

## Grade 4: Weekly Word Study Focus

### Lesson 3

In our classroom this week, we will learn to read and spell **single syllable** words with the **open syllable pattern**. Here is the pattern to practice this week:

<b>Open Syllables</b>	Open syllables have 1 vowel letter followed by no consonants, and the vowel sound is long. The letter y at the end of a syllable takes on the role of a vowel.
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Here are some examples of words with the open syllable pattern:

me	be	by	hi	sly
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Below are activities to practice at home this week. You may also use the activities and questions from the initial **Family Support Letter** to further address your child's success in learning the weekly phonics focus.

### Read Words

Guide your child through reading open syllable words by saying "Let's read some words." Read these steps to your child:

1. Point to the vowel letter in each word.
2. Identify the syllable type and say the vowel sound. Remember, when the letter y is at the end of a 1-syllable word, it is most often pronounced with the long i sound.
3. Read the word.

we	fry	so	she	go
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### Read Phrases

Guide your child through reading phrases by saying "Let's read phrases. Point to the first phrase. Read across each row. Ready?"

did she go	fry the fish
she went with	can we go
so will I	wants me to

## Word Sort

Guide your child through this Word Sort by saying “Let’s sort words.” Read these steps to your child:

1. Point to the vowel letters in the word. Remember to show an open hand if the word follows the open syllable pattern.
2. Identify the syllable type as open, closed, or long vowel silent-e and say the vowel sound.
3. Read the word and then write it in the correct column below. If the word follows the silent-e pattern, mark a “v” shape under the vo

try	broke	no	dish	long	states
spent	he	chat	slime	gene	pry

Open	Closed	Long Vowel Silent-e

## Weekly Words

<b>contribution</b>	act of paying with (service or money)
<b>translate</b>	to carry across

<b>obscure</b>	to cover or make unclear when facing
<b>transmit</b>	to send across

To reinforce automaticity of recognizing, reading, and writing the Weekly Words, here are a few activities your child can do throughout the week:

1. Dictate each word to your child and have him or her write the word and then use the word in a sentence.
2. Create a matching game. Write the words on sticky notes or index cards and the definitions on another set of sticky notes or index cards. Have your child match each definition card with the correct Weekly Word card or use all the cards to play Memory.
3. Have your child highlight any prefixes or suffixes he or she can identify in each of the Weekly Words.
4. Use the steps from the **Read Words** activity on the previous page. For each word, have your child identify the vowel letters, divide the word into syllables, and then read the word.

gene	spent	pry
slime	long	he
states	chat	no
broke	dish	try
Long Vowel Silent-e	Closed	Open

Word Sort Answer Key:

/e/, we; /i/, fry; /o/, so; /e/, she; /o/, go

as /a/, indicates the letter sound rather than the letter name.)

Read Words Answer Key: Before reading each word, your child should say the syllable type is open. (Note: A letter in slashes, such