



How important is money?

Open and Closed Syllables



ago
bargain
budget
business
capital
demand
deposit
discount
economy
interest
market
piano
profit
receipt
register
salary
shipwreck
tablet
tomato
transport
value



bar-gain



di-scount



re-gi-ster



a-go



ta-blet



re-ceipt



e-co-no-my



mar-ket



de-mand



val-ue



pro-fit



bus(i)-ness

Unit 3

How important is money?

What will students do?

In this unit, students will learn to identify and distinguish between open and closed syllables.

Open Syllables

a-go, e-co-no-my, pi-a-no, sa-la-ry, to-ma-to

Closed Syllables

bar-gain, bus(i)-ness, in-t(e)rest, mar-ket, ship-wreck, trans-port

Open and Closed Syllables

bu-dget, ca-pi-tal, de-mand, de-po-sit, di-scount, pro-fit, re-ceipt, re-gi-ster, ta-blet, val-ue

Engage

Students learn to distinguish between open and closed syllables. Students identify open and closed syllables in the initial word set.

Explore

Students learn more words with a variety of open and closed syllables.

Students identify open and closed syllables in a more extensive set of words.

Phonics Skills

Distinguish open and closed syllables.

Identify spelling-sound correspondences for words with open and closed syllables.

Why is this phonics skill important?

Understanding different types of syllables, such as open and closed syllables, is important to English pronunciation and spelling. Understanding syllable types can also improve students' reading comprehension by helping them to decode new words.

Skill Expansion

Phonics Log 2: Unit 8 (Syllable Stress)

Phonics Log 3: Unit 1 (Compound Words)

Phonics Log 4: Unit 1 (Compound Words); Unit 3 (Open and Closed Syllables); Unit 9 (Syllables with Prefixes and Suffixes)

Sessions Preview

	Page	Session Stage	Teaching Resources
Session 1	18	Engage	Track 3.1 Unit 3 Flashcards
Session 2	19	Engage	Tracks 3.2 and 3.3
Session 3	Digital	Digital Practice	Poster paper A timer
Session 4	20	Explore	Tracks 3.4
Session 5	21	Explore	Track 3.5 Note cards with syllables
Session 6	22	Explore	Track 3.6 Note cards from Session 5 Cardstock signs: "Open" and "Closed"
Session 7	23	Review	Track 3.7 Note cards from Session 5 Note cards with syllables
Session 8	Digital	Digital Consolidation	A timer

Engage

Teaching Resources Track 3.1, Unit 3 Flashcards: *a-go, bar-gain, di-scount, pi-a-no, re-ceipt, re-gi-ster, ship-wreck, ta-blet, to-ma-to*

Session 1

Phonics Log p. 18

Lead into the Lesson (10 min.)

- Review syllables with students. Write some words on the board from Unit 2, including *antique, architect, aquarium, equality, schedule, question, qualify* and *alchemy*.
- Invite a volunteer to read the first word (*antique*) aloud. Say: **Let's clap the syllables.** Have students repeat the word, clapping the syllables. Ask: **How many syllables are there in antique?** (2)
- Repeat for the remaining words.
- Elicit other words they know with 2, 3 and 4 syllables. Make a list of students' ideas.

1 3.1 Look, listen and repeat. (15 min.)

- Play the track for students to listen and repeat.
- Play the track again, pausing after the first word (*ago*). Ask: **How many syllables are there in ago?** (2) Continue with the remaining words.
- Form two teams. Have each team sit on one side of the classroom. Display a flashcard of one of the words. The first team to call out the word wins a point. Play until you have practiced all the words twice.

2 Say the words. What is the final sound in each syllable? (10 min.)

- Invite a volunteer to read the first word (*piano*) aloud. Ask: **How many syllables are there in piano?** (3) Ask: **What is the first syllable?** (pi) Ask: **What is the final sound in this syllable?** ("i") Elicit if the final sound is a vowel or a consonant. (vowel)
 - Do the same with the remaining syllables of both words.
- Answers** piano (vowel, vowel, vowel), shipwreck (consonant, consonant)

Wrap Up the Lesson (15 min.)

- Form pairs. Have students identify the sounds at the end of each syllable of the other words in activity 1 and decide if they are vowel or consonant sounds.
- Write the words on the board. Divide them into syllables as in activity 1. Invite pairs to choose a word and label the syllables V (vowel sound ending) or C (consonant sound ending). After each pair labels a word, confirm the class agrees with the answer.
- Continue until all the syllables from all the words have been labeled with vowel or consonant sound endings.



How important is money?

Open and Closed Syllables



1 a-go



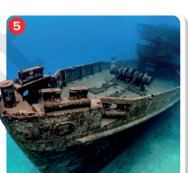
2 pi-a-no



3 to-ma-to



4 bar-gain



5 ship-wreck



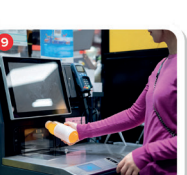
6 ta-blet



7 di-scount



8 re-ceipt



9 re-gi-ster

1 3.1 Look, listen and repeat.

2 Say the words. What is the final sound in each syllable?

1 pi-a-no

2 ship-wreck

18

Engage

Teaching Resources Tracks 3.2 and 3.3

Session 2

Phonics Log p. 19

Lead into the Lesson (5 min.)

- Review vowel and consonant syllable endings from the previous session. Write the words *pi-a-no*, *ship-wreck* and *di-scount*. Invite a volunteer to read the first word aloud. Ask: **What is the final sound in the first syllable?** (a vowel sound) Do the same with the remaining syllables.

Present the Phonics Skill (5 min.)

- Explain that students are going to learn more about open and closed syllables. Point out or elicit that the syllables in *piano* end with vowel sounds. Say: **Syllables that end in vowel sounds are called open syllables.** Say or elicit that the syllables in *shipwreck* end with consonant sounds. Say: **Syllables that end in consonant sounds are called closed syllables.**
- Point out the phonics skill entry. Invite a volunteer to read the entry aloud.
- Confirm students understand. Ask: **What do open syllables end with?** (a vowel sound)
What do closed syllables end with? (a consonant sound)
Say: **Remember that -y can make a vowel sound, too.**
- Answer any questions students have about the phonics skill entry.

3 Match the syllables to form words. (10 min.)

- Point to the first syllable in the left-hand column (a) and invite a volunteer to say it. Ask: **What word begins with this syllable?** (ago) If students can't recall, tell them they can look at the words on page 18. Have students find the next syllable (go) and match it to the first.
- Have students match the rest of the syllables to form words.
- Form pairs. Have students compare and confirm their answers.
Answers a-go, bar-gain, di-scount, pi-a-no, ship-wreck, re-ceipt, re-gi-ster, ta-ble, to-ma-to

4 3.2 Listen and follow. Choose the open syllables. (5 min.)

- Play the track for students to listen and follow.
- Say: **Let's listen again. This time choose the open syllables.** Play the track again for students to listen and choose.

5 Look and write O (open), C (closed) or B (both). (10 min.)

- Form pairs. Tell students to look at each word and decide if the syllables in the word are all open, all closed or both open and closed.
- When pairs have finished writing their answers, check the answers together as a class.

Answers 1 O 2 C 3 B 4 C 5 B 6 B 7 O 8 B

Practice the words with a classmate.

- Form new pairs. Have students practice saying the words.

Engage

Unit 3

3 Match the syllables to form words.

a	wreck	no
bar	blet	to
di	go	
pi	ceipt	
ship	gain	
re	ma	
re	a	
ta	scount	ster
to	gi	

Check your answers with a classmate.

4 3.2 Listen and follow. Choose the open syllables.

1 a-go	3 to-ma-to	5 di-scount	7 pi-a-no
2 re-gi-ster	4 ta-blet	6 re-ceipt	8 bar-gain

5 Look and write O (open), C (closed) or B (both).

- to-ma-to
- ship-wreck
- ta-blet
- bar-gain
- di-scount
- re-gi-ster
- a-go
- re-ceipt

Practice the words with a classmate.

6 3.3 Listen and follow the chant.

Can we find a bargain?
Go to the register and see.
There's a discount on this tablet!
A bargain on this piano!
Come on and save money with me!

Chant with your classmates.

Open and Closed Syllables

Open syllables end with a vowel sound: *pi-a-no*.
Remember that sometimes -y can make a vowel sound.
Closed syllables end with a consonant sound: *ship-wreck*.
Some words have both open and closed syllables: *di-scount*.



Open and Closed Syllables 19

6 3.3 Listen and follow the chant. (5 min.)

- Play the track for students to follow along with the chant.
- Ask: **What does the girl want to find?** (a bargain) **What is there a discount on?** (a tablet) **What is a bargain?** (a piano)

Chant with your classmates.

- Play the track again. Have students chant along.

Wrap Up the Lesson (10 min.)

- Play a variation of Simon Says (see page x) to practice open and closed syllables. Have students stand in a line at the back of a classroom. Say a word from the unit, for example: *shipwreck*. Then say the first syllable from the word: *ship-*. Students should take one step forward if the syllable is an open syllable. They should not move if the syllable is closed. After students have taken a step or not, say the answer (closed). If students made the correct choice, they stay where they are. If they stepped forward incorrectly on a closed syllable, they go back to the start. The first student to the front of the classroom wins the game.
- Manage Your Class:** If some students are unable to stand and walk, or space is limited, you can modify this game by having students raise a hand instead of walking forward. All students who respond correctly, get a point.

Digital Practice

Teaching Resources Poster paper, a timer

Session 3

Lead into the Lesson (15 min.)

- Write the words from page 18 on the board. Divide them into syllables. Then make a two-column chart. Write **Open Syllables** at the top of one column and **Closed Syllables** at the top of the other.
- Assign each student a number, beginning with 1. When you call out a number, that student should choose a syllable and say which section of the chart the syllable goes in. Call another number and continue until all the syllables have been sorted into the chart.
- Guide students to review the completed chart, making corrections as needed.
- **Manage Your Class:** To add excitement and challenge to the game, set a timer when you call out number 1. Students try to complete the chart before the timer goes off. You can play several times, shortening the time allowed each time you play.

1 Sort the syllables into the correct columns. (5 min.)

- Demonstrate how to complete the activity, sorting the first item into the correct column. Make sure students understand how to click on the word in the box and then click in the column they wish to put the word in. Have students sort the words into the correct columns independently. Monitor and help as needed.
- Remind students they can press the *Clear* button to restart the activity.
- When students have finished sorting the syllables, tell them to go to the next screen/activity.

2 Put the words into the correct categories. (5 min.)

- Display the word *ago*. Elicit if it has only open syllables, only closed syllables or both open and closed syllables. (open)

- Demonstrate how to complete the activity, dropping the first word into the correct railroad car: *Open*, *Closed* or *Open and Closed*. Make sure students understand how to click on the *Drop!* button when the correct railroad car is underneath the word. Also point out the *Pause* button and explain that students can pause the activity and then press the *Resume* button when they are ready to start again. Monitor and help as needed.
- Remind students they can press the *Clear* button to restart the activity.
- When students have finished categorizing the syllables, have them go to the next screen/activity.

3 Listen and choose the correct option. (5 min.)

- Have students listen to each word and select the correct type(s) of syllables in it. Point out that students can listen to the word as many times as they need to before choosing an answer. Monitor and help as needed.
- When students have finished, tell them to press the *Submit* button at the bottom of the screen to check their score. Remind students they can press the *Go back* button to check their answers for each activity and that they can press *Clear* and *Try again* to repeat any of the activities and improve their score. If they don't want to repeat any of the activities, have them press *Close* to end the session.

Wrap Up the Lesson (20 min.)

- Form pairs. Hand out a sheet of poster paper and crayons to each pair of students. Assign a word from Session 1 to each pair.
- Say: **Draw a picture that shows your word. Write the word and divide it into syllables. Label each syllable Open or Closed.**
- Give students time to complete their posters. Monitor and help as needed.
- Have students display their posters around the classroom. Encourage pairs to look at their classmates' posters and confirm the syllables are divided and labeled correctly.

Digital Practice

COMPASS

1 Sort the syllables into the correct columns.

ma bar a ceipt re pi wreck blet ship no di gain to

ster scout go gi ta

Open Syllables

Closed Syllables

1 2 3

Clear Try again

Digital Practice COMPASS 2.0

2 Put the words into the correct categories.

discount shipwreck bargain receipt

Open Closed Open and Closed

Drop! Pause II Clear Try again

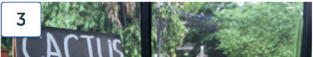
Digital Practice COMPASS 2.0

3 Listen and choose the correct option.

1  2 

00:00 00:02 00:00 00:02

open / closed / open and closed open / closed / open and closed

3  4 

1 2 3

Clear Try again Submit

Explore

Teaching Resources Track 3.4

Session 4

Phonics Log p. 20

Lead into the Lesson (10 min.)

- Elicit that open syllables end with a vowel sound and closed syllables end with a consonant sound.
- Write several syllables from Session 1 words on the board: *a-*, *ta-*, *-scount*, *ship-*, *-wreck*, *-go*, *-ceipt* and *bar-*. Point to each syllable and ask: *Open or closed?* Have students repeat the syllables and identify them.

1 3.4 Listen and repeat. (5 min.)

- Play the track for students to listen and repeat.
- Confirm students know the meaning of the words. Explain or elicit that *budget* is a spending plan based on a person's income and expenses; that *capital* is how much money you have to start and run a business; and that *economy* is how a country produces, buys and sells things.

2 Color the open syllables yellow. Color the closed syllables green. (10 min.)

- Model the activity. Point to the first syllable in item 1. Ask: *Is the syllable open or closed?* (open) Tell students to color the syllable yellow.
- Have students complete the activity. Then check answers as a class.

Answers 1 open: e, co, no, my 2 open: bu, closed: dget 3 open: ca, pi, closed: tal 4 closed: mar, ket

3 Sort the words. (10 min.)

- Model the activity. Point to the word *ago*. Say the word for students to repeat. Ask: *Are the syllables in ago open or closed?* (open) Tell students to write *ago* in the first column of the chart.
- Have students complete the activity.

➤ Check your answers with a classmate.

- Form pairs. Have students check their answers. Monitor and help as needed.

Answers Open syllable words: *ago*, *economy*, *piano*; Closed syllable words: *bargain*, *market*, *shipwreck*

Wrap Up the Lesson (15 min.)

- Form two teams. Have each team sit on one side of the classroom.
- Say: *We're going to play a game. I'm going to show you a word. You are going to say open or closed for each syllable in the word. If you know the answer, raise your hand.*
- Choose one student from each team to go first. Display a flashcard of one of the words students have learned so far in the unit. The first of the two students to raise their hand can say *open* or *closed* for each syllable. If the student is correct, that team wins a point. If not, the other student can try.
- Repeat the process with the next two players from each team, and so on.

Explore



bu-dget



ca-pi-tal



e-co-no-my



mar-ket

2 Color the open syllables yellow. Color the closed syllables green.

1 e co no my	5 to ma to
2 bu dget	6 re gi ster
3 ca pi tal	7 re ceipt
4 mar ket	8 bar gain

3 Sort the words.

ago bargain economy market piano shipwreck

OPEN-SYLLABLE WORDS

CLOSED-SYLLABLE WORDS

➤ Check your answers with a classmate.

20

Explore

Teaching Resources Track 3.5, Note cards with syllables: *a, go, bar, gain, ship, wreck, ta, blet, di, scount, re, ceipt, bu, dget, mar, ket, de, mand, bus(i), ness*

Session 5

Phonics Log p. 21

Lead into the Lesson (5 min.)

- Review the words from Session 4. Write **budget, capital, economy** and **market** on the board. Say each word for the class to repeat. Then invite four volunteers to divide the words into syllables. Point to each syllable and ask: **Is this open or closed?**

4 3.5 Listen and repeat. Clap the syllables. (10 min.)

- Play the track for students to listen and repeat. Then play the track again for students to listen and clap the syllables. Point out that the first *e* in *interest* and the *i* in *business* are silent. Ask: **How many syllables are in each word?** (2, 2, 3, 2)

► Choose the closed syllables.

- Have students choose the closed syllables in each word. Check answers as a class. Remind students that the first *e* in *interest* and the *i* in *business* are silent.

Answers mand, in, t(e)rest, bus(i), ness

5 Find the words with the same type of syllables: open, closed, or open and closed. (10 min.)

- Form pairs. Have students match the words with similar types of syllables.
- Check answers as a class.

Answers ago-piano-salary, business-bargain-interest, receipt-capital-register

6 Match the open and closed syllables to make two-syllable words. (10 min.)

- Complete the first item as a class. Point to the syllable *de*. Ask: **Is this syllable open or closed?** (open) Ask: **Which closed syllable does this match to make a word?** (mand) Match the syllables.
- Have students complete the remaining items.

► Write the words.

- Say: **Now write the words on the lines.** Model this by writing **demand** on the first line. Have students write the remaining words. Check answers as a class.

Answers 1 demand 2 discount 3 receipt 4 budget 5 tablet

Wrap Up the Lesson (15 min.)

- Have the class sit in a large circle. Set the note cards with syllables in the middle of the circle, facing down. Say: **We're going to play a game. We need to find and match syllables to make words. All these words have two syllables.**
- Invite the first student to turn over a note card. Have the class repeat the syllable on the card. Then tell the student to turn over a second card for the class to repeat. Ask: **Do these syllables make a word?** If they do, the student gets to keep the pair of note cards. If not, have the student turn the cards back over. Do the same with the next student until all the pairs have been found.

Unit 3

4 3.5 Listen and repeat. Clap the syllables.



de-mand



in-t(e)rest



sa-la-ry



bus(i)-ness

► Choose the closed syllables.

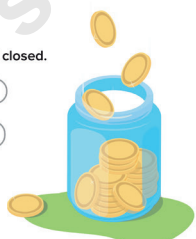
5 Find the words with the same type of syllables: open, closed, or open and closed.

a-go	bar-gain	in-t(e)rest
bus(i)-ness	pl-a-no	re-gi-ster
re-ceipt	ca-pi-tal	sa-la-ry

6 Match the open and closed syllables to make two-syllable words.

1 de	blet	_____
2 di	dget	_____
3 re	mand	_____
4 bu	ceipt	_____
5 ta	scount	_____

► Write the words.



Open and Closed Syllables 21

- Practice all the words together, with each student saying the word(s) they have for the class to repeat.
- Have a student collect the note cards to use again in the next session. Count the note cards and make sure you have them all.
- Manage Your Class:** To give students more opportunities to participate in the game, make additional sets of the syllable note cards and have students play the game in small groups.

Explore

Teaching Resources Track 3.6, Note cards from Session 5, Cardstock signs with “Open” and “Closed”

Session 6

Phonics Log p. 22

Lead into the Lesson (10 min.)

- Display the *Open* sign on one side of the classroom and the *Closed* sign on the other side.
- Use the note cards with syllables from Session 5 to review the syllables. Display a note card and ask: *Is this syllable open or closed?* Have students move to the side of the room with the sign they choose. Repeat for all the note cards.

7 3.6 Listen and repeat. Write the number of syllables. (10 min.)

- Play the track for students to listen and repeat. Play the track again for students to listen and write the number of syllables in each word.
- Make sure students understand the meaning of the words. Ask comprehension questions, such as: *When you make a deposit, do you put money into the bank or take money out?* (put money into the bank) *Does a business want to make a profit or not want to make a profit?* (It wants to make a profit.) *How can you transport things?* (by car, truck, plane, etc.) *What is something with a lot of value?* (a ring, a house, a car, etc.)

Answers 1 three syllables 2 two syllables 3 two syllables 4 two syllables

8 Write the open syllables to complete the words. (10 min.)

- Point to the syllables in the box. Ask: *Are these syllables open or closed?* (open) Have students complete the words with the syllables.

► Check your answers with a classmate.

- Form pairs. Have students compare and confirm their answers.

Answers 1 to 2 pro 3 ue 4 de 5 la 6 gi

9 Divide the words into syllables. Then match the syllables with (open) or (closed). (10 min.)

- Write the first word on the board: *transport*. Ask: *How do I divide this word into syllables?* Elicit the answer and write the two syllables *trans* and *port*. Have students write the second syllable on the chart. Point to the first syllable and ask: *Is this syllable open or closed?* (closed) Have students choose the closed door. Do the same with the second syllable. (closed)
- Have students complete the activity. Then check answers as a class.

Answers 1 trans-port; closed, closed 2 ship-wreck; closed, closed 3 di-scount; open, closed 4 de-mand; open, closed

7 3.6 Listen and repeat. Write the number of syllables.

8 Write the open syllables to complete the words.

de gi la pro to ue

1 _____-ma-to 3 val-_____ 5 _____-po-sit

2 _____-fit 4 sa-_____ -ry 6 re-_____ -ster

► Check your answers with a classmate.

9 Divide the words into syllables. Then match the syllables with (open) or (closed).

1 transport 2 shipwreck

trans port

OPEN CLOSED

3 discount 4 demand

22

Wrap Up the Lesson (10 min.)

- Play Snowman (see page x) with the words from the unit. When a word is complete, ask: *How do I divide this word into syllables?* Draw lines between the syllables to divide the word. Then point to each syllable and ask: *Open or closed?*
- Continue the game with a few more words from the unit.
- **Manage Your Class:** Ensure all students are engaged in the game. Make sure each student has a chance to guess a letter to complete the word. If some students are reluctant to guess, consider forming pairs or small groups so students can plan their guesses together.

Review

Teaching Resources Track 3.7, Note cards from Session 5,
Note cards with syllables: *pro, fit, val, ue, trans, port*

Session 7

Phonics Log p. 23

Lead into the Lesson (10 min.)

- Before students arrive, place a note card under each chair. If you have more note cards than students, you can put more than one under each chair.
- Have students find their note cards. Say: **Find a partner whose note card makes a word with yours. All words have two syllables.** Allow students to walk around the room, looking for a match.
- When all students have found their match(es), have them read their words for the class to repeat.

1 Complete the sentences with the correct words. (5 min.)

- Form pairs. Have students complete the sentences with a word from the box.
- Invite volunteers to read each sentence aloud and check answers as a class.

Answers 1 vowel 2 Ago, economy 3 consonant 4 Bargain, market 5 both

2 Choose the open syllables in the box. Underline the closed syllables. (10 min.)

- Model the first item. Point to the first syllable in the box and say: *di*. Ask: **Is this syllable open or closed?** (open) Tell students to underline *di* in the box.
- Have students complete the rest of the items in the box.
- Check answers as a class.

Answers Open: *di, go, no, re, to* Closed: *fit, mand, ship, ter*

Write the syllables to complete the words

- Have students complete the words.
- Invite volunteers to read the sentences aloud to confirm answers.

Answers 1 to 2 no 3 di 4 fit 5 mand 6 ter 7 go 8 ship 9 re

3 3.6 Listen and follow the poem. (10 min.)

- Play the track for students to follow along with the poem.
- Ask: **What do they want?** (a tablet) **What do they make?** (a budget) **What do they keep?** (receipts) **What do they save?** (their salary)

3.7 Practice the poem with a classmate.

- Form pairs. Have students work together to find and circle words from the unit in the poem (tablet, budget, receipts, salary, deposit).
- Tell students take turns reading lines of the poem.
- Invite volunteers to read the poem for the class.

Wrap Up the Lesson (15 min.)

- Write these words from the unit on the board: **bargain, tablet, discount, receipt, register, budget, capital, economy, market, demand, interest, salary, business, deposit, profit, value.**
- Invite volunteers to divide the words into syllables and say whether the syllables are open or closed. The class will decide if each student is correct or incorrect.

Review

Unit 3

1 Complete the sentences with the correct words.

ago bargain both consonant economy market vowel

- Open syllables end with a _____ sound.
- _____ and _____ only have open syllables.
- Closed syllables end with a _____ sound.
- _____ and _____ only have closed syllables.
- Some words have _____ open and closed syllables.

2 Choose the open syllables in the box. Underline the closed syllables.

di fit go mand no re ship ter to

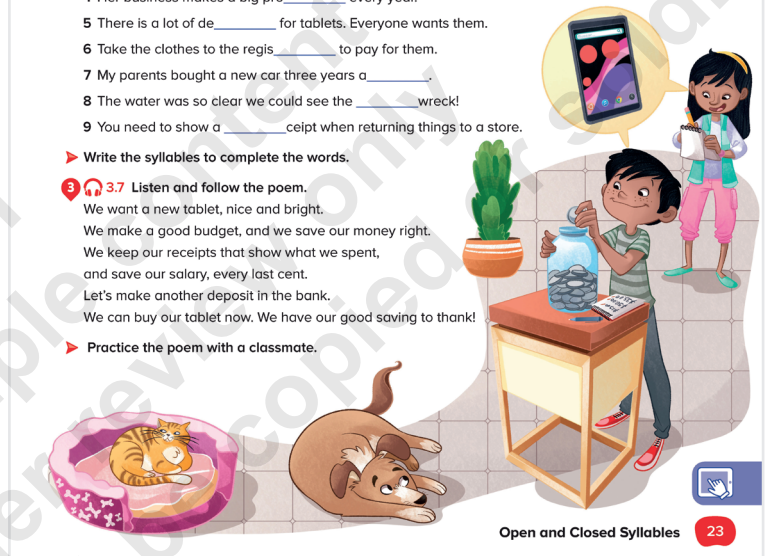
- Can I have a _____ mato for my sandwich?
- Carmen likes to play the pia _____.
- There is a _____ scout on shoes today.
- Her business makes a big pro _____ every year.
- There is a lot of de _____ for tablets. Everyone wants them.
- Take the clothes to the regis _____ to pay for them.
- My parents bought a new car three years a _____.
- The water was so clear we could see the _____ wreck!
- You need to show a _____ ceipt when returning things to a store.

Write the syllables to complete the words.

3 3.7 Listen and follow the poem.

We want a new tablet, nice and bright.
We make a good budget, and we save our money right.
We keep our receipts that show what we spent,
and save our salary, every last cent.
Let's make another deposit in the bank.
We can buy our tablet now. We have our good saving to thank!

Practice the poem with a classmate.



Open and Closed Syllables 23

- Ask: **What is similar about all these words?** (They are all related to money.) Say: **We can use these words to talk about money.**
- Form pairs. Have pairs write three sentences about money, using at least one of the words on the board in each sentence. Invite volunteers to read their sentences to the class. Correct any errors as necessary.

Know Your Students

- All students should be able to define open syllables and closed syllables.
- Most students will be able to divide unit words into syllables and identify each type of syllable in a word.
- Some students will be able to produce words not taught in the unit and identify the types of syllables in these words.

Digital Practice

Teaching Resources a timer

Session 8

Lead into the Lesson (15 min.)

- Play Pictionary (see page x) with the words from the unit. Show a volunteer a word. Have the student draw the word as other students try to guess it.
- When students have guessed the word correctly, have the volunteer write the word and ask the class: *How many syllables does the word have? Are they open or closed syllables?*
- Continue playing until all students have had a chance to draw.
- **Know Your Students:** Some students may need extra support. Allow them to refer to the words in the unit while the volunteer draws the picture.

1 Choose the correct option. (5 min.)

- Have students read the word and select the correct types of syllables in each. Encourage students to say the word aloud if that helps them.
- Remind students they can press the *Clear* button to restart the activity.
- When students have finished choosing the types of syllables, have them go to the next screen/activity.

2 Match the words with the correct categories. (5 min.)

- Have students match the word with the correct types of syllables. Make sure students understand that they can connect more than one word to each category.
- Remind students they can press the *Clear* button to restart the activity.
- When students have finished matching the words with the types of syllables, have them go to the next screen/activity.

3 Test your pronunciation. (10 min.)

- Demonstrate the activity with the first item. Click on the *Speak* button and wait for the tone. Say the word. When you are finished speaking, click the *Stop* button. Explain that if the program recognizes they have pronounced the word correctly, it will change to the color green on the screen.
- Have students complete the items, practicing as much as they need to before recording themselves. Monitor and help as needed.
- When students have finished, tell them to press the *Submit* button at the bottom of the screen to check their score. Remind students they can press the *Go back* button to check their answers for each activity and that they can press *Clear* and *Try again* to repeat any of the activities and improve their score. If they don't want to repeat any of the activities, have them press *Close* to end the session.

Wrap Up the Lesson (15 min.)

- Say: *Let's review. What do open syllables end with?* (a vowel sound) *What do closed syllables end with?* (a consonant sound)
- Form small groups. Assign each group a category: Open Syllables, Closed Syllables or Open and Closed Syllables.
- Say: *You have five minutes to write as many words in your category as you can. The words can be from the unit or other words you know. Go!* As students brainstorm and write words, monitor and help as needed.
- When time is up, have each group present their list to the class. Make corrections as needed and define any words students are unfamiliar with.

Digital Consolidation

COMPASS

1 Choose the correct option.

1

deposit

2

profit

3

4

1 2 3

Clear Try again



2 Match the words with the correct categories.

- Open Syllables ●
- Closed Syllables ●
- Open and Closed Syllables ●
- economy ●
- tomato ●
- salary ●
- business ●
- transport ●
- capital ●
- budget ●
- register ●



1 2 3



Clear

Try again



3 Test your pronunciation.

1



tomato



Speak

2



discount



Speak

3



4



1 2 3



Clear

Try again

Submit