

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 a 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 //, /n/, and /ng/ may seem distorted (e.g. ram, ant, sank, sing).

kitten

rotten

plas at sud

hid kit rot

tic tend den



tach ten

plastic

attic

sudden

hidden

attach

attend