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# 1 Closed Syllable

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What do these words have in common?

at stamps crisp in end kept prompt up club

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

This kind of syllable is called *closed*. The abbreviation is *cl*. Why do you think it has this name?

\_\_\_\_\_

Fold back this bottom section, or place a sheet of paper over it. \_\_\_\_\_

**NOTE TO INSTRUCTOR:** Please copy this page as an overhead transparency to introduce *closed* syllables. Record the following correct responses in any order.

1. All of these words have only one vowel.
2. The vowel is followed by one or more consonants on the right side.
3. The vowel is short. Mark the vowels immediately after students discover that all of the vowels are short.
4. All are one-syllable words. This type of syllable is called **closed** because the vowel is closed in by one or more consonants on the right side.

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## 2a Short a

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List three things that all **closed** syllables have in common.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

In the next few lessons, we will discuss the short vowel sounds. All the words you will study fit the pattern of **closed** syllables. Let's start with short **a**.

Draw an apple in the margin. Say the first sound in the word **apple**. You have just made a short **a** sound. We mark the short **a** sound like this: ă

Say the following words and listen to the short **a** sound

1. add
2. at
3. as
4. ax
5. has
6. bag
7. tan

Say the word **at**. Write a new word with the letter **b** in front of **at** \_\_\_\_\_. Try the letter **c** in front of **at** \_\_\_\_\_. Write four words that start with the letters **h, m, p, s** and end with **at**. \_\_\_\_\_

Say the word **an**. Write a new word with the letter **c** in front of **an**: \_\_\_\_\_. Try the letter **m** in front of **an** \_\_\_\_\_. Write five words that start with the letters **b, f, r, p, t** and end with **an**. \_\_\_\_\_

Say the word **cap**. Write six words that rhyme with **cap**:

\_\_\_\_\_

Say the word **sad**. Write six words that rhyme with **sad**:

\_\_\_\_\_

Say the word **bag**. Write five words by changing the **b** to these letters: **n, r, s, t, w**

\_\_\_\_\_

## 2b Beginning Blends with Short a

Many words have two consonants before the vowel sound. When two different consonant sounds are right next to each other, they are called a **blend**. Blends that come before the vowel are called **beginning blends**.

Read the following words to yourself. Circle or highlight the words with beginning blends. Underline the words without blends:

- |         |         |          |          |          |          |
|---------|---------|----------|----------|----------|----------|
| 1. hat  | 5. scam | 9. mad   | 13. pan  | 17. had  | 21. clam |
| 2. crab | 6. tag  | 10. swam | 14. clap | 18. scan | 22. cab  |
| 3. map  | 7. blab | 11. grab | 15. brag | 19. glad | 23. snag |
| 4. plan | 8. flag | 12. sat  | 16. tap  | 20. drag | 24. cram |

Within each group, draw lines from the beginning blends on the left to the short **a** and consonant on the right to make new words. The word segments on the right may be used more than once. Write the new words on the lines.

gl	ab	➡	1. <u>glad</u>
sl	ap	➡	2. _____
sn	ad	➡	3. _____
tr		➡	4. _____
		➡	5. _____
cl	an	➡	1. _____
sc	ab	➡	2. _____
bl	am	➡	3. _____
		➡	4. _____
		➡	5. _____
		➡	6. _____
cr	an	➡	1. _____
br	ag	➡	2. _____
sp	ab	➡	3. _____
		➡	4. _____
		➡	5. _____

## 2c Ending Blends with Short a

Many words have two different consonants after the vowel sound. This is called an **ending blend**.

Say the word **and**. Listen to the ending blend. Write the consonants **l**, **h**, **b**, **br**, and **st** in front of **and**. Then read the new words.

1. \_\_\_and    2. \_\_\_and    3. \_\_\_and    4. \_\_\_and    5. \_\_\_and

Say the word **ant**. Listen to the ending blend. Write the consonants **r**, **gr**, **pl**, **sl**, and **sc** in front of **ant**. Read the new words.

1. \_\_\_ant    2. \_\_\_ant    3. \_\_\_ant    4. \_\_\_ant    5. \_\_\_ant

Say the word **ask**. Listen to the ending blend. Write the consonants **t**, **m**, **b**, **c**, and **fl** in front of **ask**. Then read the new words.

1. \_\_\_ask    2. \_\_\_ask    3. \_\_\_ask    4. \_\_\_ask    5. \_\_\_ask

Say the word **mast**. Listen to the ending blend. Change the first letter to the consonants **l**, **p**, **c**, **f**, and **bl**. Then read the new words.

1. \_\_\_ast    2. \_\_\_ast    3. \_\_\_ast    4. \_\_\_ast    5. \_\_\_ast

Say the word **camp**. Listen to the ending blend. Change the first letter to the consonants **r**, **l**, **d**, **cl**, and **st**. Then read the new words.

1. \_\_\_amp    2. \_\_\_amp    3. \_\_\_amp    4. \_\_\_amp    5. \_\_\_amp

Compound words connect two short words to form a new word, which combines both meanings. Draw lines from the words on the left to the ones on the right to make compound words. Write them on the lines. One word on the left will be used twice.

hand	nap	⇒	1. <u>  handbag  </u>
back	man	⇒	2. _____
crafts	bag	⇒	3. _____
cat	stand	⇒	4. _____
band	pack	⇒	5. _____
		⇒	6. _____

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## 2d/f Reading and Spelling for Mastery

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Words with short a, beginning blends,  
and ending blends:

a=ô, as in *tall, bald, talk, want*:

### Dictation List

1. fad
2. mad
3. sat
4. cat
5. flat
6. drag
7. flag
8. snag
9. flap
10. clap
11. trap
12. grab
13. crab
14. slam
15. swam
16. task
17. flask
18. plant
19. draft
20. craft

### 2d Spelling List

1. am
2. bag
3. map
4. man
5. plan
6. ask
7. band
8. hand
9. stand
10. brand
11. has
12. had
13. have \*(H)
14. half \*
15. act
16. fact
17. lamp
18. stamp
19. fast
20. last

### 2f Spelling List

1. halt
2. salt
3. calm
4. walk\*
5. talk\*
6. stalk\*
7. wad
8. want
9. all
10. call
11. wall
12. fall
13. wand
14. wasp
15. swan
16. swat
17. swap
18. swamp
19. what \*
20. was \*

\*Red words, H=homophone

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## 2e Sometimes a Says ô

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Do you remember what the symbol is for the short **a** sound? Draw it in the margin.

All of the words you have studied so far are examples of **closed** syllables. In some **closed** syllables, the letter **a** has a different sound. Say the following words and listen to the vowel sound.

1. all      2. ball      3. salt      4. swap      5. swat

We use the symbol **ô** to represent this sound. Read the following words and listen to the vowel sounds carefully. Write **ô** or **ă** next to each word.

- |          |       |           |       |           |       |           |       |
|----------|-------|-----------|-------|-----------|-------|-----------|-------|
| 1. draft | _____ | 7. salt   | _____ | 13. wasp  | _____ | 19. swamp | _____ |
| 2. call  | _____ | 8. stand  | _____ | 14. gasp  | _____ | 20. fall  | _____ |
| 3. hall  | _____ | 9. ball   | _____ | 15. bald  | _____ | 21. swat  | _____ |
| 4. grasp | _____ | 10. mall  | _____ | 16. tall  | _____ | 22. bland | _____ |
| 5. small | _____ | 11. fact  | _____ | 17. halt  | _____ | 23. wall  | _____ |
| 6. ramp  | _____ | 12. stall | _____ | 18. craft | _____ | 24. scald | _____ |

Study the pattern of the above words. Pay special attention to the letters that come before and after the **a** in each word. When does **a** say **ô**? What is the rule?

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The letter **a** also says **ô** when **alk** comes after it, as in *talk*. Did you notice the letter **l** is silent?

Use the following words in the sentences below: *balk*, *stalking*, *walk*

1. Don't \_\_\_\_\_ across the street without looking both ways.
2. Some horses \_\_\_\_\_ when they try to jump over a hurdle.
3. The cat was \_\_\_\_\_ a bird.

## 3a Short *i*, First Rule of Syllabication

Let's discuss the short vowel **i**. Say the word **igloo** and listen to its first sound. You probably know that an igloo is a small hut made of snow. Draw one in the margin. Say the following words and listen to the short **i** sound.

1. in    2. hint    3. it    4. if    5. milk    6. fit    7. grin

Beginning blends have two consonants before the vowel; ending blends have two consonants after the vowel. Sometimes three consonants come before or after a vowel. This is called a **cluster**. We will now practice these skills with the short vowels **i** and **a**. Fill in the blanks with **i** or **a** and mark them. Make sure the words make sense.

- |           |            |             |             |
|-----------|------------|-------------|-------------|
| 1. sk__p  | 6. cl__p   | 11. str__ct | 16. br__sk  |
| 2. f__st  | 7. f__ct   | 12. m__sk   | 17. tw__st  |
| 3. f__st  | 8. sk__mp  | 13. str__p  | 18. s__lk   |
| 4. sw__ft | 9. cr__sp  | 14. str__p  | 19. c__mp   |
| 5. cl__p  | 10. gl__nd | 15. spr__nt | 20. scr__pt |

In the next few pages, you will learn some syllabication rules. They teach you how long words are put together. Your teacher will explain this rule and do a lesson with you.

### First Rule of Syllabication

Every syllable must have one vowel sound. A word has the same number of syllables as the number of sounded vowels.

Compound words connect two short words to form a new word, which combines both meanings. Draw lines from the words on the left to the ones on the right to make compound words. Write the new words on the lines. The words must make sense.

- |      |       |   |                        |
|------|-------|---|------------------------|
| wind | nip   | ⇒ | 1. <u>  windmill  </u> |
| lip  | stall | ⇒ | 2. _____               |
| cat  | back  | ⇒ | 3. _____               |
| pin  | mill  | ⇒ | 4. _____               |
| half | kin   | ⇒ | 5. _____               |
| in   | stick | ⇒ | 6. _____               |
| nap  | ball  | ⇒ | 7. _____               |

## 3b sh, ch, Second Rule of Syllabication

**Consonant digraphs** consist of two consonants that make a single sound, such as **sh** in *shift* and **ch** in *chat*. Note: Do not divide long words between these consonants, unless the first syllable ends with the sound of **s**, and the second syllable starts with the sound of **h** (*mis-hap*).

Write **sh** or **ch** in the blanks below to make real words.

- |             |              |               |               |
|-------------|--------------|---------------|---------------|
| 1. fi_____  | 6. in_____   | 11. _____in   | 16. a_____    |
| 2. _____imp | 7. _____ip   | 12. _____in   | 17. pin_____  |
| 3. sta_____ | 8. _____ip   | 13. _____alk  | 18. da_____   |
| 4. _____ill | 9. sma_____  | 14. spla_____ | 19. _____ift  |
| 5. cra_____ | 10. _____ant | 15. _____ap   | 20. bran_____ |

Words with more than one syllable often have several consonants where the syllables connect. Here is an important rule for dividing words into syllables.

### Second Rule of Syllabication

A word that has two consonants between two vowels is divided between the consonants (*ad-mit*).

Highlight the vowels in the words below. Draw a red line between the consonants in the middle. Then write the words in syllables, separated by dashes. Finally, mark the vowels. Do **not** divide between consonant digraphs; since they make one sound, treat them as one letter.

- |               |                              |
|---------------|------------------------------|
| 1. cat   fish | — <u>c</u> ăt - <u>f</u> īsh |
| 2. attach     | _____                        |
| 3. flashback  | _____                        |
| 4. brandish   | _____                        |
| 5. chipping   | _____                        |
| 6. mishmash   | _____                        |
| 7. picnic     | _____                        |
| 8. chitchat   | _____                        |
| 9. victim     | _____                        |
| 10. dishpan   | _____                        |



## 3c Consonant Teams *ng* and *nk*

The consonant digraph **ng** says the sound you hear in **bring** or **sing**. When **ng** comes right after **a**, the **a** is not exactly short. It makes a sound that is in between the short and the long sound of **a**. Long **a** says its own name. Let's call it the **ang** sound. Listen to the **ang** sound in these words.

1. bang      2. hang      3. fangs      4. rang

This in-between sound of **a** also occurs when **a** is followed by the ending blend **nk**. The ending blend **nk** first says **ng** and then adds **k**. Let's call it the **ank** sound. Listen closely to the **ank** sound in the following words.

1. bank      2. rank      3. sank      4. drank

Complete the words by drawing lines to the correct consonant team. The words must make sense.

- |        |    |        |    |        |    |        |    |
|--------|----|--------|----|--------|----|--------|----|
| 1. bla | ng | 2. fli | ng | 3. sla | ng | 4. cra | ng |
|        | nk |        | nk |        | nk |        | nk |
| 5. swi | ng | 6. dri | ng | 7. fa  | ng | 8. bli | ng |
|        | nk |        | nk |        | nk |        | nk |

Sometimes you can make two words by keeping all of the consonants the same and only changing the vowels. Try **a** or **i** in the blanks to make new words and write them on the lines. The words must make sense.

- |           |       |           |       |
|-----------|-------|-----------|-------|
| 1. r__nk  | _____ | 5. s__ng  | _____ |
| 2. r__ng  | _____ | 6. bl__nk | _____ |
| 3. s__nk  | _____ | 7. dr__nk | _____ |
| 4. sl__ng | _____ | 8. cl__ng | _____ |

Write four rhyming words for **ink** \_\_\_\_\_

Write four rhyming words for **bang** \_\_\_\_\_

Write four rhyming words for **ring** \_\_\_\_\_

Write four rhyming words for **bank** \_\_\_\_\_

## 3d Consonant Digraphs *th* and *wh*

English has two more consonant digraphs (two consonants that make a single sound). They are **th** as in *thin* and **wh** as in *whip*. The digraph **wh** occurs in the beginning of a word or a syllable. **Th** can appear at the beginning, in the middle, or at the end of a word. Do not divide long words between these consonants, unless each makes its own sound.

In each group, draw lines from the word starters on the left to the consonant digraphs on the right to make real words. You may use the consonant digraphs on the right more than once. Write the new words on the lines. Please take note: These words do **not** start with **wh**: *with, wing, witch, will, and wish*. We will also review the digraph **ng**.

thi	th	➡	1. <u>thing</u>
ba	ng	➡	2. _____
cli	z	➡	3. _____
whi		➡	4. _____
		➡	5. _____
sla	th	➡	1. _____
fif	ll	➡	2. _____
thri	ng	➡	3. _____
whi	m	➡	4. _____
		➡	5. _____
spri	ft	➡	1. _____
thra	p	➡	2. _____
thri	ng	➡	3. _____
whi	sh	➡	4. _____
		➡	5. _____

Try to solve this scrambled puzzle:

The digraph is at the end of the first syllable. Short **a** is in the second syllable. It is in the sink.

spinhad \_ \_ \_ \_ \_

Copyright

**3d continued**

Write seven rhyming words for **ash**: \_\_\_\_\_

Use a dictionary to copy three words that start with these digraphs: **wh**, **ch** and **th**.

Use the words in the box to solve the crossword puzzle; write in pencil.

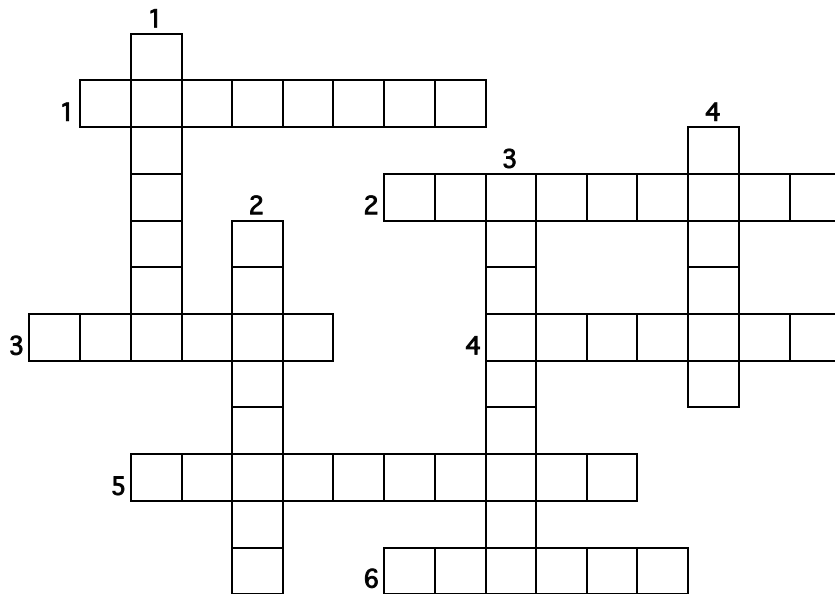
within	inkling	grandchild	bathmat	withstand
signal	thrilling	sandwich	fabric	whiplash

**Across**

1. You have it for lunch.
2. Has two different vowels, the digraph **th** is in the middle.
3. Same vowels, means *inside*.
4. Same vowels, it rhymes with *twinkling*.
5. Starts and ends with consonant blends, digraph is in the middle.
6. No digraphs, first vowel is **i**

**Down**

1. Has two short **a**'s
2. Has two digraphs, you might get it in a crash.
3. Starts and ends with digraphs, same vowel in each syllable.
4. No digraphs, first vowel is **a**.



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## 3e Long *i* in Closed Syllables

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When the letters **gh** follow the vowel **i**, they are silent and make the **i** long. A long **i** says its own name, as in the word "I". We mark long **i** by writing a small dash above it ( $\bar{i}$ ). The vowel **i** is also long when followed by the letters **ld** or **nd**.

Write the letter **i** next to each word and mark it long or short. You may need to try both sounds, and choose the one that makes a real word. There are two exceptions: **gild** and **wind** (correct with long or short **i**).

- |                |                |                 |                 |
|----------------|----------------|-----------------|-----------------|
| 1. mind ____   | 7. shrimp ____ | 13. kind ____   | 19. sigh ____   |
| 2. sick ____   | 8. light ____  | 14. wild ____   | 20. high ____   |
| 3. right ____  | 9. rind ____   | 15. hind ____   | 21. mild ____   |
| 4. thrill ____ | 10. blind ____ | 16. chip ____   | 22. flight ____ |
| 5. child ____  | 11. thing ____ | 17. bright ____ | 23. shrink ____ |
| 6. sight ____  | 12. grind ____ | 18. sling ____  | 24. find ____   |

Unscramble this word to solve the puzzle:

g l a f t h i l s h :                      \_ \_ \_ \_ \_

1. It starts with the letter **f** and ends with the letter **t**.
2. The first syllable ends with a consonant digraph; the second syllable starts with the letter **l**.
3. You need it when it's dark.

Write seven rhyming words for **right**:

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Write six rhyming words for **mind**:

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Write two rhyming words for **wild**: \_\_\_\_\_

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## **3f** Reading and Spelling for Mastery

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Words with short i, short a,  
and consonant digraphs:

### Dictation

1. sing
2. string
3. spring
4. milk
5. silk
6. swift
7. shift
8. bank
9. drank
10. swing
11. sang
12. this
13. that
14. hang
15. ship
16. chips
17. split
18. blink
19. dish
20. fish

Words with short i, long i,  
and consonant digraphs:

### Spelling List

1. did
2. give \*
3. things
4. bring
5. with
6. wish
7. will
8. think
9. which\* (H)
10. sign\*
11. night (H)
12. might (H)
13. right (H)
14. flight
15. high (H)
16. mind
17. kind
18. find
19. child
20. children \*

\*Red words, H = homophones

## 4a Short e, Prefixes ex– and en–

Short **e** sounds just like the first letter in the word **elephant**. Say it several times and draw a small elephant at the bottom of this page. Read these words and listen to the short **e** sound.

1. elf   2. end   3. egg   4. elm   5. else   6. red   7. pen   8. desk   9. left

Do you remember what the symbol is for short **i**? Draw it in the margin. Write **ï** or **ë** in the blanks to make real words. Let's talk about the sound of **qu**. It says **kw**.

- |           |           |            |             |            |
|-----------|-----------|------------|-------------|------------|
| 1. m__lt  | 5. fr__sh | 9. sh__ft  | 13. r__st   | 17. dw__ll |
| 2. sl__p  | 6. th__ft | 10. ch__st | 14. s__lf   | 18. squ__d |
| 3. k__pt  | 7. qu__t  | 11. tr__p  | 15. st__ng  | 19. fl__sh |
| 4. b__nch | 8. qu__st | 12. sh__lf | 16. tr__nch | 20. qu__z  |

A prefix is a group of letters that comes before a word or a syllable and changes the meaning. Draw lines from the prefixes to the words or syllables to make new words. Write them on the lines. You will use each prefix more than once.

Prefixes	Base words/Syllables		
<b>ex–</b>	press	➡	1. <u>express</u>
	it	➡	2. _____
	list	➡	3. _____
<b>en–</b>	act	➡	4. _____
	trench	➡	5. _____
			6. _____
<b>ex–</b>	chant	➡	1. _____
	tract	➡	2. _____
	pand	➡	3. _____
<b>en–</b>	tinct	➡	4. _____
	trust		5. _____

What does the prefix **ex–** mean? \_\_\_\_\_

What does the prefix **en–** mean? \_\_\_\_\_

## 4b Short Vowel Signals *ff, ll, ss, zz*

English has several short vowel signals, which come right after the short vowel. They say, "The vowel in front of me is short!" Some of the most common short vowel signals are **ll** as in *fill*, **ss** as in *miss*, **ff**, as in *whiff*, and sometimes **zz** as in *jazz*. All of them have a single sound. These words do not follow the rule: **as, has, gas, was, is, if, his, us, bus, quiz, whiz**, and **yes**.

Draw lines from the word starters on the left to the short vowel signals on the right. Then write the new words on another sheet of paper. Read the new words.

- |        |    |        |    |         |    |
|--------|----|--------|----|---------|----|
| 1. sta | ss | 5. spi | ss | 9. swe  | ss |
| 2. cla | ll | 6. dre | ll | 10. pre | ll |
| 3. ja  | ff | 7. fi  | ff | 11. fri | ff |
| 4. be  | zz | 8. sni | zz | 12. cli | zz |

Use the words in the box to complete the expressions:

class shell fall fill miss wall wills cliff call dress

- |                      |                    |
|----------------------|--------------------|
| 1. _____ the bill    | 6. _____ it quits  |
| 2. hit the _____     | 7. _____ in love   |
| 3. _____ up          | 8. a test of _____ |
| 4. hit or _____      | 9. a _____ act     |
| 5. walk on egg _____ | 10. a _____ hanger |

Write six rhyming words for **bill**:

\_\_\_\_\_

Write five rhyming words for **call**:

\_\_\_\_\_

Write four rhyming words for **mess**:

\_\_\_\_\_

Write three rhyming words for **whiff**:

\_\_\_\_\_

## 4c Short Vowel Signals *ck* and *tch*

Two more short vowel signals are **ck** for the **k** sound and **tch** for the **ch** sound. Please note, the letter **t** in **tch** is silent. Remember, these signals are only used right after short vowels.

Draw lines from the consonants and vowel on the left to the correct short vowel signal on the right to make real words. Write them on the lines. Read all of the words.

ca		➡	1. <u>catch</u>
de	ck	➡	2. _____
cli		➡	3. _____
stre	tch	➡	4. _____
che		➡	5. _____
scra		➡	6. _____
fe	ck	➡	7. _____
bri		➡	8. _____
i	tch	➡	9. _____
sti		➡	10. _____
		➡	11. _____

Draw lines to the correct word endings. Make sure the words make sense and follow the rule! Use short vowel signals only when they come right after the vowel.

1. bra	nch	2. gli	nch	3. dre	nch	4. scra	nch
	tch		tch		tch		tch
5. pe	nk	6. dri	nk	7. qui	nk	8. sna	nk
	ck		ck		ck		ck
9. ske	nch	10. tra	nk	11. que	nch	12. tri	nk
	tch		ck		tch		ck



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## **4d** Reading and Spelling for Mastery

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Words with short e, short a, short i, and short vowel signals:

### **Dictation**

1. tell
2. bell
3. sell H
4. mess
5. less
6. chess
7. then
8. tiff
9. sniff
10. fizz
11. jazz
12. neck
13. deck
14. peck
15. stick
16. black
17. fetch
18. patch
19. catch
20. bench

### **Spelling List**

1. went
2. them
3. that
4. this
5. then
6. class
7. guess \*
8. well
9. still
10. quiz
11. back
12. check
13. wreck (H)
14. quick
15. stretch
16. scratch
17. says \*
18. said \*
19. when \*
20. watch \*

\* Red words, H = homophones

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## 4e Syllabication Practice

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Do you remember what a **closed syllable** is? Closed syllables have three things in common. What are they?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

In the last lesson, you learned the second rule of syllabication. Do you remember it? If not, here it is one more time.

**Second Rule  
of Syllabication**

A word that has two consonants between two vowels is divided between the consonants (*ad-mit*). Do **not** divide between consonant digraphs.

Highlight the vowels in the words below. Then draw a red line between the consonants in the middle. Next, write the words in syllables, separated by dashes. Finally, mark the vowels. When you're done, read the words at your teacher's direction.

1. expand           ěx – pãnd
2. invent      \_\_\_\_\_
3. affect      \_\_\_\_\_
4. helmet      \_\_\_\_\_
5. expect      \_\_\_\_\_
6. intend      \_\_\_\_\_
7. insect      \_\_\_\_\_
8. trespass      \_\_\_\_\_
9. fishnet      \_\_\_\_\_
10. inject      \_\_\_\_\_
11. embellish      \_\_\_\_\_
12. establish      \_\_\_\_\_

Draw the pictures of the prompts for short **a**, short **i**, and short **e** in the space below.

## 5a Short o

Let's discuss the short vowel **o**. Say the word **octopus** and listen to its first sound. You probably know that an octopus has many arms and lives in the sea. Draw one in the margin. Say the following words and listen to the short **o** sound.

1. on      2. off      3. opt      4. rock      5. stop      6. lock

We will now practice the short vowel **o** and contrast it to the short vowel **e**. Fill in the blanks with **o** or **e** and mark them. Make sure the words make sense. Read the words at your teacher's direction.

- |            |            |            |              |
|------------|------------|------------|--------------|
| 1. cl__th  | 7. fl__ss  | 13. cr__ss | 19. cl__ck   |
| 2. str__ng | 8. d__ll   | 14. cr__ss | 20. st__mp   |
| 3. dw__ll  | 9. c__st   | 15. bl__nd | 21. pr__mpt  |
| 4. sp__ts  | 10. b__nch | 16. bl__nd | 22. f__lt    |
| 5. fr__g   | 11. sh__ck | 17. st__ck | 23. bl__ck   |
| 6. h__nk   | 12. qu__st | 18. fr__st | 24. str__tch |

Read the words in the box and use them to complete the phrases or expressions:

boss lock pop socks log strong shop dots clock hop doll lost

- |                          |                              |
|--------------------------|------------------------------|
| 1. Stop the _____.       | 7. Connect the _____.        |
| 2. _____ till you drop.  | 8. _____ on.                 |
| 3. Knocks your _____ off | 9. You're the _____.         |
| 4. _____ to it.          | 10. He _____ his senses.     |
| 5. She is a _____.       | 11. _____ the question       |
| 6. _____ as an ox        | 12. They walk in _____ step. |

Write five rhyming words for these examples:

1. **log** \_\_\_\_\_
2. **block** \_\_\_\_\_
3. **stop** \_\_\_\_\_
4. **not** \_\_\_\_\_

**5a continued**

Sometimes you can make several words by keeping all of the consonants the same and only changing the vowels. Let's see how many words you can make by changing the vowels. Use **a**, **i**, **e**, and **o**. The words must make sense.

- 1. b\_\_nd (4) \_\_\_\_\_
- 2. ch\_\_mp (3) \_\_\_\_\_
- 3. l\_\_ft (3) \_\_\_\_\_
- 4. ch\_\_p (3) \_\_\_\_\_
- 5. st\_\_ck (3) \_\_\_\_\_
- 6. m\_\_ss (4) \_\_\_\_\_
- 7. l\_\_st (4) \_\_\_\_\_
- 8. bl\_\_nd (4) \_\_\_\_\_
- 9. fl\_\_p (3) \_\_\_\_\_
- 10. fl\_\_ck (4) \_\_\_\_\_

Do you remember the picture prompt for the short **o** sound? Draw it in the margin.

Write all of the short vowel signals you have studied and add an example for each:

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In some closed syllables the vowel **o** is not short. Sometimes **o** is long, even though it is the only vowel in the syllable. A long vowel says its own name. Therefore, long **o** sounds like the first sound in the word *old*. We mark a long vowel by writing a small line above it: **ō**.

Read these words and listen carefully to the vowel sounds. Write **ō** or **o** next to each word.

- |              |              |              |               |
|--------------|--------------|--------------|---------------|
| 1. most ___  | 5. roll ___  | 9. told ___  | 13. host ___  |
| 2. slosh ___ | 6. broth ___ | 10. poll ___ | 14. cold ___  |
| 3. post ___  | 7. prom ___  | 11. sold ___ | 15. fold ___  |
| 4. song ___  | 8. bold ___  | 12. cot ___  | 16. scold ___ |

Study words 1-16. When does **o** have a long vowel sound in closed syllables?

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## **5b** Reading and Spelling for Mastery

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Short o with blends, digraphs, short vowel signals, and some long o sounds:

### Dictation List

1. dock
2. lock
3. rock
4. sock
5. plot
6. frog
7. smog
8. drop
9. stop
10. long
11. fond
12. blond
13. chomp
14. stomp
15. toss
16. boss
17. cost
18. lost
19. frost
20. broth

### Spelling List

1. clock
2. stock
3. block
4. socks
5. cloth
6. month \*
7. front \*
8. from \*
9. cross
10. long
11. along
12. strong
13. post
14. most
15. almost
16. roll \* (H)
17. comb\*
18. old
19. told
20. sold

\*Red words, H = homophone

## 5c Review of Short o

Read the words in the box to solve the crossword puzzle. Underline the words you can read and ask for help with the rest. Your teacher will help you read the clues. Use a pencil!

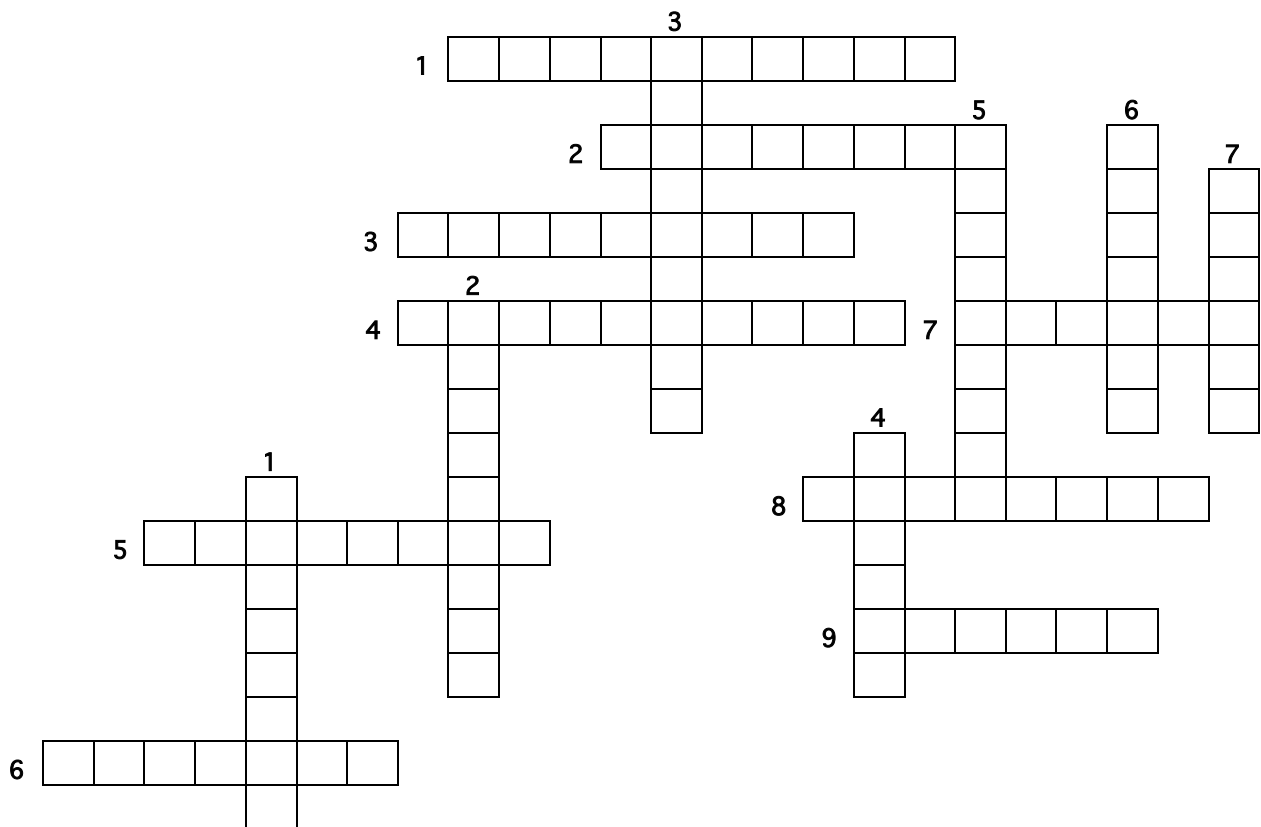
chopsticks softball bobsled snapshot liftoff cobweb hopscotch watchdog  
 crisscross eggnog slingshot crosswalk goblet bottom stopwatch compacts

### Across

1. It's like the letter *x*.
2. Small cars
3. You need it for crossing the street.
4. You eat with them.
5. It's a kind of picture
6. When a rocket rises
7. A nice glass
8. A game with teams
9. A kind of drink

### Down

1. An animal
2. A children's game
3. It's used to time someone.
4. A spider makes it.
5. Hunters used it.
6. A winter sport
7. The opposite of *top*



## 6a Short u, Third Rule of Syllabication

Let's discuss the short vowel **u**. Say the word **umbrella** and listen to its first sound. Draw an umbrella at the top of this page. Then read the following words and listen to the short **u** sound.

1. up      2. us      3. until      4. bug      5. luck      6. fun

We will now practice the short vowel **u** and contrast it to the short vowel **o**. Fill in the blanks with short **u** or short **o** and mark them. Make sure the words make sense.

- |           |            |             |             |
|-----------|------------|-------------|-------------|
| 1. dr__m  | 7. g__lp   | 13. c__st   | 19. cr__nch |
| 2. br__sh | 8. sk__nk  | 14. h__nk   | 20. h__lk   |
| 3. ch__p  | 9. st__mp  | 15. h__nk   | 21. cl__tch |
| 4. cr__st | 10. st__mp | 16. gl__t   | 22. scr__b  |
| 5. s__lk  | 11. tr__t  | 17. str__ck | 23. cr__ss  |
| 6. fl__sh | 12. shr__g | 18. pl__p   | 24. shr__b  |

### Third Rule of Syllabication

Words with three consonants between two vowels are often divided after the first consonant because the other two may form a blend (*drum-stick, bob-sled*). When the first syllable ends with a blend or digraph, divide after the second consonant (*soft-ball*).

Highlight the vowels in the words below. Draw a red line between the syllables. Then write the words in syllables, separated by dashes. Finally, mark the vowels.

- |             |       |
|-------------|-------|
| 1. hundred  | _____ |
| 2. husband  | _____ |
| 3. gumdrop  | _____ |
| 4. unpack   | _____ |
| 5. trumpet  | _____ |
| 6. pumpkin  | _____ |
| 7. subtract | _____ |
| 8. conduct  | _____ |
| 9. unplug   | _____ |

Copyright

**6a continued**

What are beginning blends? \_\_\_\_\_

What are ending blends? \_\_\_\_\_

What are consonant clusters? \_\_\_\_\_

Say the word **pump**; listen to the ending blend. Change the first **p** to the following blends: **st, cl, sl, gr, and tr**. Read the new words.

1. \_\_\_ump    2. \_\_\_ump    3. \_\_\_ump    4. \_\_\_ump    5. \_\_\_ump

Say the word **sunk**; listen to the ending blend. Change the letter **s** to the following blends or digraphs: **tr, ch, sk, pl, and s**. Read the new words.

1. \_\_\_unk    2. \_\_\_unk    3. \_\_\_unk    4. \_\_\_unk    5. \_\_\_unk

Say the word **hunt**; listen to the ending blend. Change the letter **h** to the following blends or digraphs: **bl, gr, st, br, and sh**. Read the new words.

1. \_\_\_unt    2. \_\_\_unt    3. \_\_\_unt    4. \_\_\_unt    5. \_\_\_unt

Say the word **lung**; listen to the ending digraph. Change the letter **l** to the following blends or clusters: **st, cl, sw, str, and spr**. Read the new words.

1. \_\_\_ung    2. \_\_\_ung    3. \_\_\_ung    4. \_\_\_ung    5. \_\_\_ung

Solve these puzzles. Insert short vowels in the blanks to make real words and write them on the lines.

- |                                |                |   |       |
|--------------------------------|----------------|---|-------|
| 1. Try <b>u</b> and <b>a</b> . | ___d___lt      | ⇨ | _____ |
| 2. Try <b>u</b> and <b>i</b> . | ch___pm___nk   | ⇨ | _____ |
| 3. Try <b>a</b> and <b>u</b> . | ___lb___m      | ⇨ | _____ |
| 4. Try <b>i</b> and <b>o</b> . | ch___pst___cks | ⇨ | _____ |
| 5. Try <b>i</b> and <b>e</b> . | m___ssp___ll   | ⇨ | _____ |
| 6. Try <b>i</b> and <b>u</b> . | r___bb___sh    | ⇨ | _____ |
| 7. Try <b>a</b> and <b>e</b> . | ___x___ct      | ⇨ | _____ |



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## **6b** Reading and Spelling for Mastery

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Short **u** with blends and digraphs:

### Dictation

1. must
2. trust
3. stuck
4. buzz
5. fuzz
6. fuss
7. rush
8. brush
9. trunk
10. junk
11. dump
12. dusk
13. gulp
14. bulb
15. duct
16. hunt
17. grunt
18. fund
19. lungs
20. stung

Short **u** with short vowel signals  
and words with silent consonants:

### Spelling List

1. **us\***
2. just
3. luck
4. truck
5. **numb\***
6. **thumb\***
7. **does**
8. stuff
9. clutch
10. **much \***
11. **such \***
12. full
13. pull
14. push
15. put
16. **graph \***
17. **knock \***
18. **knob \***
19. **wrap \* (H)**
20. **wrong \***

\*Red words, H = homophone

## 7 Review of Closed Syllables

Syllables are organized around sounded vowels. The number of sounded vowels determines how many syllables a word has. When we hear only one vowel sound in a word, it means the word has only one syllable. For example, the words **up**, **sat**, **hill**, **met** and **top** are all one-syllable words because they have only one vowel sound. An example of a two-syllable word is **admit**. Since we hear the short sounds of **a** and **i**, **admit** is a two-syllable word.

The first rule of syllabication is complicated because it has four parts. Memorize the following four parts of this rule:

1. Each syllable must have one vowel sound.
2. A syllable cannot have more than one vowel sound.
3. A one-syllable word is never divided.
4. A word has the same number of syllables as the number of sounded vowels.

Read the following words and answer the questions. Listen closely to the vowel sounds.

	How many vowels can you hear?	How many syllables?
1. think		
2. drumstick		
3. attic		
4. camp		
5. absent		
6. swim		
7. Thanksgiving		
8. Atlantic		
9. dentist		
10. tent		
11. inventing		
12. ticket		
13. sprint		
14. establishment		