

Skill 10.2: Closed: Simple Multisyllable

COMPONENT		Review																																									
Section 1	Review	Review Skill: Phonemic Awareness	Review Skill: Previous Phonics Skill	Review Skill: Sight Words																																							
	Choose 1 activity per day. <ul style="list-style-type: none"> Phonemic Awareness Previous Phonics Skill Sight Words 	<p><u>Isolation:</u> Days 1 or 2</p> <ul style="list-style-type: none"> Say _____. How many syllables are in the word? What's the vowel sound in the first syllable? Last syllable? <table border="1"> <tr><td>admit</td><td>gossip</td></tr> <tr><td>antic</td><td>insist</td></tr> <tr><td>catnip</td><td>magnet</td></tr> <tr><td>dentist</td><td>picnic</td></tr> <tr><td>fabric</td><td>rustic</td></tr> <tr><td>figment</td><td>tennis</td></tr> </table> <p><u>Isolation:</u> Days 3 or 4</p> <ul style="list-style-type: none"> Say _____. How many syllables are in the word? What's the vowel sound in the first syllable? Last syllable? <table border="1"> <tr><td>basket</td><td>invent</td></tr> <tr><td>campus</td><td>mascot</td></tr> <tr><td>dispel</td><td>pigment</td></tr> <tr><td>engulf</td><td>plastic</td></tr> <tr><td>frantic</td><td>puppet</td></tr> <tr><td>gremlin</td><td>transit</td></tr> </table>	admit	gossip	antic	insist	catnip	magnet	dentist	picnic	fabric	rustic	figment	tennis	basket	invent	campus	mascot	dispel	pigment	engulf	plastic	frantic	puppet	gremlin	transit	<p><u>Reading Previous Skill Pattern Words:</u> Using a 16-box grid, write closed syllables from the lists below.</p> <ul style="list-style-type: none"> Point to the left of the syllable and ask, Syllable? Tap under the syllable. Students accurately and fluently respond by reading the syllable after the tap. <p><u>Syllable List Days 1 or 2:</u> Use Teacher Word Cards for Skill 10.1, Days 1 and 2.</p> <p><u>Syllable List Days 3 or 4:</u> Use Teacher Word Cards for Skill 10.1, Days 3 and 4.</p>	<p>Using a 16-box grid, write the sight words below and review them with students.</p> <ul style="list-style-type: none"> Point to the left of the word and ask, Word? Tap under the word. Students accurately and fluently respond with sight word after the tap. <p>NOTE: You may add sight words to this list that your students need to study.</p> <p><u>Sight Words:</u></p> <table border="1"> <tr><td>behind</td><td>bring</td></tr> <tr><td>building</td><td>built</td></tr> <tr><td>common</td><td>course</td></tr> <tr><td>explain</td><td>front</td></tr> <tr><td>government</td><td>heavy</td></tr> <tr><td>inches</td><td>include</td></tr> <tr><td>known</td><td>language</td></tr> <tr><td>minutes</td><td>person</td></tr> </table> <p><i>This is an abbreviated and adapted version of Routine 3: Sight Words.</i></p>	behind	bring	building	built	common	course	explain	front	government	heavy	inches	include	known	language	minutes
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See online Instructional Overview for discussion of time allocation.