

Directions for teaching **closed syllables**:

1. Write the following words on the board—run, sat, lid, nest. Ask students: *Look at these words. How many vowels do you see in each words? (1)*
2. Then ask: *What does each word end with? (One consonant)*
3. Have students read the words on the board, paying particular attention to the ending sound.

Ask: How did you pronounce the words at the end? (Tongue, lips or teeth closed.)

4. *Say: What would be a good name for this syllable? Closed syllable because our mouth, lips are closed.*
5. *Define closed syllables for students. A closed syllable ends in a least one consonant and the vowel sound is short.*

6. Write the following sentences on the board for students to complete: A closed syllable ends in at least one _____ (consonant). The vowel sound is _____ (short).
7. Extend the lesson by writing two-syllable words with closed syllables: *napkin, candid, subject*. Help students blend each syllable to read the words.

Teacher's note: Short vowel sounds in unaccented syllables, particularly those before *m*, *n*, or *l* may be distorted and sound like a short u (schwa sound). Also, short vowel sounds before the nasal sounds /*l*/, /*n*/, and /*ng*/ may seem distorted (e.g. ram, ant, sank, sing).

cancel

discuss

splendid

contest

rubbish

publish

pumpkin

tunnel

con test

splen did

dis cuss

can cel

tun nel

rub bish

pump kin

pub lish un