

Overview

The first of the six syllables is introduced in Unit 4. Its defining characteristics are a vowel which has a short sound and a syllable which ends in a consonant. Short vowel sounds, including *y*, are practiced. Blending is also introduced and practiced. Word families are listed together in lessons.

Objectives

To learn:

1. the definition of a syllable: a word or word part that has a single vowel sound, and usually has a vowel. A word has at least one syllable and has meaning, such as *me* or *a*.
2. the short vowel sounds.
3. the breve ($\overset{\cup}{\text{v}}$) over a vowel indicates a short vowel sound.
4. associate the symbol of the pug, a short dog, with short vowel sounds and the closed syllable.
5. that one vowel sound equals one syllable.
6. that the closed syllable, the first syllable, contains a short vowel sound and ends with a consonant.
7. that they will be underlining vowel sounds . This concept lays the groundwork for dividing words into syllables and decoding unfamiliar words.
8. to blend from the vowel to the end of the word (rime), then tack on the beginning consonant (onset), and read the word.
9. the concept of word families, words that are spelled and sound the same from the vowel to the end of a word.

Instruction

1. Read through the first page of Unit 4 with your student, making sure he understands the concepts.
2. Review and practice the short vowel sounds, both in isolation and in words, using the chart. See the Unit 1 Teacher's Guide for mouth position, distinct vowel sounds, and their associations. Elicit additional words from your student, and listen for correct pronunciation.
3. Model and have your student practice the blending method at the bottom of the page and as follows:
 1. Sound out the word from the vowel to the end of the word (rime).
 2. Add the beginning consonant (onset).
 3. Blend the word together.
 4. Read the word.Using the same procedure, replace the beginning consonant with other consonants and sound out each word. Have the student repeat until his pronunciation is correct. Using letter cards, switch consonants at the beginning of each word family to make new words. Direct the student to read each new word after the substitution is made.
4. Review the format, then the content, of the lessons, noting the blending method at the bottom of each page. The learner should utilize the blending method, aloud, to sound out words in the lesson if it is necessary. It also provides blending practice. To complete the lesson the student should say the word, note the illustration and phonetic pronunciation ("Sounds like" column), to help him decode

the word. In the fourth column, he is to say and trace the larger (18-point), light gray word. In the last column, he is to say the word, write it on the line, and underline the vowel sound.

5. After the student has finished the short *a* lesson, you can work on additional short *a* word families or wait until he finishes all of the Unit 4 lessons before extending the lessons. Blending and word family practice reinforces the student's short vowel sound knowledge. Furthermore, it supports the student's vocabulary acquisition.

Word Families

Short *a*: An example of the short *a* word family in the first exercise is *at*: *at, hat, cat, bat, fat, rat,* and *sat*. Ask him to supply additional words in the same word family, using letter cards. Other word families in this lesson are *at* and *ad*. To expand on the lesson, supply a word family or ask your student for another such as *ap*: *map, sap, rap, cap, nap, lap, trap, clap,* etc. Other word families include *ab, ad, ag, am, an,* and *ap*.

Short *e*: Emphasize the short *e* sound in each word family. Continue with word families for short *e*: *eg, en, es,* and *et*, that are in the lesson and *ex* and *ell* which are not. Words for *ex*: *hex, Mex, Tex, Rex, sex.* Words for the *ell* word family include *bell, dell, fell, sell, tell,* and *yell*.

Short *i* word families in the lesson are *it, in, id, ill, ilk, ix,* and *im*. Those that are not in the lesson include *ib, ick, ig, ip, iss, ip,* etc.

Short *o* word families in Unit 4 are *on, ot, op, ock,* and *ox*. Those that are not in the lesson include *ob, od,* and *og*.

Short *u* word families include *ut, un, up, us, ub, ud,* and *um*. Those that are not in a lesson include *uck, uff, ug,* etc.

Assessment

Correct assigned pages and review problem areas with your student. He should be able to read words in each lesson and the sentences in the review exercise at the end of Unit 4.



Unit 4: Short Vowels: Closed Syllables: 1st Syllable

A syllable /sīl'•ŭ•bŭl/ is a word or word part. It has 1 vowel sound. 1 vowel sound = 1 underline = 1 syllable

Examples:

at
cat

The closed syllable has a short vowel sound and ends with a consonant.

Examples:

up
sun

Hint: The breve (˘) /brĕv/ on the top of the vowel tells you it has a short vowel sound.

Short vowel sound	Word	Illustration
ă	at, cat	A globe with an arrow pointing to the letter 'a' and a silhouette of a cat.
ĕ	egg, pen	A cracked egg and a pen.
ĭ	in, sit	An open box with an arrow pointing inside and a person sitting on a chair.
ŏ	on, hot	A box on top of another box and a sun with rays.
ŭ	up, sun	A large upward-pointing arrow and a sun.





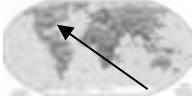








Directions: Sound out the word from the vowel to the end. Then say the beginning consonant. Then sound out the word.

Examples: hat ă t h h ă t


bat ă t b b ă t

Short Vowels: a /ă/



Word	Illustration	Sounds like	Say  and trace  the word.	Say  and write  the word and underline the vowel sound.
1. at		ăt	at	<u>at</u>
2. hat		hăt	hat	_____
3. cat		kăt	cat	_____
4. bat		băt	bat	_____
5. fat		făt	fat	_____
6. rat		răt	rat	_____
7. sat		săt	sat	_____
8. ad		ăd	ad	_____
9. add	+	ăd	add	_____
10. sad		săd	sad	_____

 ăt

Word	at	Blend
cat	at	c + at 
rat	at	r + at 