

Practice discriminating between **open and closed syllables**:

1. Write the following words on the board—me, hi, no, she. Ask students: *Look at these words. How many vowels do you see in each word? (1)*
2. Then ask: *What does each word end with? (One vowel). Can these be closed syllables? (No, closed syllables end in a consonant.)*
3. Say: *What would be a good name for this syllable? Open syllable because our mouth is open.*

4. Define **open** syllables for students. (*An open syllable ends in a vowel and the sound is long*).
5. 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)*
6. Then ask: *What does each word end with? (One consonant)*
7. Say: *What would be a good name for this syllable?* Closed syllable because our mouth, lips are closed.

8. Define closed syllables for students. *A closed syllable ends in a least one consonant and the vowel sound is short.*
9. Extend the lesson by writing two-syllable words on the board: *napkin, candy, tiger and lady*. Help students blend each syllable to read the words. Help the students discriminate between open and closed syllables.

agent

bonus

cobra

crazy

donut

even

frequent

frozen

unit

a gent bo

nus cra zy

co bra do

nut e ven

fro zen fre

quent u nit