

Dear Family:

The third type of syllable in English is called an **open syllable**. Even though your child has read and spelled many words with open syllables, we will now directly teach this syllable type and how to mark it. The open syllable has only one vowel and it does not have a consonant after it. Some examples include:

go flu we I

These are marked:

gō
o

Open syllables can be combined with closed and v-e syllables to form longer words:

prētēnd
o c

prōvidē
o v-e

When studying open syllables, it is time to introduce **y as a vowel**. Know that **y** is a consonant when it begins a word, otherwise, it is a vowel. **Y** has 2 vowel sounds in an open syllable. In a one-syllable word, **y** has the long **i** sound as in **cry** and in multisyllabic words it usually has the long **e** sound as in **baby**. In addition to **y** being a consonant and a vowel, it can also be a suffix ending as in the word **lump - lumpy** or part of a suffix ending as in **safely** or **safety**. When **y** is a suffix, it has the sound of long **e**.

Sincerely,



Dear Family:

The third type of syllable in English is called an **open syllable**. Even though your child has read and spelled many words with open syllables, we will now directly teach this syllable type and how to mark it. The open syllable has only one vowel and it does not have a consonant after it. Some examples include:

go flu we I

These are marked:

g_o

Open syllables can be combined with closed and v-e syllables to form longer words:

pr_ot_end

pr_ovid_e

When studying open syllables, it is time to introduce **y as a vowel**. Know that **y** is a consonant when it begins a word, otherwise, it is a vowel. **Y** has 2 vowel sounds in an open syllable. In a one-syllable word, **y** has the long **i** sound as in **cry** and in multisyllabic words it usually has the long **e** sound as in **baby**. In addition to **y** being a consonant and a vowel, it can also be a suffix ending as in the word **lump - lumpy** or part of a suffix ending as in **safely** or **safety**. When **y** is a suffix, it has the sound of long **e**.

Sincerely,

Mrs. Campbell





Homework Guide

Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	shame	poles	nutmeg	topic
On Tuesday Dictate	Current Words	→	no	basic	we	remote fry
On Wednesday Dictate	Trick Words	→	eight	right	large	more change
On Thursday Dictate	Sentence	→	We can relax when we get home.			

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	open	flu	silent	me
On Tuesday Dictate	Current Words	→	grumpy	crunchy	bunny	tiny ruby
On Wednesday Dictate	Trick Words	→	city	sure	every	often family
On Thursday Dictate	Sentence	→	Betty likes to strum her banjo.			

WEEK 3

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	motel	she	try	banjo
On Tuesday Dictate	Current Words	→	safety	bravely	grumpy	chilly ninety
On Wednesday Dictate	Trick Words	→	night	carry	something	eight together
On Thursday Dictate	Sentence	→	Tony likes crunchy snacks.			



Do the "Find the Syllable Type" Activity

Have your child circle the words containing an open syllable and cross out any word that is not an open syllable.

pry	kept	why
hi	huff	cry
she	so	I
spill	fly	fold
be	lamp	no

Have your child write the open syllable words from above on the lines below and mark them up.

<p><u>pry</u></p> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
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Do the "Match the Syllable" Activity

Have your child read the syllables on the left and right. Have him or her match the syllables to form real words.

mo	sic
ba	tel
de	tect
pro	fine

hu	bot
ro	side
be	cate
lo	man

Have your child write the words from above on the lines below.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

WEEK 1

eight

large

change

WEEK 2

city

every

family

WEEK 3

night

carry

something

→ **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these. 2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

Writing Grid for Word and Sentence Homework

Review Words

1 2

3 4

Current Words

1 2

3 4

Trick Words

5 1

2 3

4 5

Sentence

1