble with a word, raise your hand, and I can help you. Refer to the sample word we did together to remind you of the steps.

While students are working independently, be sure to monitor each student's word-reading accuracy. Lean in close and listen to 1 student at a time. If any students consistently divide and read the words incorrectly, work with them 1-on-1 or in a small group for a few minutes daily, over the next 1 or 2 days. Provide corrective feedback and support, as needed. Use the "Routine for Multisyllable Word Reading" on the next page to guide students. Use the Word List to the right as an answer key for the Read Accurately—Day 1 practice.

#### Word List

tig nap	in lup
ad beg	fuz bez
hes nep	hod bip
on lod	jem bub
lep fem	nap teg
nat sib	oc fet
op sen	ap gum
bab seg	dag wip
fap zet	gom zeb
heb gan	ket sum
luz pog	mus fin
mut ven	ud mif



### Routine for Multisyllable Word Reading

- Find the vowels. (Use 2 hands.)
- How many consonants are between the vowel sounds?
- Where do I divide the syllables?

For each syllable, ask:

- Syllable type and gesture?
- Vowel sound?
- Syllable?

Finally, ask:

- Word?

### TRANSFER TO TEXT

**10 MINUTES**

**GOAL:** Students can identify and highlight closed-closed multisyllable words with the simple division pattern in text.

**TEACHER MATERIALS:** 10.2 Teacher Passage, 10.2 Student Passage, Highlighter

### I DO MODEL

**PASSAGE TITLE:** "Linnet's Muffin Contest"

There are 2 versions of the reading passage. The teacher passage is for your reference only. Use the student passage to model identifying and highlighting the pattern words for students.

**Watch me identify and highlight multisyllable words with the closed-closed syllable pattern.**

**In section 1, I look at the first word in the title.**

- First, I find the vowel letters. (Use 2 hands and touch the vowel letters in the word Linnet's.)
- There are 2 vowel letters—i and e.
- There are 2 consonants between the vowel letters.
- The first syllable, spelled L-i-n, has 1 vowel letter followed by 1 or more consonants. The syllable type is closed. (Show the closed gesture while saying closed.)
- The second syllable, spelled n-e-t-apostrophe-s, has 1 vowel letter followed by 1 or more consonants. The syllable type is closed. (Show the closed gesture while saying closed.)
- This is a closed-closed multisyllable word.
- I will highlight this word. (Do not read the word.)

Continue using the steps above and check the remaining words in the title.



**Launch the SAM or distribute the materials listed below.**

**STUDENT MATERIALS:** 10.2 Student Passage (1 per student), Highlighter (1 per student)

## **WE DO** PRACTICE

Let's identify and highlight pattern words in the passage together.

Find section 2. We will look at each word in the first sentence and see if it follows the closed-closed syllable pattern. Follow the "Routine for Identifying Pattern Words."

### **Routine for Identifying Pattern Words**

- Find the vowel letter or letters. (Use 1 or 2 hands.)
- How many vowel letters? How many syllables?

If the word has 1 syllable, say: **Because this word has 1 vowel sound, there is only 1 syllable, so we will not highlight it.**

If the word has more than 1 syllable, ask:

- How many consonants are between the vowel sounds?
- Where would we divide the syllables?
- Does each syllable have 1 vowel letter followed by 1 or more consonants?

If no, say: **Because this word does not follow the closed-closed pattern, we will not highlight it.**

If yes, ask:

- Multisyllable pattern and gestures?
- Highlight the word.

Use the steps above to guide students in identifying and highlighting pattern words in the rest of this section.

## **YOU DO** APPLY

Now, it is your turn to identify and highlight pattern words in the rest of this section. Continue highlighting pattern words in the passage until the time is up.

To provide corrective feedback and support, return to the "We Do" stage.

If you are using printed passages, collect the students' passages with the highlighted pattern words. On Day 2, students will practice reading all the highlighted pattern words.

## Closed: Simple Multisyllable

### REVIEW

2 MINUTES

#### Previous Phonics Skill

**GOAL:** Students can identify nonsense words with and without the closed syllable pattern.

**TEACHER MATERIALS:** 10.2 Review Grid 1

Use the gradual release model. Model 1 word as an “I Do.” Then, complete at least 1 word with the students as a “We Do.” Once the students perform accurately, allow them to respond as a “You Do,” without support.

Show students Review Grid 1.

**This grid has nonsense words. Some of the words follow the closed syllable pattern, and some words do not. Remember, a closed syllable is 1 vowel letter, followed by 1 or more consonants.**

blick	ob
boam	ki
thabe	sput
toam	aze
jum	plam
atch	yop
bri	braish
stant	glo
grame	oam
choz	wist

**You will tell me if the nonsense word is closed or not closed. If the word is closed, say closed and show me the closed syllable gesture. If the word is not closed, say not closed and show me the not closed gesture.** (Hold your palm facing down and move your hand from side to side.)

Point to each word and ask: **Closed or not closed?**

If 1 or more students need additional support, guide them using the steps below.

- Pretend to touch the vowel letter or letters.
- Is there 1 vowel letter followed by 1 or more consonants?
- Closed or not closed?

### READ ACCURATELY

12 MINUTES

**GOAL:** Students can accurately read closed-closed multisyllable words with the simple division pattern.

**TEACHER MATERIALS:** Small Whiteboard, Dry Erase Marker

#### I DO MODEL

**Watch the steps I use to read a multisyllable word. To help us focus on the pattern, this activity will use nonsense words, or words that are not real.**

Write the nonsense word abdimp on a small whiteboard.

Look at this multisyllable word.

abdimp

**Step 1** Find the vowels.

- First, I use both hands to find the vowel letters in each syllable.
- I point to the vowel letter a with my left pointer finger and the vowel letter i with my right pointer finger.

**Step 2** Underline the vowels.

- Now, I underline the vowel letters. (Underline the a and i.)
- This word has 2 syllables because it has 2 vowel sounds.

abdimp

**Step 3** Draw a line between the syllables.

- Next, I look for the number of consonants between the vowel sounds.
- There are 2 consonants—b and d. When there are 2 consonants between 2 vowel sounds, divide the word between them.
- I draw a line between the letters b and d.


ab|dimp

**Step 4** Read each syllable.

Now, I read the first syllable.

- I cover the second syllable and look at the first one.
- This syllable has 1 vowel letter (tap under the vowel letter), followed by 1 or more consonants. (Scoop your finger to the right of the last consonant in the syllable.)
- This syllable follows the closed syllable pattern. I show the closed gesture under the syllable and say closed.
- The vowel sound is /ă/. (Tap under the vowel letter.)
- The syllable is ab. (Slide your finger from left to right.)

ab|dimp



Next, I read the second syllable.

- I cover the first syllable and look at the second one.
- This syllable has 1 vowel letter (tap under the vowel letter), followed by 1 or more consonants. (Scoop your finger to the right of the last consonant in the syllable.)
- This syllable follows the closed syllable pattern. I show the closed gesture under the syllable and say closed.
- The vowel sound is /ī/. (Tap under the vowel letter.)
- The syllable is dimp. (Slide your finger from left to right.)

ab|dimp



**Step 5** Read the word.

- Finally, I read the word—abdimp. (Slide your finger under the word.)

abdimp

**WE DO PRACTICE**

**Let's read the next word together. I will answer and gesture with you.** (Students should be pointing and gesturing throughout the routine.)

**Before we begin, let's review the closed syllable pattern.**

**Repeat after me: A closed syllable is 1 vowel letter** (students repeat), **followed by 1 or more consonants** (students repeat), **and the vowel sound is short** (students repeat).

**Let's say it 1 more time together.** (Repeat the pattern chorally.)

**Show me the gesture for a closed syllable.** (Show the closed gesture.)

Write the nonsense word yapgum on a small whiteboard.

**Look at this multisyllable word.**

**Step 1** Find the vowels.

- Use both hands and pretend to touch the vowel letters in each syllable.
- Point to the vowel letter a with your left hand and the vowel letter u with your right hand.

**Step 2** Underline the vowels.

- Which letters should I underline to represent the vowel sounds? a and u
- How many vowel sounds? **2** How many syllables? **2**

**Step 3** Draw a line between the syllables.

- How many consonants are between the vowel sounds? **2**
- Where do I draw a line to divide the syllables? **between the p and g**

**Step 4** Read each syllable.

**Now, let's read the first syllable.**

- Cover the second syllable and look at the first one.
- Syllable type and gesture? **closed**
- Vowel sound? **/ă/**
- Syllable? **yap**

**Now, let's read the second syllable.**

- Cover the first syllable and look at the second one.
- Syllable type and gesture? **closed**
- Vowel sound? **/ŭ/**
- Syllable? **gum**

**Step 5** Read the word.

- Word? **yapgum**

yapgum

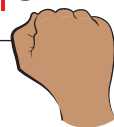
yapugum

yap|gum

yap|gum



yap|gum



yapgum



Launch the SAM or distribute the materials listed below.

**STUDENT MATERIALS:** 10.2 Read Accurately—Day 2 (1 per student), Pencil (1 per student)

## YOU DO APPLY

Now, it is your turn. Follow the steps we just used and practice reading each multisyllable word accurately. If you have trouble with a word, raise your hand, and I can help you. Refer to the sample words we did together to remind you of the steps.

While students are working independently, be sure to monitor each student's word-reading accuracy. Lean in close and listen to 1 student at a time. If any students consistently divide and read the words incorrectly, work with them 1-on-1 or in a small group for a few minutes daily, over the next 1 or 2 days. Provide corrective feedback and support, as needed. Use the "Routine for Multisyllable Word Reading" to guide students. Use the Word List to the right as an answer key for the Read Accurately—Day 2 practice.

### Routine for Multisyllable Word Reading

- Find the vowels. (Use 2 hands.)
- How many consonants are between the vowel sounds?
- Where do I divide the syllables?

For each syllable ask:

- Syllable type and gesture?
- Vowel sound?
- Syllable?

Finally, ask:

- Word?

### Word List

ab dimp	yap gum
jas dun	han pug
ut pim	bret mog
bal lam	fon met
en dist	nid lint
bif sam	blem sip
las dif	skim lut
en fab	bot mass
im dell	pic tuff
stap tod	pem lef
fen dun	stib cot
spim tub	gup nat

## READ FLUENTLY

5 MINUTES

**GOAL:** Students can fluently read closed-closed multisyllable words with the simple division pattern.



**Launch the SAM or distribute the materials listed below.**

**TEACHER MATERIALS:** 10.2 Fluency Sheet—Words; Timer or Stopwatch

**STUDENT MATERIALS:** 10.2 Fluency Sheet—Words (1 per student)

**I DO** MODEL

- Put your finger next to the first row of words.
- Listen as I read the top row of words. I will read the words fluently. This means I will read them accurately, at a quick but comfortable pace.
- Follow along by touching each word as I read it.

If students read with you, stop and say: **It is my turn. You are listening and following along.**

**WE DO** PRACTICE

Let's read the next row together.

- Put your finger next to the second row of words.
- When I say go, touch the words as we read them fluently. Remember, when we read fluently, we read accurately, at a quick but comfortable pace.
- Ready? Go.

**YOU DO** APPLY

Now, it is your turn.

- When I say go, start at the top and use your finger to touch each word as you whisper read it.
- You will continue to fluently read all the words until the time is up.
- If you read all the words before the time is up, go back to the top and read the words again.

Your goal is to read fluently. This means you will read accurately, at a quick but comfortable pace.

Set a timer for 1 minute.

- Ready? Go.
- After 1 minute, say: **Stop.**

While students are working independently, be sure to monitor each student's word-reading accuracy. Lean in close to 1 student at a time. Listen and provide corrective feedback, if needed. Guide the students by verbalizing the steps provided. Be sure to spend time with each student in the group.

Listen as the student reads the next 2 words, and monitor for accuracy. If the student consistently reads incorrectly, continue using the "Steps for Corrective Feedback."

## Steps for Corrective Feedback

- Touch the vowel letters.
- Look at the first syllable.
  - ◆ Say the syllable type and gesture with me.
  - ◆ Say the vowel sound with me—/\_/. (Say the vowel sound with the student.)
  - ◆ Syllable? (Read the syllable with the student.)
- Repeat the steps to read the second syllable.
- Word? (Read the word with the student.)

## WRITE WORDS

**5 MINUTES**

**GOAL:** Students can spell closed-closed multisyllable words with the simple division pattern.

**TEACHER MATERIALS:** 6-Row Syllable Mapping Sheet (inserted into a plastic sleeve), Dry Erase Marker, Clipboard (optional)

### I DO MODEL

Today, you will learn how to spell close-closed multisyllable words with the simple division pattern.

Before we begin, let's review the closed syllable pattern. Repeat after me: A closed syllable is 1 vowel letter (students repeat), followed by 1 or more consonants (students repeat), and the vowel sound is short (students repeat).

Let's say it 1 more time together. (Repeat the pattern chorally.)

Show me the gesture for a closed syllable. (Show the closed gesture.)

Now, watch how I use this syllable mapping sheet. Each box holds only 1 syllable.

The word is happen.


- I tap 1 box for each syllable I hear—hap ▪ pen. (Tap a box as you say each syllable.)
- Because there are 2 syllables in the word happen, I will use 2 syllable boxes.

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In the first box, I write the letters that spell the sounds in the first syllable hap.

- I finger-stretch each sound in the syllable hap—/h/ /ă/ /p/.
- The syllable hap has 3 sounds.
  - ◆ The first sound is /h/ spelled with the letter h.
  - ◆ The next sound is /ă/ spelled with the vowel letter a.
  - ◆ The last sound is /p/ spelled with the letter p.

hap	
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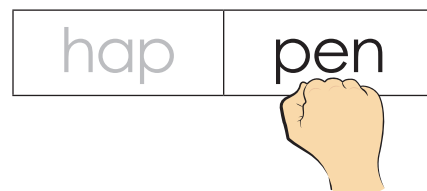




- The syllable pattern is **1 vowel letter** (tap under the vowel letter), **followed by 1 or more consonants**. (Scoop our finger to the right of the last consonant.)
- The syllable type and gesture is **closed**. (Show the closed gesture under the syllable.)
- The syllable is hap. (Slide your finger under the syllable.)

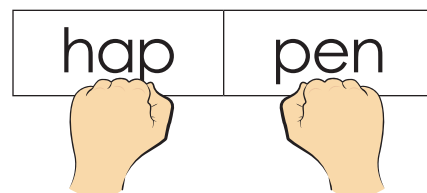
Now, in the second box, I write the letters that spell the sounds in the second syllable pen.

- I finger-stretch each sound in the syllable pen—/p/ /ě/ /n/.
- The syllable pen has 3 sounds.
  - ◆ The first sound is /p/ spelled with the letter p.
  - ◆ The next sound is /ě/ spelled with the vowel letter e.
  - ◆ The last sound is /n/ spelled with the letter n.
- The syllable pattern is **1 vowel letter** (tap under the vowel letter), **followed by 1 or more consonants**. (Scoop your finger to the right of the last consonant.)
- The syllable type and gesture is **closed**. (Show the closed gesture under the syllable.)
- The syllable is pen. (Slide your finger under the syllable.)



This word has the closed-closed multisyllable pattern. I say closed-closed while showing the closed gesture under each syllable.

The word is happen. (Slide your finger under the word.)



### WE DO PRACTICE

Let's practice spelling a word together. I will respond and gesture with you.

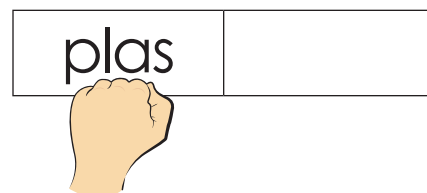
The word is plastic. Word? **plastic** The plate is made of plastic.

- I tap the boxes as we say each syllable in the word plastic. Say the syllables with me. **plas • tic**
- How many syllables do you hear? **2**

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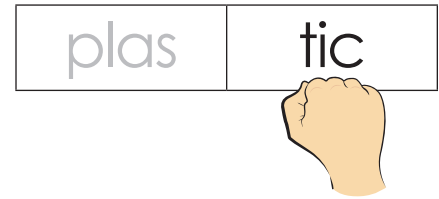
In the first box, I write the letter that spells each sound in the first syllable.

- What is the first syllable? **plas**
- Finger-stretch each sound in the syllable plas. /p/ /l/ /ă/ /s/
  - ◆ Which letter spells the sound /p/? **p**
  - ◆ Which letter spells the sound /l/? **l**
  - ◆ Which letter spells the vowel sound /ă/? **a**
  - ◆ Which letter spells the sound /s/? **s**
- Say the syllable pattern with me. **There is 1 vowel letter** (tap under the vowel letter), **followed by 1 or more consonants**. (Scoop your finger to the right of the last consonant.)
- Syllable type and gesture? **closed**
- Syllable? **plas**



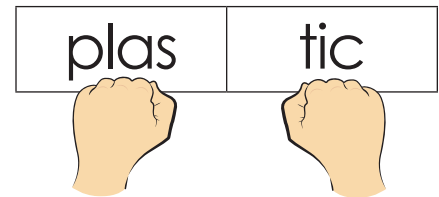
Now, in the second box, I write the letter that spells each sound in the second syllable.

- What is the second syllable? **tic**
- Finger-stretch each sound in the syllable **tic**. /t/ /i/ /k/
  - ◆ Which letter spells the sound /t/? **t**
  - ◆ Which letter spells the vowel sound /i/? **i**
  - ◆ Which letter spells the sound /k/? **c**
- Say the syllable pattern with me. **There is 1 vowel letter**  
(tap under the vowel letter), **followed by 1 or more consonants.**  
(Scoop your finger to the right of the last consonant.)
- Syllable type and gesture? **closed**
- Syllable? **tic**



Multisyllable pattern and gestures? **closed-closed**

Word? **plastic** (Slide your finger under the word.)



**STUDENT MATERIALS:** 6-Row Syllable Mapping Sheet (1 per student), Pencil or Dry Erase Marker (1 per student)

### YOU DO APPLY

Now, it is your turn. I will give you a word to spell. Then, I will guide you with the steps we just used.

Dictate pattern words from the word list provided. Use the "Routine for Syllable Mapping" to guide students. To provide corrective feedback and support, return to the "We Do" stage and spell 2 or 3 words together.

### Routine for Syllable Mapping

The word is \_\_\_\_\_. Word?

- Tap a box for each syllable you hear.
- What is the first syllable?
  - ◆ Finger-stretch the sounds.
  - ◆ Write the letters that spell the sounds.
  - ◆ Look for the syllable pattern.
  - ◆ Syllable type and gesture?
  - ◆ Syllable?
- Repeat the steps above for the second syllable.
- Multisyllable pattern and gestures?
- Word?

### Word List

con test	muf fin
hap pen	plas tic
Bran den	obj ect
pun gent	dis gust
Lin net	pic nic
clas sic	Gib son
con coct	ex pect
com ment	snip pet
skil let	nut meg
in sist	sub mit
mis hap	up set
cot ton	nap kin

## TRANSFER TO TEXT

6 MINUTES

**GOAL:** Students can read closed-closed multisyllable words with the simple division pattern in text.

**TEACHER MATERIALS:** 10.2 Teacher Passage, 10.2 Student Passage (with highlighted pattern words)

**I DO** MODEL

**PASSAGE TITLE:** "Linnet's Muffin Contest"

There are 2 versions of the reading passage. The teacher passage is for your reference only. Use the highlighted student passage from Day 1 to model reading the identified pattern words.

**Watch me read the highlighted pattern words. Because the highlighted words follow the closed-closed multisyllable pattern, each vowel letter in a word will be pronounced with its short sound.**

**In section 1, I look at the first highlighted word in the title.**

- **First, I find the vowel letters.** (Use 2 hands and touch the vowel letters in the word Linnet's.)
- **The first syllable is Lin.**
- **The second syllable is net's.**
- **The word is Linnet's.** (Slide your finger under the word.)

**For the next highlighted word, I am going to touch the vowel letters, say the syllables in my head, and then read the word. Watch me.**

- **Using 2 hands, I touch the vowel letters.** (Touch the vowel letters in muffin.)
- **I mouth the syllables—muf ▪ fin.** (Do not say the syllables aloud.)
- **Muffin.** (Slide your finger under the word and read it.)

If there are more highlighted words in the title, continue using the steps above to read them.



**Launch the SAM or distribute the materials listed below.**

**STUDENT MATERIALS:** 10.2 Passage (with highlighted pattern words from Day 1, 1 per student)

**WE DO** PRACTICE

**Let's read the pattern words in the passage together.**

**Find section 2. We will look at each highlighted word in this section and read it. Remember, because the highlighted words follow the closed-closed multisyllable pattern, each vowel letter in a word will be pronounced with its short sound.**

- **Find the first highlighted word. Use 2 hands and point to the vowel letters.**
- **First syllable? Lin**
- **Second syllable? net**
- **Slide your finger under the word and read it with me. Linnet**

Let's read the next highlighted word in the sentence.

- Use 2 hands and point to the vowel letters.
- Say the syllables in your head. (Pause to allow the students to silently decode each syllable.)
- Word? **disgust** (Slide your finger under the word.)

Continue using the steps to guide students with reading any remaining pattern words in this section.

Remind students to touch the vowel letters using 2 hands and slide a finger under the word when reading it.

## YOU DO APPLY

Now, it is your turn to whisper read the pattern words in the next section. Continue reading pattern words in the passage until the time is up. (Remind students to touch the vowel letters and slide a finger under the word when reading it.)

While students are working independently, be sure to monitor each student's word-reading accuracy. Lean in close to 1 student at a time. Listen and provide corrective feedback, if needed. Guide the students by verbalizing the steps provided. Be sure to spend time with each student in the group.

Listen as the student reads the next 2 words to monitor for accuracy. If the student consistently reads incorrectly, continue using the "Steps for Corrective Feedback."

### Steps for Corrective Feedback

Let's read the word together.

- Touch the vowel letters.
- Look at the first syllable.
  - ◆ Vowel sound? (Say the vowel sound with the student.)
  - ◆ Syllable?
- Repeat the steps above for the second syllable.
- Word? (Read the word with the student.)

Closed: Simple Multisyllable

Extend Lesson

If students in the group are not consistently identifying closed-closed multisyllable pattern words, before moving to Day 3, spend the next 1 or 2 days building pattern words using the syllable bars. Use the instructional dialogue and word list provided. Move to the “You Do” stage as soon as you know your students are ready.

IDENTIFY PATTERN: SYLLABLE MAPPING WITH BARS

30 MINUTES

**GOAL:** Students can use syllable bars to represent the sounds in each syllable of a word. Also, students can identify the closed-closed, simple multisyllable pattern.

**TEACHER MATERIALS:** Magnetic Syllable Bars—2 Blue-Red-Blue, 1 Orange-Red-Blue, 1 Blue-Red-Blue-Blue (as needed, reverse the syllable bars to represent additional patterns); Magnetic Whiteboard; Dry Erase Marker



Today, you are going to practice using syllable bars to build words with the closed-closed multisyllable pattern. A closed syllable is 1 vowel letter, followed by 1 or more consonants, and the vowel sound is short.

Now, repeat after me. A closed syllable is 1 vowel letter (students repeat), followed by 1 or more consonants (students repeat), and the vowel sound is short (students repeat).

Let’s say it 1 more time together. (Repeat the pattern chorally.)

The gesture for the closed syllable is a closed fist. Practice the gesture with me. (Show the closed gesture.)

The words in this lesson will have 2 closed syllables. This is called a closed-closed multisyllable pattern.

The multisyllable words you will build using the syllable bars will have a simple division. A word follows the simple division rule when it has 2 consonants between its vowel sounds and its syllables are divided between the 2 consonants.

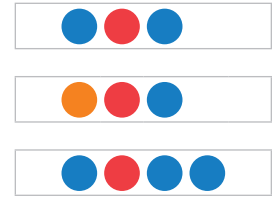
Word List

pub lish	mas cot
vic tim	cac tus
ban dit	pret zel
rab bit	hel met
sun set	trum pet
ten nis	den tist
hap pen	snob bish
dis rupt	dis gust
but ton	pig pen
chip munk	tun nel
hic cup	tid bit
kit ten	cos mic

**I DO** MODEL

In this activity, we are going to use these syllable bars to represent the syllables in a word. Remember, a syllable bar has colored circles that represent the sounds in a syllable. Each colored circle represents 1 sound. Let's review which type of sound each colored circle represents.

- The blue circle represents a consonant sound. (Point to a blue circle.)
- The orange circle represents a consonant digraph sound. (Point to the orange circle.)
- The red circle represents a short vowel sound. (Point to a red circle.)



Watch me identify the syllable bars that represent each syllable in a word.

The first word is publish.

- There are 2 syllables—pub = lish.
- Because there are 2 syllables in the word publish, I will use 2 syllable bars.

The first syllable is pub.

- I finger-stretch each sound in the syllable pub—/p/ /ŭ/ /b/.
  - ◆ The first sound is /p/. A consonant is represented by a blue circle.
  - ◆ The vowel sound is /ŭ/. A short vowel sound is represented by a red circle.
  - ◆ The last sound is /b/, represented by a blue circle.

Show the blue-red-blue syllable bar.



- The syllable bar with the blue-red-blue pattern represents the syllable pub—/p/ /ŭ/ /b/. (Tap under each circle as you say its sound.)
- This syllable pub has 1 vowel letter (tap under the red circle), followed by 1 or more consonants. (Scoop your finger to the right of the last circle.)
- The syllable type is closed. (Show the closed gesture under the syllable bar.)
- The syllable is pub. (Slide your finger from left to right under the syllable bar.)

The second syllable is lish.

- I finger-stretch each sound in the syllable lish—/l/ /i/ /sh/.
  - ◆ The first sound is /l/. A consonant is represented by a blue circle.
  - ◆ The vowel sound is /i/. A short vowel sound is represented by a red circle.
  - ◆ The last sound is /sh/. A consonant digraph sound is represented by an orange circle.

Show the blue-red-orange bar.



- The syllable bar with the blue-red-orange pattern represents the syllable lish—/l/ /ī/ /sh/. (Tap under each circle as you say its sound.)
- The syllable lish has 1 vowel letter (tap under the red circle), followed by 1 or more consonants. (Scoop your finger to the right of the last circle.)
- The syllable type is closed. (Show the closed gesture under the syllable bar.)
- The syllable is lish. (Slide your finger left to right below the syllable bar.)

Now, I will check to see if this word has the closed-closed simple multisyllable pattern. (Arrange the syllable bars side by side in the order they would be read.)



- These 2 syllable bars, side by side, represent the 2-syllable word pub ▪ lish. (Tap under each syllable bar.)
- I use both hands to point to the vowel sound in each syllable. (Touch under the red circles.)
- I look between the vowel sounds and see there are 2 consonants. (Move both pointer fingers under the blue circles between the red circles.)
- In a simple division pattern, when there are 2 consonants between 2 vowel sounds, the word is divided between the 2 consonants. (Use both pointer fingers to slide the syllable bars apart.)
- The word publish has the closed-closed multisyllable pattern. (Use both hands to show the closed syllable gesture under each syllable bar.)
- The syllables are pub ▪ lish. (Tap under each syllable bar.)
- The word is publish. (Slide the syllable bars together.)

## WE DO PRACTICE

Let's build a 2-syllable word together. I will move the syllable bars, and you will answer with me.

The word is mascot. Word? **mascot** The school's mascot is an eagle.

- How many syllables did you hear? **2**
- How many syllable bars do I need? **2**

Now, help me identify the syllable bars.

What is the first syllable in the word mascot? **mas**

- Let's finger-stretch each sound in the syllable mas. **/m/ /ă/ /s/**
- How many sounds? **3**
  - ◆ First sound? **/m/** Color? **blue**
  - ◆ Vowel sound? **/ă/** Color? **red**
  - ◆ Last sound? **/s/** Color? **blue**

- Which syllable bar? **blue-red-blue** (Show the syllable bar.)
- Say the sounds with me. /m/ /ă/ /s/ (Tap under each circle.)
- Say the syllable pattern with me. **There is 1 vowel letter** (tap under the red circle), **followed by 1 or more consonants**. (Scoop your finger to the right of the last circle.)
- Syllable type and gesture? **closed** (Show the closed gesture under the syllable bar.)
- Syllable? **mas** (Slide your finger from left to right under the syllable bar.)



What is the second syllable in the word mascot? **cot**

- Let's finger-stretch each sound in the syllable cot. /k/ /ŏ/ /t/
- How many sounds? **3**
  - ◆ First sound? /k/ Color? **blue**
  - ◆ Vowel sound? /ŏ/ Color? **red**
  - ◆ Last sound? /t/ Color? **blue**
- Which syllable bar? **blue-red-blue**
- Say the sounds with me. /k/ /ŏ/ /t/ (Tap under each circle.)
- Say the syllable pattern with me. **There is 1 vowel letter** (tap under the red chip), **followed by 1 or more consonants**. (Scoop your finger to the right of the last chip.)
- Syllable type and gesture? **closed** (Show the closed gesture under the syllable bar.)
- Syllable? **cot** (Slide your finger from left to right under the syllable bar.)



Now, let's check to see if this word has the closed-closed simple multisyllable pattern. (Arrange the syllable bars side by side in the order they would be read.)



- What are the 2 syllables? **mas - cot** (Tap under each syllable bar.)
- Use both hands and pretend to touch the vowel sound in each syllable. (Touch under the red circles.)
- How many consonants are between the vowel sounds? **2** (Move both pointer fingers under the blue circles between the red circles.)
- When there are 2 consonants between 2 vowel sounds, where is the word divided? **between the 2 consonants** (Use both pointer fingers to slide the syllable bars apart.)
- Say the multisyllable pattern and show the gestures using both hands. **closed-closed** (Use both hands to show the closed syllable gesture under each syllable bar.)
- Syllables? **mas - cot** (Tap under each syllable bar.)
- Word? **mascot** (Slide the syllable bars together.)





Launch the SAM or distribute the materials listed below.

**STUDENT MATERIALS:** Syllable Bars—2 Blue-Red-Blue, 1 Orange-Red-Blue, 1 Blue-Red-Blue-Blue (as needed, reverse the syllable bars to represent additional patterns)



### YOU DO APPLY

Now, it is your turn to build words that follow the closed-closed multisyllable pattern. I will say a word, and you will build the word using the syllable bars. Let's review the colors of the circles.

- What does a blue circle represent? **a consonant sound**
- What does an orange circle represent? **a consonant digraph**
- What does a red circle represent? **a short vowel sound**

Using the word list, dictate 1 word at a time. When students are building words, guide them by using the "Routine for Syllable Mapping with Bars."

To provide corrective feedback and support, return to the "We Do" stage and practice 2 or 3 words together.

### Routine for Syllable Mapping with Bars

The word is \_\_\_\_\_. Word?

- How many syllables?
- How many syllable bars?

What is the first syllable?

- Finger-stretch the sounds.
- How many sounds?
- For each sound in the syllable, ask: **Sound? Color?**
- Which syllable bar? (Students should say the color pattern.)
- Tap each circle and say its sound.
- Say the syllable pattern.
- Syllable type and gesture?
- Syllable?

Repeat the steps above for the second syllable.

Let's check the multisyllable pattern.

- Pretend to touch the vowel sound in each syllable.
- How many consonants are between the vowel sounds?
- Where is the word divided?
- Multisyllable pattern and gestures?
- Syllables?
- Word?

### Word List

pub lish	mas cot
vic tim	cac tus
ban dit	pret zel
rab bit	hell met
sun set	trum pet
ten nis	den tist
hap pen	snob bish
dis rupt	dis gust
but ton	pig pen
chip munk	tun nel
hic cup	tid bit
kit ten	cos mic

**OPTION:** Addition of Graphemes

**STUDENT MATERIALS:** Syllable Bars (same bars listed on the previous page), Small Whiteboard (1 per student), Dry Erase Marker (1 per student)

After students have consistently identified the focus pattern with syllable bars, have them try spelling some words. For each word you dictate, have students use the syllable bars to build the word by placing the syllable bars on a small whiteboard. Then, ask them to write the letters that spell each syllable below its syllable bar.

Closed: Simple Multisyllable

REVIEW

2 MINUTES

Phonemic Awareness: Segmentation

**GOAL:** Students can segment each syllable in a 2-syllable word.

**MATERIALS:** None

Use the gradual release model. Model 1 prompt as an “I Do.” Then, complete at least 1 prompt with the students as a “We Do.” Once the students perform accurately, allow them to respond as a “You Do,” without your support.

- Say \_\_\_\_.
- First syllable?
- Last syllable?

If 1 or more students need additional support, return to the “We Do” stage. Also, you can place your hand under your chin and model how your chin drops when segmenting each syllable in a word.

Word List

con test	muf fin
hap pen	plas tic
Bran den	ob ject
pun gent	dis gust
Lin net	pic nic
clas sic	Gib son
con coct	ex pect
com ment	snip pet
skil let	nut meg
in sist	sub mit
mis hap	up set
cot ton	nap kin

READ FLUENTLY

5 MINUTES

**GOAL:** Students can fluently read phrases that contain closed-closed multisyllable words with the simple division pattern.



Launch the SAM or distribute the materials listed below.

**TEACHER MATERIALS:** 10.2 Fluency Sheet—Phrases; Timer or Stopwatch

**STUDENT MATERIALS:** 10.2 Fluency Sheet—Phrases (1 per student)

I DO MODEL

- Put your finger next to the first row of phrases.
- Listen as I read the top row of phrases. I will read the phrases fluently. This means I will read them accurately, at a quick but comfortable pace.
- Follow along by touching each phrase as I read it.

If students read with you, stop and say: **It is my turn. You are listening and following along.**

**WE DO PRACTICE**

Let's read the next row together.

- Put your finger next to the second row of phrases.
- When I say go, touch the phrases as we read them fluently. Remember, when we read fluently, we read accurately, at a quick but comfortable pace.
- Ready? Go.

**YOU DO APPLY**

Now, it is your turn.

- When I say go, start at the top and use your finger to touch each phrase as you whisper read it.
- You will continue to fluently read all the phrases until the time is up.
- If you read all the phrases before the time is up, go back to the top and read the phrases again.
- Your goal is to read fluently. This means you will read accurately, at a quick but comfortable pace.

Set a timer for 1 minute.

- Ready? Go.
- After 1 minute, say: **Stop**.

While students are working independently, be sure to monitor each student's phrase-reading accuracy. Lean in close to 1 student at a time. Listen and provide corrective feedback or use the "Scaffold Recommendation," if needed.

**Scaffold Recommendation**

If a student is not reading the phrases correctly, use the cloze reading strategy to support the student. Reread the first phrase the student read incorrectly. This time, you will read the non-pattern words in the phrase, and the student will fill each pause by reading the pattern word(s). Once you and the student have finished cloze reading the phrase, reread the entire phrase chorally to build accuracy.

**EXAMPLE:** The phrase is "says with disgust." You will read the words says and with. Then, you will pause to allow the student to fill in the word disgust.

Continue using the cloze reading strategy for 2 or 3 more phrases. Then, listen to the student read 2 more phrases independently to monitor for accuracy.

**WRITE WORDS****8 MINUTES**

**GOAL:** Students can spell closed-closed multisyllable words with the simple division pattern.

**TEACHER MATERIALS:** 6-Row Syllable Mapping Sheet (inserted into a plastic sleeve), Dry Erase Marker, Clipboard (optional)

**I DO** MODEL

Today, you will practice spelling closed-closed multisyllable words with the simple division pattern.

Before we begin, let's review the closed syllable pattern. Repeat after me: A closed syllable is 1 vowel letter (students repeat), followed by 1 or more consonants (students repeat), and the vowel sound is short (students repeat).

Let's say it 1 more time together. (Repeat the pattern chorally.)

Show me the gesture for a closed syllable. (Show the closed gesture.)

Now, watch how I use this syllable mapping sheet. Each box holds only 1 syllable.

The word is contest.


- I tap 1 box for each syllable I hear—con ▪ test. (Tap a box as you say each syllable.)
- Because there are 2 syllables in the word contest, I will use 2 syllable boxes.

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In the first box, I write the letters that spell the sounds in the first syllable con.

- I finger-stretch each sound in the syllable con—/k/ /ō/ /n/.
- The syllable con has 3 sounds.
  - ◆ The first sound is /k/ spelled with the letter c.
  - ◆ The next sound is /ō/ spelled with the vowel letter o.
  - ◆ The last sound is /n/ spelled with the letter n.
- The syllable pattern is 1 vowel letter (tap under the vowel letter), followed by 1 or more consonants. (Scoop your finger to the right of the last consonant.)
- The syllable type and gesture is closed. (Show the closed gesture under the syllable.)
- The syllable is con. (Slide your finger under the syllable.)


con	
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Now, in the second box, I write the letters that spell the sounds in the second syllable test.

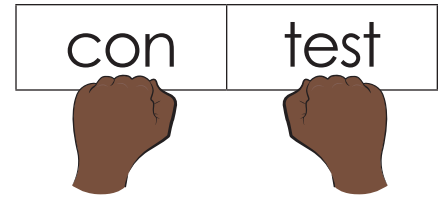
- I finger-stretch each sound in the syllable test—/t/ /ě/ /s/ /t/.
- The syllable test has 4 sounds.
  - ◆ The first sound is /t/ spelled with the letter t.
  - ◆ The next sound is /ě/ spelled with the vowel letter e.
  - ◆ The third sound is /s/ spelled with the letter s.
  - ◆ The last sound is /t/ spelled with the letter t.
- The syllable pattern is 1 vowel letter (tap under the vowel letter), followed by 1 or more consonants. (Scoop your finger to the right of the last consonant.)
- The syllable type and gesture is closed. (Show the closed gesture under the syllable.)
- The syllable is test. (Slide your finger under the syllable.)

con	test
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This word has the closed-closed syllable pattern. I say closed-closed while showing the closed gesture under each syllable.

The word is contest. (Slide your finger under the word.)



### WE DO PRACTICE

Let's practice spelling a word together. I will respond and gesture with you.

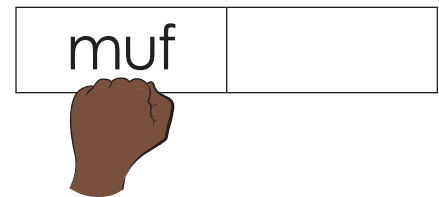
The word is muffin. Word? **muffin** I ate a muffin for breakfast.

- I tap the boxes as we say each syllable in the word muffin. Say the syllables with me. **muf** = **fin**
- How many syllables do you hear? **2**

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In the first box, I write the letter that spells each sound in the first syllable.

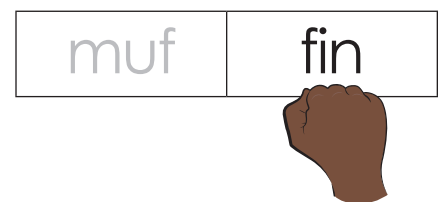
- What is the first syllable? **muf**
- Finger-stretch each sound in the syllable muf. **/m/ /ü/ /f/**
  - ◆ Which letter spells the sound /m/? **m**
  - ◆ Which letter spells the vowel sound /ü/? **u**
  - ◆ Which letter spells the sound /f/? **f**
- Say the syllable pattern with me. **There is 1 vowel letter** (tap under the vowel letter), **followed by 1 or more consonants**. (Scoop your finger to the right of the last consonant.)
- Syllable type and gesture? **closed**
- Syllable? **muf**



Now, I write the second syllable.

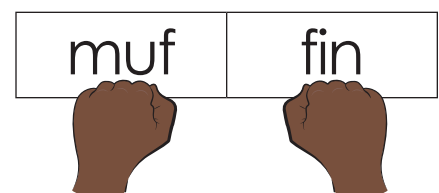
In the second box, I write the letters that represent each sound.

- What is the second syllable? **fin**
- Finger-stretch each sound in the syllable fin. **/f/ /i/ /n/**
  - ◆ Which letter spells the sound /f/? **f**
  - ◆ Which letter spells the vowel sound /i/? **i**
  - ◆ Which letter spells the sound /n/? **n**
- Say the syllable pattern with me. **There is 1 vowel letter** (tap under the vowel letter), **followed by 1 or more consonants**. (Scoop your finger to the right of the last consonant.)
- Syllable type and gesture? **closed**
- Syllable? **fin**



Multisyllable pattern and gestures? **closed-closed**

Word? **muffin** (Slide your finger under the word.)



**STUDENT MATERIALS:** 6-Row Syllable Mapping Sheet (1 per student), Pencil or Dry Erase Marker (1 per student)

**YOU DO** APPLY

**Now, it is your turn. I will give you a word to spell. Then, I will guide you with the steps we just used.**

Dictate pattern words from the word list provided. Use the “Routine for Syllable Mapping” to guide students.

To provide corrective feedback and support, return to the “We Do” stage and spell 2 or 3 words together.

**Routine for Syllable Mapping**

The word is \_\_\_\_\_. Word?

- Tap a box for each syllable you hear.
- What is the first syllable?
  - ◆ Finger stretch the sounds.
  - ◆ Write the letters that spell the sounds.
  - ◆ Look for the syllable pattern.
  - ◆ Syllable type and gesture?
  - ◆ Syllable?
- Repeat the steps for the second syllable.
- Multisyllable pattern and gestures?
- Word?

**Word List**

con test	muf fin
hap pen	plas tic
Bran den	ob ject
pun gent	dis gust
Lin net	pic nic
clas sic	Gib son
con coct	ex pect
com ment	snip pet
skil let	nut meg
in sist	sub mit
mis hap	up set
cot ton	nap kin

## WRITE SENTENCES

5 MINUTES

**GOAL:** Students can accurately write and proofread a sentence containing closed-closed multisyllable words with the simple division pattern.

**TEACHER MATERIALS:** Small Whiteboard, Dry Erase Marker

**STUDENT MATERIALS:** Paper and Pencil or Whiteboard and Dry Erase Marker (1 per student)

**I will say a sentence. Then, you will repeat the sentence with me before you write it.**

- The sentence is “Ellen and I had a picnic.”
- Say it with me. **Ellen and I had a picnic.**
- Let’s say the sentence again as we put up a finger for each word. **Ellen and I had a picnic.**
- How many words are in the sentence? **6**
- Say the sentence 1 more time with me. **Ellen and I had a picnic.**

To support the students’ working memory, you may choose to have students draw an underline for each word they hear in the sentence. Tell them they will write each of the sentence’s words on top of 1 of the lines.

**Now, write the sentence on your paper (or whiteboard). If you forget the sentence, I will repeat it for you.**

While the students are working, write the sentence on a small whiteboard for proofreading. Do not let the students see the sentence as you write it.

**Now, check your work. Does your sentence match mine?**

Ellen and I had a picnic.  
.....

- Put a dot under each letter and punctuation mark that is correct.
- If you misspelled a word or forgot an uppercase letter or a punctuation mark, correct it now. When you finish checking your work, whisper read the sentence.
- When all students are done checking their work, say: **Underline the word(s) in the sentence that follow the closed-closed multisyllable pattern.**

While the students are working, underline the words Ellen and picnic on your whiteboard.

**Now, check your work. Do your underlined words match mine?**

**Let’s read the pattern words in the sentence together.**

- Put your finger under the first underlined word.
- Ready? Read. **Ellen**

Follow the steps above to read any additional underlined pattern words in the sentence.

**Now, let’s read the sentence.**

- Put your finger under the first word.
- Ready? Read. **Ellen and I had a picnic.**



If time permits, dictate another sentence from the list provided.

He will insist on no bad conduct.

The bonnet was in a hatbox.

**TRANSFER TO TEXT****10 MINUTES**

**GOAL:** Students can read text that contains closed-closed multisyllable words with the simple division pattern.



**Launch the SAM or distribute the materials listed below.**

**TEACHER MATERIALS:** 10.2 Teacher Passage, 10.2 Student Passage

**STUDENT MATERIALS:** 10.2 Passage (1 per student)

**I DO MODEL**

**PASSAGE TITLE:** “Linnet’s Muffin Contest”

There are 2 versions of the reading passage. The teacher passage is for your reference only. Use the student passage to model reading fluently.

**Find section 1. Look at the title of the passage.**

- Put your finger under the first word in the title.
- Follow along by sliding your finger under the title as I read it aloud.

Read the title aloud. If students read with you, stop and say: **It is my turn. You are listening and following along.**

**Find section 2. Now, I will read the first section of the passage titled “Linnet’s Muffin Contest.”**

- Put your finger under the first word.
- Listen as I read fluently. This means I will read accurately, at a quick but comfortable pace.
- Follow along by sliding your finger under the words as I read them.

If students read with you, stop and say: **It is my turn. You are listening and following along.**

**WE DO PRACTICE**

**Find section 3. Let’s read the next section together.**

- Put your finger under the first word in this section.
- Read with me fluently. Remember, this means we will read accurately, at a quick but comfortable pace.
- Follow along by sliding your finger under the words as you read.

Although you should be reading fluently, slow down slightly because the students’ comfortable pace may be slower than yours.

**YOU DO** APPLY

**Now, it is your turn to whisper read more of the passage. Continue reading the passage until the time is up.**

While students are working independently, be sure to monitor each student's reading accuracy. Lean in close to 1 student at a time. Listen and provide corrective feedback, or use the "Scaffold Recommendation," if needed.

**Scaffold Recommendation**

If a student is struggling to read accurately, use the cloze reading strategy to support the student. You will read short portions of a sentence, pausing at pattern words. The student will fill each pause by reading a pattern word(s). Once you and the student have finished cloze reading 1 or 2 sentences, reread the sentences chorally to build accuracy.

Continue using the cloze reading strategy for 2 or 3 more sentences. Then, listen to the student read 1 or 2 independently to monitor for accuracy.

## Closed: Simple Multisyllable

## REVIEW

2 MINUTES

## Previous Phonics Skill

**GOAL:** Students can fluently read closed syllable nonsense words.

**TEACHER MATERIALS:** 10.2 Review Grid 2

Use the gradual release model. Model 1 word as an “I Do.” Then, complete at least 1 word with the students as a “We Do.” Once the students perform accurately, allow them to respond as a “You Do,” without support.

Show students the Review Grid 2.

**This grid has nonsense words that follow the closed syllable pattern. Remember, a closed syllable is 1 vowel letter, followed by 1 or more consonants, and the vowel sound is short.**

Point to each nonsense word and ask:

- Vowel sound?
- Word?

If 1 or more students need additional support, return to the “We Do” stage.

ak	fez
nid	lat
dist	stap
lup	mib
zod	nud
pim	bif
sep	pum
vub	fen
tid	ut
blem	chim

## BUILD WORD CHAINS

6 MINUTES

**GOAL:** Students can accurately build a word chain by changing 1 syllable at a time to spell a new word.

**TEACHER MATERIALS:** Whiteboard or 6-Row Syllable Mapping Sheet (inserted into a plastic sleeve), Dry Erase Marker, Clipboard (optional)

**I DO** MODEL

We will build a “chain” of words by changing 1 syllable at a time to spell a new word.

Watch me. My turn.

The first word is convex.

- There are 2 syllables in the word convex—con ▪ vex.
- I finger-stretch the sounds and write the syllable con in the first box.

/k/, letter <u>c</u>	/ɒ/, vowel letter <u>o</u>	/n/, letter <u>n</u>
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convex

convict

conduct

induct

- I finger-stretch the sounds and write the syllable vex in the second box.

/v/, letter <u>v</u>	/ĕ/, vowel letter <u>e</u>	/k/ /s/, letter <u>x</u>
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- The word is convex. (Slide your finger under the word.)

Now, I change the syllable vex in convex to vict.

- The word convex becomes convict.
- The first syllable con does not change. I write c-o-n in the first box under convex.
- Now, I finger-stretch the sounds and write the syllable vict in the second box.

/v/, letter <u>v</u>	/ĭ/, vowel letter <u>i</u>	/k/, letter <u>c</u>	/t/, letter <u>t</u>
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- The word is convict. (Slide your finger under the word.)

Next, I change the syllable vict in convict to duct.

- The word convict becomes conduct.
- The first syllable con does not change. I write c-o-n in the first box under convict.
- Now, I finger-stretch the sounds and write the syllable duct in the second box.

/d/, letter <u>d</u>	/ŭ/, vowel letter <u>u</u>	/k/, letter <u>c</u>	/t/, letter <u>t</u>
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- The word is conduct. (Slide your finger under the word.)

Finally, I change the syllable con in conduct to in.

- The word conduct becomes induct.
- The second syllable duct does not change. I write d-u-c-t in the second box under the word conduct.
- Now, I finger-stretch the sounds and write the syllable in in the first box.

/ĭ/, vowel letter <u>i</u>	/n/, letter <u>n</u>
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- The word is induct. (Slide your finger under the word.)

Now, I read all 4 words— convex, convict, conduct, induct.

## WE DO PRACTICE

Let's build a word chain together. I will respond with you.

The first word is extend. Word? **extend**

- Say the 2 syllables in the word extend. **ex • tend**
- Let's finger-stretch each sound in the syllable ex, and you will tell me the letter that spells it. I will write the letters in the first box.

/ĕ/, vowel letter? <b>e</b>	/k/ /s/, letter? <b>x</b>
-----------------------------	---------------------------

convex

convict

conduct

induct

extend

extent

content

intent

- Now, let's finger-stretch each sound in the syllable tend, and you will tell me the letter that spells it. I will write the letters in the second box.

/t/, letter? <b>t</b>	/ě/, vowel letter? <b>e</b>	/n/, letter? <b>n</b>	/d/, letter? <b>d</b>
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- What's the word? **extend** (Slide your finger under the word.)

Now, change the syllable tend in extend to tent.

- What is the new word? **extent**
- Say the 2 syllables in the word extent. **ex • tent**
- What syllable stays the same? **ex**
- In which box do I write the syllable ex? **first box** I write e-x in the first box.
- Now, let's finger-stretch each sound in the syllable tent, and you will tell me the letter that spells it. I will write the letters in the second box.

/t/, letter? <b>t</b>	/ě/, vowel letter? <b>e</b>	/n/, letter? <b>n</b>	/t/, letter? <b>t</b>
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- What is the word? **extent** (Slide your finger under the word.)

Next, change the syllable ex in extent to con.

- What is the new word? **content**
- Say the 2 syllables in the word content. **con • tent**
- What syllable stays the same? **tent**
- In which box do I write the syllable tent? **second box** I write t-e-n-t in the second box.
- Now, let's finger-stretch each sound in the syllable con, and you will tell me the letter that spells it. I will write the letters in the first box.

/k/, letter? <b>c</b>	/ǒ/, vowel letter? <b>o</b>	/n/, letter? <b>n</b>
-----------------------	-----------------------------	-----------------------

- What is the word? **content** (Slide your finger under the word.)

Finally, change the syllable con in content to in.

- What is the new word? **intent**
- Say the 2 syllables in the word intent. **in • tent**
- What syllable stays the same? **tent**
- In which box do I write the syllable tent? **second box** I write t-e-n-t in the second box.
- Now let's finger-stretch each sound in the syllable in, and you will tell me the letter that spells it. I will write the letters in the first box.

/ĩ/, vowel letter? <b>i</b>	/n/, letter? <b>n</b>
-----------------------------	-----------------------

- What is the word? **intent** (Slide your finger under the word.)

Check your work.

Now, I will point to each word and we will read it together. Ready? **extend, extent, content, intent**

**STUDENT MATERIALS:** Small Whiteboard and Dry Erase Marker or 6-Row Syllable Mapping Sheet and Pencil (1 per student)

### YOU DO APPLY

If students need a scaffold for word chaining, it is recommended to use the 6-Row Syllable Mapping Sheet.

**Now, it is your turn. Get your paper and pencil (or whiteboard and dry erase marker) ready.**

Dictate each word from 1 of the word chain lists provided. Use the “Routine for Word Chains” to guide the students.

Monitor students as they write each word in the chain. After showing students the word’s spelling, give them time to correct any errors before dictating the next word.

If time permits, dictate another word chain from the list provided.

#### Routine for Word Chains

The first word is \_\_\_\_\_. Word?

- Tap each syllable.
- First syllable?
- Finger-stretch \_\_\_\_\_.
- Say the letter for each sound and then write it.
- Repeat the steps for the second syllable.

Change \_\_\_\_\_ to \_\_\_\_\_ (or **Add** \_\_\_\_\_ or **Delete** \_\_\_\_\_).

- What is the new word?
- What syllable stays the same?
- Which box? Write the syllable that stays the same.
- Finger-stretch the new syllable.
- Say the letter for each sound and write it.

**Check your work.** (Show your paper or whiteboard with the correctly spelled word to the students.)

#### Word Chains

mis fit	hec tic	sub ject
mis led	fran tic	sub mit
mis hap	sep tic	ad mit
hap pen	sep tum	ad vent

### READ FLUENTLY

5 MINUTES

**GOAL:** Students can fluently read sentences that contain closed-closed multisyllable words with the simple division pattern.



**Launch the SAM or distribute the materials listed below.**

**TEACHER MATERIALS:** 10.2 Fluency Sheet—Sentences; Timer or Stopwatch

**STUDENT MATERIALS:** 10.2 Fluency Sheet—Sentences (1 per student)

**I DO** MODEL

- Put your finger next to the first sentence.
- Listen as I read the sentences in the top row. I will read the sentences fluently. This means I will read them accurately, at a quick but comfortable pace.
- Follow along by sliding your finger under each word in the sentence as I read it.

If students read with you, stop and say: **It is my turn. You are listening and following along.**

**WE DO** PRACTICE

Let's read the sentences in the next row together.

- Put your finger next to the first sentence in the second row.
- When I say go, slide your finger under the words as we read each sentence fluently. Remember, when we read fluently, we read accurately, at a quick but comfortable pace.
- Ready? Go.

**YOU DO** APPLY

Now, it is your turn.

- When I say go, start at the top and use your finger to touch each sentence as you whisper read it.
- You will continue to read all the sentences until the time is up.
- If you read all the sentences before the time is up, go back to the top and read the sentences again.
- Your goal is to read fluently. This means you will read accurately, at a quick but comfortable pace.

Set a timer for 1 minute.

- Ready? Go.
- After 1 minute, say: **Stop.**

While students are working independently, be sure to monitor each student's sentence-reading accuracy. Lean in close to 1 student at a time. Listen and provide corrective feedback or use the "Scaffold Recommendation," if needed.

**Scaffold Recommendation**

If a student is not reading the sentences correctly, use the cloze reading strategy to support the student. Reread the first sentence the student read incorrectly. This time, you will read the non-pattern words in the sentence, and the student will fill each pause by reading the pattern word(s). Once you and the student have finished cloze reading the sentence, reread the entire sentence chorally to build accuracy.

**EXAMPLE:** The sentence is "Linnet bakes top-notch plum muffins." The student will read the word Linnet. Then, you will read the word bakes. The student will read the word top-notch. Then, you will read the word plum. Finally, you will pause to allow the student to fill in the word muffins.

Continue using the cloze reading strategy for 2 or 3 more sentences. Then, listen to the student read 2 more sentences independently to monitor for accuracy.

## TRANSFER TO TEXT

12 MINUTES

**GOAL:** Students can read text that contains closed-closed multisyllable words with the simple division pattern.



**Launch the SAM or distribute the materials listed below.**

**TEACHER MATERIALS:** 10.2 Student Passage

**STUDENT MATERIALS:** 10.2 Student Passage (1 per student)

**I DO** MODEL

**PASSAGE TITLE:** "Linnet's Muffin Contest"

**Find section 1. Look at the title of the passage.**

- Put your finger under the first word in the title.
- Follow along by sliding your finger under the title as I read it aloud.

If students read with you, stop and say: **It is my turn. You are listening and following along.**

**Find section 2. Listen as I reread from the passage titled "Linnet's Muffin Contest."**

- Put your finger under the first word.
- Listen as I read fluently. This means I will read accurately, at a quick but comfortable pace.
- Follow along by sliding your finger under the words as I read them.

**WE DO** PRACTICE

**Find section 3. Let's read this section together.**

- Put your finger under the first word.
- Read with me fluently. Remember, this means we will read accurately, at a quick but comfortable pace.
- Follow along by sliding your finger under the words as you read.

Although you should be reading fluently, slow down slightly because the students' comfortable pace may be slower than yours.

**YOU DO** APPLY

**Now, it is your turn to whisper read more of the passage. Continue reading the passage until the time is up.**

While students are working independently, be sure to monitor each student's reading accuracy. Lean in close to 1 student at a time. Listen and provide corrective feedback or use the "Scaffold Recommendation," if needed.



### Scaffold Recommendation

If a student is struggling to read accurately, use the cloze reading strategy to support the student. You will read short portions of a sentence, pausing at pattern words. The student will fill each pause by reading the pattern word. Once you and the student have finished cloze reading 1 or 2 sentences, reread the sentences chorally to build accuracy.

Continue using the cloze reading strategy for 2 or 3 more sentences. Then, listen to the student read 1 or 2 sentences independently to monitor for accuracy.

## RESPOND TO READING

**5 MINUTES**

**GOAL:** Students can recall key details and answer questions to demonstrate understanding of a text.



**Launch the SAM or distribute the materials listed below.**

**STUDENT MATERIALS:** 10.2 Passage (1 per student), 10.2 Comprehension Questions—Set 1 (1 per student)

**Now, you will answer questions about the passage. You can use the passage to help you. I will read each question to you. Then, you will respond to the question. Use the sentence stem to jump-start your response.** (Encourage the students to look back at the passage to confirm each answer choice.)

### QUESTION 1:

**Who taught Linnet how to bake the classic muffins?**

Sentence stem: Linnet learned how to bake the classic muffins from \_\_\_\_\_.

Answer: **Linnet learned how to bake the classic muffins from Pop Gibson.**

### QUESTION 2:

**What did the judges think of Linnet's plum muffins? Include details from the passage.**

Sentence stem: The judges thought \_\_\_\_\_.

Sample answer: **The judges thought Linnet's classic plum muffins were splendid.**

**ORAL OR WRITTEN RESPONSE:** (optional, if time permits)

You may have your students respond orally or construct a written response.

**What evidence from the passage proves that the judges thought Linnet's plum muffins were splendid?**

Sample answers:

**Judge Britten cannot stop eating and bites nine muffins until they are half gone!**

**The judges said the plum muffins were distinct in taste.**

**The judges granted first place to Linnet's special plum muffins.**

## Closed: Simple Multisyllable

### REVIEW

2 MINUTES

#### Previous Phonics Skill

**GOAL:** Students can accurately read pattern words.

**TEACHER MATERIALS:** Small Whiteboard, Dry Erase Marker

Write 1 word at a time on the whiteboard. Point to a word and ask: **Word?**

If needed, provide corrective feedback or scaffolding using the following steps.

- Draw a line between the 2 syllables and, for each syllable, ask:
  - ◆ **Syllable type and gesture?**
  - ◆ **Vowel sound?** (Point to the vowel letter.)
  - ◆ **Syllable?**
- **Word?** (Slide your finger under the word.)

muff fin	rust ic
sud den	en gulf
un pack	mam moth
can did	dis tinct
as sist	com ments
ad mit	rib bon
trum pet	in sist
con coct	nut meg
sub mit	skill et
up set	pic nic

### BUILD WORD CHAINS

6 MINUTES

**GOAL:** Students can accurately build a word chain by changing 1 syllable at a time to spell a new word.

**TEACHER MATERIALS:** Paper and Pencil or Whiteboard and Dry Erase Marker

#### WE DO PRACTICE

Let's build a word chain together. I will respond with you.

The first word is submit. Word? **submit**

- Say the 2 syllables in the word submit. **sub • mit**
- Let's finger-stretch each sound in the syllable sub, and you will tell me the letter that spells it. I will write the letters in the first box.

/s/, letter? <b>s</b>	/ŭ/, vowel letter? <b>u</b>	/b/, letter? <b>b</b>
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- Now, let's finger-stretch each sound in the syllable mit, and you will tell me the letter that spells it. I will write the letters in the second box.

/m/, letter? <b>m</b>	/i/, vowel letter? <b>i</b>	/t/, letter? <b>t</b>
-----------------------	-----------------------------	-----------------------

- What is the word? **submit** (Slide your finger under the word.)

submit

subset

upset

uplift

Now, change the syllable mit in submit to set.

- What is the new word? **subset**
- Say the 2 syllables in the word subset. **sub = set**
- What syllable stays the same? **sub**
- In which box do I write the syllable sub? **first box** I write s-u-b in the first box.
- Now, let's finger-stretch each sound in the syllable set, and you will tell me the letter that spells it. I will write the letters in the second box.

/s/, letter? <b>s</b>	/ě/, vowel letter? <b>e</b>	/t/, letter? <b>t</b>
-----------------------	-----------------------------	-----------------------

- What is the word? **subset** (Slide your finger under the word.)

Next, change the syllable sub in subset to up.

- What is the new word? **upset**
- Say the 2 syllables in the word upset. **up = set**
- What syllable stays the same? **set**
- In which box do I write the syllable set? **second box** I write s-e-t in the second box.
- Now, let's finger-stretch each sound in the syllable up, and you will tell me the letter that spells it. I will write the letters in the first box.

/ü/, vowel letter? <b>u</b>	/p/, letter? <b>p</b>
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- What is the word? **upset** (Slide your finger under the word.)

Finally, change the syllable set in upset to lift.

- What is the new word? **uplift**
- Say the 2 syllables in the word uplift. **up = lift**
- What syllable stays the same? **up**
- In which box do I write the syllable up? **first box** I write u-p in the first box.
- Now, let's finger-stretch each sound in the syllable lift, and you will tell me the letter that spells it. I will write the letters in the second box.

/l/, letter? <b>l</b>	/ĩ/, vowel letter? <b>i</b>	/f/, letter? <b>f</b>	/t/, letter? <b>t</b>
-----------------------	-----------------------------	-----------------------	-----------------------

- What is the word? **uplift** (Slide your finger under the word.)

Now, I will point to each word, and we will read it together. Ready? **submit, subset, upset, uplift**

**STUDENT MATERIALS:** Small Whiteboard and Dry Erase Marker or 6-Row Syllable Mapping Sheet and Pencil (1 per student)

**YOU DO** **APPLY**

If students need a scaffold for word chaining, it is recommended you use the 6-Row Syllable Mapping Sheet.

**Now, it is your turn. Get your paper and pencil (or whiteboard and dry erase marker) ready.**

If time permits, dictate another word chain from the list provided.

**Routine for Word Chains**

The first word is \_\_\_\_\_. Word?

- Tap each syllable.
- First syllable?
- Finger-stretch \_\_\_\_\_.
- Say the letter or letters for each sound and then write it.
- Repeat the steps for the second syllable.

Change \_\_\_\_\_ to \_\_\_\_\_ (or **Add** \_\_\_\_\_ or **Delete** \_\_\_\_\_).

- What is the new word?
- What syllable stays the same?
- Which box? Write the syllable that stays the same.
- Finger-stretch the new syllable.
- Say the letter or letters for each sound and write it.

**Check your work.** (Show your paper or whiteboard with the correctly spelled word to the students.)

**Word Chains**

in sist	un til	com bat
in tend	un fit	com pact
ex tend	fit ness	im pact
ex pand	mad ness	im bed

WRITE SENTENCES

5 MINUTES

**GOAL:** Students can accurately write and proofread a sentence containing closed-closed multisyllable words with the simple division pattern.

**TEACHER MATERIALS:** Small Whiteboard, Dry Erase Marker

**STUDENT MATERIALS:** Paper and Pencil or Whiteboard and Dry Erase Marker (1 per student)

**I will say a sentence. Then, you will repeat the sentence with me before you write it.**

- The sentence is “Branden lifts the basket of objects.”
- Say it with me. **Branden lifts the basket of objects.**
- Let’s say the sentence again as we put up a finger for each word. **Branden lifts the basket of objects.**
- How many words are in the sentence? **6**
- Say the sentence 1 more time with me. **Branden lifts the basket of objects.**

To support the students’ working memory, you may choose to have students draw an underline for each word they hear in the sentence. Tell them they will write each of the sentence’s words on top of 1 of the lines.

**Now, write the sentence on your paper (or whiteboard). If you forget the sentence, I will repeat it for you.**

While the students are working, write the sentence on a small whiteboard for proofreading. Do not let the students see the sentence as you write it.

**Now, check your work. Does your sentence match mine?**

Branden lifts the basket of objects.  
.....

- Put a dot under each letter and punctuation mark that is correct.
- If you misspelled a word or forgot an uppercase letter or a punctuation mark, correct it now. When you finish checking your work, whisper read the sentence.
- When all students are done checking their work, say: **Underline the word(s) in the sentence that follow the closed-closed multisyllable pattern.**

While the students are working, underline the words Branden, basket, and objects on your whiteboard.

**Now, check your work. Do your underlined words match mine?**

**Let’s read the pattern words in the sentence together.**

- Put your finger under the first underlined word.
- Ready? Read. **Branden**

Follow the steps above to read any additional underlined pattern words in the sentence.

Now, let's read the sentence.

- Put your finger under the first word.
- Ready? Read. **Branden lifts the basket of objects.**

If time permits, dictate another sentence from the list provided.

Linnet bakes classic muffins for a contest.

They said the muffins are splendid.

## TRANSFER TO TEXT

12 MINUTES

**GOAL:** Students can read text that contains closed-closed multisyllable words with the simple division pattern.



**Launch the SAM or distribute the materials listed below.**

**TEACHER MATERIALS:** 10.2 Student Passage, Whiteboard, Dry Erase Marker

**STUDENT MATERIALS:** 10.2 Student Passage (1 per student)

## I DO MODEL

**PASSAGE TITLE:** "Linnet's Muffin Contest"

Today, we will read the entire passage.

Before we begin, I want to talk about a few words from the passage.

The first word is concoct. Say concoct. **concoct** (Write the word on a whiteboard.)

- The word **concoct** means "to make by mixing different ingredients." Linnet mixed together eggs, milk, and plums to concoct her classic plum muffins.
- Can you think of a synonym or a word with a similar meaning to concoct? Sample answers: **make, prepare**

The next word is candid. Say candid. **candid** (Write the word on a whiteboard.)

- In this passage, **candid** means "sincere or honest." The passage says, "Linnet gives [the judges] a candid smile." When Linnet smiles, she shows the judges an honest expression of her happiness.

Now that you know the meaning of a few words from the passage, I will begin by reading the title.

Find section 1. Look at the title of the passage.

- Put your finger under the first word in the title.
- Follow along by sliding your finger under the title as I read it aloud.

If students read with you, stop and say: **It is my turn. You are listening and following along.**

**WE DO** PRACTICE

Find section 2. Now, we will reread this section of “Linnet’s Muffin Contest.”

- Put your finger under the first word.
- Read with me fluently. Remember, this means we will read accurately, at a quick but comfortable pace.
- Follow along by sliding your finger under the words as we read them.

Although you should be reading fluently, slow down slightly because the students’ comfortable pace may be slower than yours. You may choose to use the “Scaffold Recommendation” to support the students, if needed.

**Scaffold Recommendation**

If a student is struggling to read accurately, use the cloze reading strategy to support the student. You will read short portions of a sentence, pausing at each pattern word. The student will fill each pause by reading the pattern word. Once you and the student have finished cloze reading 1 or 2 sentences, reread the sentences chorally to build accuracy.

Continue using the cloze reading strategy for 2 or 3 more sentences. Then, listen to the student read 1 or 2 sentences independently to monitor for accuracy.

**YOU DO** APPLY

Now, it is your turn to whisper read rest of the passage. Begin where we left off and continue reading the remaining sections of the passage. If you finish before the time is up, go back to the top and read the passage again, starting with section 1.

## RESPOND TO READING

5 MINUTES

**GOAL:** Students can recall key details and answer questions to demonstrate understanding of a text.



**Launch the SAM or distribute the materials listed below.**

**STUDENT MATERIALS:** 10.2 Passage (1 per student), 10.2 Comprehension Questions—Set 2 (1 per student)

Now, you will answer questions about the passage. You can use the passage to help you. I will read each question to you. Then, you will respond to the question. Use the sentence stem to jump-start your response. (Encourage the students to look back at the passage to confirm each answer choice.)

**WRITTEN RESPONSE:**

In section 6 of the passage, the judges say, “These plum muffins are so distinct in taste.”

Help the students identify this sentence in their passage.

Let’s look at the word distinct.

- The morphemes in this word are dis- and tinct.
- The prefix dis- means “not.”
- The Latin root tinct means “similar or same.”

Compose a short definition for the word distinct. Use your knowledge of these morphemes and the context clues in the sentence from the passage to help you. A sentence stem is provided to jump-start your response.

Sentence stem: The word distinct means “\_\_\_\_\_.”

Sample answer: **The word distinct means “not the same or not similar.”**

After the students have responded, say: **The judges use the word distinct to describe the muffins as not the same or similar in taste to any other muffins.**

Now, turn to your shoulder partner and use the word distinct in a sentence.



The **95 Phonics Screener for Intervention™ (PSI™)** can be efficiently administered digitally through the Literacy Intervention System™ (LIS™) on the One95 Literacy Platform™.