

Slide  
**1**

Note to Teacher:

Instructional language is provided in the Speaker Notes when using Presenter Mode. A pdf version of these notes for printing is available in the corresponding Unit Folder on The Six! USB Type-C Flash Drive.

Estimated Time of Lesson: 25-35 minutes

Using the Extra Practice slides (marked with the plus sign) will benefit the students by providing extra opportunities to read and deepen concepts and vocabulary knowledge.

Slide  
**2**

**C**  
**O**  
**V**  
**E**  
**R**  
**S**

*I can read and spell words with Closed Syllables.*

Unit One		Lesson 1		
<b>A Reduce It!</b> <b>COVERS</b>				
crust				
_____				
_____				
_____				
<b>B Divide It!</b>				
cabin				
until				
limit				
<b>C Spell It!</b>				
1. <input type="text"/>				
2. <input type="text"/>				
<b>D Read It!</b>				
1	emblem	anthem	problem	blemish
2	laptop	tip-top	desktop	flat-top
3	upset	offset	onset	handset
4	consist	confess	consensus	connect

Directions to Teacher: Plain Text

Teacher Language: **“Bold Text”**

Point to COVERS on the slide. **“This stands for the six syllable types we will study in this program.”** Point to each as you say, **“Closed, Open, Vowel Team, Ending Syllable, R Family, Silent E. The C is colored because we will study Closed Syllables in this unit.”**

Read learning target to students.

Slide  
**3**

Learn It!  
Part 1 of 3

syllable  
word  
sound

smallest

largest

sound  
syllable  
word

Directions to Teacher: Plain Text

Teacher Language: "Bold Text"

**"Let's look at these terms: syllable, word, sound. Turn to a partner and discuss how you would order them by size – smallest to largest."** (students discuss)

(click to reveal answers)

**"A sound is the smallest – like, /m/.**

**Next, is a syllable – for example: /min/.**

**Finally, a word would be the largest of the three terms, as in, minute."**

Slide  
**4**

Learn It!  
Part 2 of 3

**What is a syllable?**  
A syllable is either a word or part of a word with only one vowel sound. You will feel your jaw drop with each syllable.

Directions to Teacher: Plain Text

Teacher Language: "Bold Text"

Read definition of syllable.

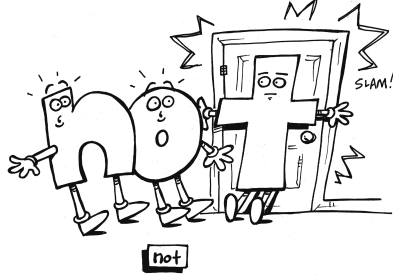
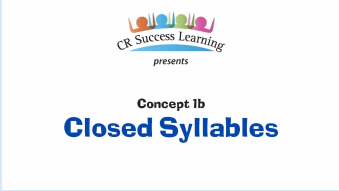
**"Let's practice with a couple of words. Put your hand under your chin and say the word, run.**

**How many times did your jaw drop?" Confirm: one. "So, there is one syllable."**

Repeat with *minute* (2) , *fantastic* (3).

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**5**

Learn It!  
Part 3 of 3



CR Success Learning  
presents  
Concept 1b  
**Closed Syllables**

Not

Directions to Teacher: Plain Text

Teacher Language: **"Bold Text"**

**"In all, there are six syllable types that you will learn. Today we are focusing on Closed Syllables. Remember, every syllable has one vowel sound. Vowels run the way we read. When a syllable has 1 vowel letter followed by a consonant or consonants, it is closed in. It can only run a short way, so it spells its short sound. Let's watch this animation."**

Click to play Animation

**"Do this gesture with me:"**

Hold up the index finger of your right hand. **"One vowel."**

Hold left palm up, facing the right hand. Move finger over R-L (it will look left-to-right to students) and hit left palm.

**"Closed in a by a consonant, can only run a short way, and spell its short sound."**

**"Turn to a partner and show them this gesture as I say the words: One vowel, closed in by a consonant, can only run a short way and spell its short sound."**

Slide

**6**



crust

Directions to Teacher: Plain Text

Teacher Language: **"Bold Text"**

**"Listen to this word: *crust*."**

**"Tell me the word." Students repeat word.**

**"How many syllables?"** Confirm: 1

**"Pinch and count the sounds. Pause. Show with your fingers the number of sounds."** Confirm: 5

Click to show word.

**"This word means outer layer. Turn to a partner and use the word in a sentence."**

Example: *I cut the crust off my sandwich.*

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7

**A** Reduce It!

C  
O  
V  
E  
R  
S

c	r	u	s	t	C
	r	u	s	t	C
	r	u	t		C
		u	t		C
			t		NA

Directions to Teacher: Plain Text

Teacher Language: **"Bold Text"**

**"This is a one-syllable word with one vowel. What type of syllable is it?"** Confirm Closed. Point to the C in COVERS.

**"On the line below crust, write the new syllable when you remove /k/.** Pause for student to write. **Read the syllable you wrote. What type of syllable is it? Write the letter C to name the syllable.**" Click to reveal *rust*. Confirm Closed.

**"Remove /s/. Write the new syllable."** Pause for student to write. **"Read the syllable you wrote. What type of syllable is it?"** Confirm Closed. **"Write a C next to rust to indicate the type of syllable."** Click to reveal *rut*.

**"Remove /r/. Write the new syllable."** Pause for student to write. **"Read the syllable you wrote. What type of syllable is it?"** Confirm Closed. **"Write the letter C."** Click to reveal *ut*. **"You hear it in utmost or utter."**

**"Remove /u/. Write what is left."** Pause for student to write. **"Is this a syllable?"** Confirm **"No because it doesn't have a vowel. It is just a sound. Write N/A next to /t/."** Click to reveal *t*.

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**8**

**B** Divide It!

CR Success Learning  
presents  
Concept 8a  
Vowel Tag

cabin

Directions to Teacher: Plain Text

Teacher Language: **"Bold Text"**

**"I will teach you how to divide words into syllables. Let's watch this video first."**

Click to watch animation.

Click to reveal *cabin*.

**"Locate this word on your Student Page in Section B. I will dot above each vowel."** Click to reveal dots.

**"Now you do the same."**

**"I will tag the consonant after the vowel by drawing an arrow."** Click to reveal arrows. **"Now you do the same."**

**"Now, I will divide the word into syllables by drawing a line after the tagged consonant."** Click to reveal tag (line). **"Now you do the same."**

**"Does this make a word I know? Confirm: Yes, a cabin is a type of home. Because I recognize the word, I will smile under each syllable."** Click to reveal smiles. **"Now you do it."**

**"Now, you will do the next two words on your own, or with a partner."** When students are finished, click to the next slide to reveal the answers. Discuss as needed.

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**9**

**B** Divide It!  
Answers

until

limit

Directions to Teacher: Plain Text

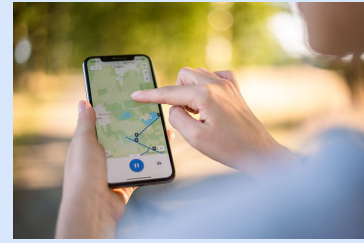
Click to reveal the steps of Dot, Divide, Smile for each word. Students should make corrections as needed.

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**10**

### Affixes to Know!

Prefix	Base Word	Suffix
<b>con</b>		

**con-** means *with,*  
*together*



Dad will **consult** his  
GPS.

**con** = /kun/

Directions to Teacher: Plain Text

Teacher Language: "**Bold Text**"

"I'll give you **30 seconds to read this slide on your own.**" Wait 30 seconds before continuing, pause after each prompt or question for students to respond.

- **Spell the affix.**
- **Is it a prefix or suffix?**
- **What does it mean?**

Read sentence to students. Point to bolded word. "**What is our word?**" Pause for students to repeat word.

"**Now just read the affix in red.**" **Click to show pronunciation and review.**

"**The root *sult* means to take, and *con* means together. Therefore, *consult* means to take information together. A GPS will put all the information together to get you somewhere. Turn to a partner and use *consult* in your own sentence.**"

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**11**

Using the  
prefix *con-*

**con + nect**

*(with/together) + (to join)*

**to join together**

I will connect the Lego blocks.



Directions to Teacher: Plain Text  
Teacher Language: **"Bold Text"**

**"Let's learn a new word with the affix, *con*. Using the clues shown, decide the meaning of the word, *connect*. Give me a thumbs up when you have it."** Click to reveal meaning. **"Read the sentence with me."**

**"Turn to your partner and collaborate to use the word in a sentence."** Invite 3-5 groups to share their sentence.

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**12**

Using the  
prefix *con-*

**con + sist**

\_\_\_\_\_ + *(to make up)*

**to make up with**

Our lunches often consist of  
sandwiches and milk.



Directions to Teacher: Plain Text  
Teacher Language: **"Bold Text"**

**"Here's another new word. Decide the meaning of the word, *consist*. You only see the meaning of the root word because you know the meaning of *con*."**

**"Give me a thumbs up when you have it."** Click to reveal meaning. **"Read the sentence with me."**

**"Turn to your partner and collaborate to use the word in a sentence."** Invite 3-5 groups to share their sentence.





## Spell It!

### DASH Spelling

1. Count the number of syllables in the word.
2. In the box, draw a dash for each syllable.
3. On each dash, spell the syllable.
4. Then write the word without spaces on the line below.

1. con sent  
consent
2. crim son  
crimson

Directions to Teacher: Plain Text

Teacher Language: **"Bold Text"**

Refer students to Section C.

**"Let's spell words using DASH spelling. Let's read the steps of DASH Spelling."** Read slide with students.

1. **"Our first word is *consent*. My mom signed my field trip consent form. Put your hand under your chin and count the syllables."** Confirm: Two. **"We read and say /kun//SENT/, but we spell it /kon//SENT/. In the box, draw dashes for each syllable. Then write each syllable on its dash. On the line below write the word without spaces."** Students spell each syllable, then rewrite the word. Click to reveal answer and allow students time to correct, if necessary.
2. **"Our next word is *crimson*. The sunset was a lovely crimson or deep red color. Put your hand under your chin and count the syllables."** Confirm: Two. **"We read and say /KRIM//sun/ but we spell it /KRIM//SON/. In the box, draw dashes for each syllable. Then write each syllable on its dash. On the line below write the word without spaces."** Students spell each syllable, then rewrite the word. Click to reveal answer and allow students time to correct, if necessary.

Slide  
**14**

 Read It!

1	emblem	anthem	problem	blemish
2	laptop	tiptop	desktop	flattop
3	upset	offset	onset	handset
4	consist	confess	consensus	connect

Directions to Teacher: Plain Text  
Teacher Language: **"Bold Text"**

Echo-read the words with students by COLUMN using this method:  
Read the highlighted syllable separately, then the whole word: /em emblem/.

Briefly define any words that may be new to students:

*offset* this can describe an object that is out of line OR something that acts against an effect *Solar energy can offset carbon emissions.*

*emblem* a symbol for something *The pilot wears wings as an emblem of her profession.*

Refer students to Section D

**"Let's read the words again and use your finger to smile under each syllable as we read it. Let's start with Row 1."**

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**15**

Vocabulary  
Builder

Two-Player Game  
Use Section D  
in your workbook.



**Player 1:** Point to a word and read it.

**Player 2:** Use that word in a sentence.

**Scoring:** Give yourself 1 point if you did this correctly. Write your score in the box next to the word.

Switch roles.

Continue to play, taking turns, until the teacher calls time.

Total your points and determine a winner.

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**16**


Complete It!

**Row 1** We will sing the national \_\_\_\_\_.

**Row 2** He is in \_\_\_\_\_ shape.

**Row 3** She felt the \_\_\_\_\_ of a cold.

**Row 4** The \_\_\_\_\_ of the six friends was to watch T.V.



Directions to Teacher: Plain Text  
Teacher Language: **"Bold Text"**

**"Today we will think about the meaning of four of the words from Section D."**

**"One word in each row will complete the sentence shown. Work with a partner to determine the word that fits each sentence.**


Circle it on your page. Give me a thumbs up when you are ready to review the answers."

Go to next slide to review answers.

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**17**

Complete It!

1. We will sing the national **anthem**.  
(**song**)
2. He is in **tiptop** shape. (**excellent**)
3. She felt the **onset** of a cold.  
(**beginning**)
4. The **consensus** of the six friends was to watch T.V. (**agreement**)



Directions to Teacher: Plain Text

Read each sentence and then reinforce the meaning. A synonym is provided in the parentheses.