

# SAMPLE

# WORD LIST

# 2 VC/CV Closed Syllables

	/ă/	/ĕ/	/ĭ/	/ŏ/	/ŭ/
absent	frantic	dental	children	blossom	button
actress	gallon	dentist	chipmunk	bonnet	custom
address	gallop	enchant	infant	bottom	hundred
annex	happen	hectic	infect	coffin	husband
atlas	magnet	lesson	insect	collect	muffin
attic	mammal	mental	insult	common	musket
bandit	mantis	pretzel	kidnap	congress	nutmeg
basket	mascot	seldom	kitten	connect	public
blanket	napkin	selfish	mitten	conquest	publish
cactus	rabbit	splendid	Phillip	consent	pumpkin
campus	random	tendon	picnic	contact	puppet
candid	sandal	tennis	pilgrim	contest	subject
canyon	sandwich	velvet	quintet	convict	subtract
catnip	tablet		ribbon	cotton	sudden
channel	talcum		signal	fossil	trumpet
Dallas	traffic		tinsel	goblet	tunnel
flannel			wisdom	goblin	until
				gossip	
				object	
				optic	
				ostrich	
				problem	
				progress	
				tonsil	
Three-Syllable Words:					

Atlantic establish Wisconsin badminton fantastic

# e **2**A

### – What Is a Syllable? —

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A **syllable** is a group of letters that has one vowel sound. A syllable can be a word or part of a word.

Words: stay miss stripe l Parts of words: op lect pre

# The Closed Syllable (VC)

One type of syllable is called a **closed syllable** (VC).

There are three things to remember about the closed syllable:

- **1.** It has only one vowel (V).
- **2.** The vowel has a short sound.
- **3.** It ends in a consonant (C).

### Closed-syllable words: at big must

1) Read the closed-syllable words. Then add two more closed-syllable words under each heading.

/ă/	/ĕ/	/ĭ/	/ŏ/	/ŭ/
add	end	it	on	up
lag	get	ill	stop	mud
flap	spent	sift	clock	trust
band	step	skip	pod	club

2) Now your teacher will dictate some closed-syllable words. Say each word as you write it.

2B

**Practice Page** 

## - Closed Syllables: Parts of Words

These closed syllables have only one vowel, and they end in a consonant. The vowel sound is short.

**Examples:** fran ab cus tist

## (1) Circle the closed syllables.

gos	pret	trum	cade	lish
fle	sud	ор	flan	prob
tal	cu	hus	sel	tain
vict	tist	caul	ject	ар
blos	lete	chil	tact	ple

(2) Now write the closed syllables under the correct headings. Make sure to give the vowel its short sound when you say each syllable.

/ă/	/ĕ/	/ĭ/
/ŏ/	/ŭ/	

**2**C

# **G** Review

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### Underline the correct word in each parentheses.

- A closed syllable has (one, two) vowel(s).
- The vowel has a (long, short) sound.
- The syllable ends in a (vowel, consonant).

### 1 Read the syllables. Write *closed* if the syllable is closed, and mark the vowel short. If the syllable is not closed, explain why.

li
com
lope
trich
nee
plode
nex
gra
sil
ple

**EXCEPTION** When *qu* is found in a word, the *u* does not have a vowel sound and will always be followed by a vowel. Therefore, the following syllables are closed. Make sure to give the vowel its short sound when you say each syllable.

quin	quest	quiv	quit	ques	quill
quin	quest	quiv	quit	ques	quiii

(2)

# Practice Page 2D

(1)

Syllables often end in the consonant blend *ct*. Many students have trouble spelling this blend because it is hard to hear.

Add *ct* to the end of each syllable below. Then write the whole syllable, and say it aloud as you spell it. Make sure each vowel letter has a short sound.



(2) Your teacher will dictate twelve closed syllables. Repeat each syllable as you spell it.

1	 7.	
2	 8.	
3	 9.	
4	 10.	
5	 11.	
6.	12.	

(3) Circle the *ct* syllable in these words.

infect	dejected	evict	detractor
reject	insect	tactical	elect
select	injected	subtract	convict
s u b j e c t	subtracting	convicted	insecticide

# S Review

If you hear a short-vowel sound in a syllable:

What kind of syllable is it? \_\_\_\_\_

How many vowels does it have? \_\_\_\_\_

Is the last letter a vowel or a consonant?

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ge <mark>2</mark>E

## **Closed Syllable Words**

Many words are formed by putting two closed syllables together. The vowel sounds in each syllable of these words will be short.

J)	Mark the vowels short (˘). Say the syllables to read the whole word. Then draw a line
	between the syllables as shown.

cŏn	tăct	contact	ad	dress	a d d r e s s
nut	meg	n u t m e g	con	test	contest
mas	cot	m a s c o t	in	sect	insect
pub	lish	p u b l i s h	sel	fish	selfish
con	vict	convict	quin	tet	quintet
hec	tic	hectic	сас	tus	cactus
at	tic	attic	tal	cum	talcum
un	til	until			

(2) Read the definitions. Choose the correct word from above, and write it on the line.

kind of desert plant	
chance for someone to win	
thinking only of oneself	
bug	
type of powder	
group of five	
spice	
person in prison	
space just below the roof	
where someone lives	

 $(\mathbf{1}$ 

**2F** 

# Practice Page

 $\mathbf{2}_{\mathbf{F}}$ 

### -Schwa Sound-

When two closed syllables make a two-syllable word, the vowel in the second syllable often does NOT make its expected short sound. Instead, it will have either a short *i* or the **schwa** sound, which sounds like short u (/ŭ/).

The schwa sound is the same for all vowels. It is marked with the symbol /ə/. It is found only in an unaccented syllable, which is the second syllable of List 2 words.

1 Mark the first vowel short (č) and circle the syllable with the schwa sound. Say the syllables to read the whole word. Then draw a line between the syllables as shown.

băn	dit	bandit	kit	ten	kitten
gob	lin	goblin	hus	band	h u s b a n d
pret	zel	pretzel	hap	pen	happen
tin	sel	tinsel	san	dal	s a n d a l
vel	vet	velvet	bas	ket	basket
sub	ject	s u b j e c t	sel	dom	s e l d o m
ton	sil	tonsil	gal	lon	gallon

Read the definitions. Choose the correct word from above, and write it on the line.

male spouse	
not often	
ugly, sneaky elf	
robber	
thin strips of shiny metal foil	
type of summer shoe	
soft, thick cloth	
snack food	
topic	

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Ω

(2)

**2**G

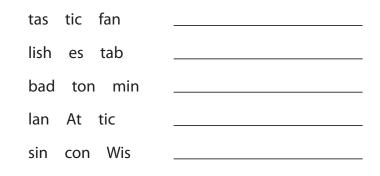
Read the first syllable. Choose the correct second syllable to make a real word. Say each word as you write it.

	vict		ress		wich
mag	tom	prog	nel	hun	dred
	net		dom		pen
ma	gnet				
	sip		sil		tic
sel	meg	ton	let	fran	vet
	fish		nap		nel

(2) Match the syllables to make real words. Say each word as you write it.

den	zel	trum	dom
hus	tist	sel	nel
pret	band	tun	pet
-			
con	tus	prob	nel
cac	den	flan	tress
sud	test	ас	lem

(3) Unscramble the syllables to make a real word.



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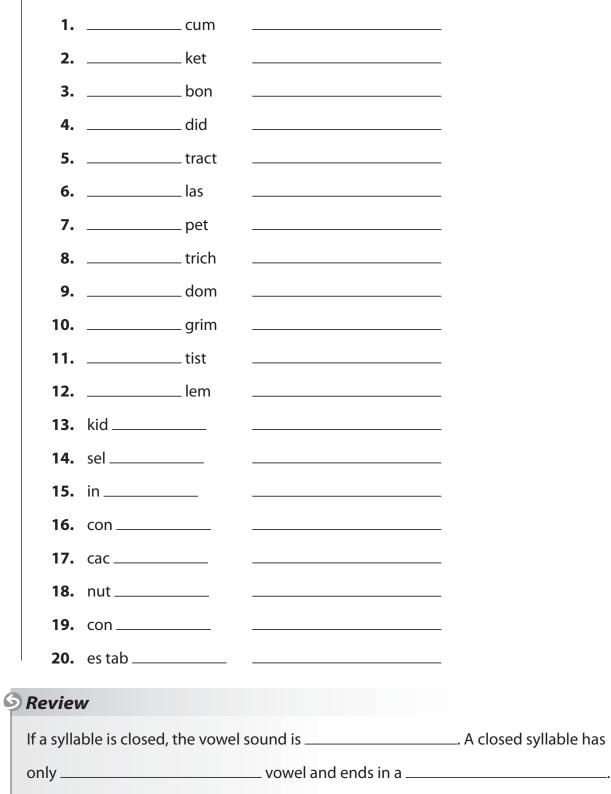
(1)

# Practice Page 2<sub>H</sub>

Practice Page 2<sup>III</sup>

(1)

Your teacher will dictate twenty words. Spell the missing syllable. Then say the whole word as you write it.



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**2**I

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The second syllable of a two-syllable word often has the short-*i* sound or the schwa sound (/ə/). These sounds can be difficult to spell because all of the vowels can make the sound, and you have to remember which vowel to use.

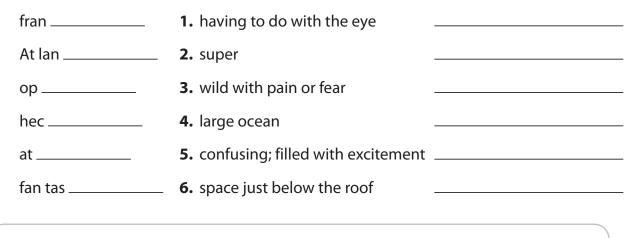
The pattern *et* is a common way to spell /ət/ or /ĭt/ at the end of words.

1	Fill in the missing letters <i>et,</i> and write	the whole word.	
	gob I		
	bas k		
	pup p		
	blan k		
	vel v		
	mag n		
	trum p		
	tab I		
2	Read the clues. Choose the correct wo	rd from Activity 1, and write it on th	e line.
2	<b>Read the clues. Choose the correct wo</b> a horn	rd from Activity 1, and write it on th	e line.
2			e line.
2	a horn		e line.
2	a horn a soft fabric		e line.
2	a horn a soft fabric a toy		e line.
2	a horn a soft fabric a toy a bed cover		e line.
2	a horn a soft fabric a toy a bed cover a fancy glass with a stem		e line.
2	a horn a soft fabric a toy a bed cover a fancy glass with a stem a pad of paper		e line.

21

*ic* is a common spelling for /ĭk/ at the end of two- and three-syllable words.

### (1) Fill in the missing syllable *tic,* and write each word next to the correct definition.



The pattern *om* is a common way to spell /əm/ at the end of words.

2 Find the missing *om,* and write each word next to the correct definition.

ran d	1. flower	
cus t	2. by chance	
sel d	3. habit	
blos s	4. lowest part	
bot t	5. not often	

**EXCEPTION** /əm/ at the end of *problem* is spelled *em*. Practice writing the word.

# S Review How do you spell these common endings? /ət/ = \_\_\_\_\_ as in bask\_\_\_\_\_ /ĭk/ = \_\_\_\_\_ as in att\_\_\_\_\_

/əm/ = \_\_\_\_\_\_ as in bott\_\_\_\_\_

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(3)

# Practice Page 2K

2к



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# -VC/CV Syllabication Rule -

When two consonants (C) stand between two vowels (V), you divide the word between the consonants.

**Example:** at las

The first vowel sound is usually short because the syllable is closed. In List 2 words, the second syllable is also closed and the second vowel sound will either be short  $/\check{}/$  or schwa  $/\bar{}/$ .



### Directions:

- Circle the vowel letters.
- Draw a line between the consonants.
- Mark the first vowel sound short.

Example: sel fish

discuss	tonsil	m a g n e t
frantic	t e n d o n	mantis
pretzel	optic	mascot
until	dental	r a n d o m
t a l c u m	contact	quintet
tinsel	progress	annex

(2) Now read the words above to your teacher or another student.

**2**L

# S Review

(1)

VC/CV Syllabication Rule: If two consonants stand between two vowels, you divide

the word between the \_\_\_\_\_

If three consonants stand between two vowels, you divide the word between the consonants so that consonant blends (*tr*, *dr*, *nd*, *mp*, *gr*) and digraphs (*ch*, *th*, *sh*, *wh*) stay together.

Circle the blends and digraphs, and draw a line to divide the words into syllables. Then write the syllables on the lines.

	First Syllable	Second Syllable
c o ng re s s	CON	gress
h u n d r e d		
pumpkin		
ostrich		
pilgrim		
actress		
a d d r e s s		
s a n d w i c h		

(2) Use the VC/CV Rule to divide these three-syllable words.

	First Syllable	Second Syllable	Third Syllable
establish			
badminton			
fantastic			
Wisconsin			
Atlantic			

**2**L

О

2м

**Spelling Variations** – When you hear /ən/ at the end of two-syllable words, you will use one of these spellings: on as in ribbon en as in kitten in as in napkin Circle the last two letters in each word. Then write the words under the correct heading. \*ribbon Wisconsin napkin \*happen \*cotton common \*sudden \*children \*gallon mitten \*kitten pumpkin coffin badminton muffin \*lesson tendon \*button on Words en Words in Words Fill in the blanks with the starred words from Activity 1. One sunny day, Dad was driving the \_\_\_\_\_\_ to their tennis \_\_\_\_\_\_ when all of a \_\_\_\_\_\_ the car ran out of gas. They all walked to get a \_\_\_\_\_\_ of gas. On the way, Eve lost her hair \_\_\_\_\_\_, a \_\_\_\_\_\_fell off Vance's \_\_\_\_\_\_ shirt, and Rick found a lost \_\_\_\_\_\_. What would \_\_\_\_\_\_ next?

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1)

Practice Page 2N

2N

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# - Double Middle Consonant Spelling Rule

In a two-syllable word, when you hear one consonant after the first short vowel sound, double it.

*Examples:* ga<u>ll</u>op ri<u>bb</u>on

### (1) Fill in the missing letters. Then say the syllables aloud as you write the whole words.

child's toy	pu <u> </u>	
used to tie something	ri <u> </u>	
game two people play	te is	
baby cat	ki en	
lowest part	bo <u> </u>	
humans, cats, dogs, horses	ma <u> </u>	
faster than a trot	ga <u> </u>	
talk about other people	go ip	
four quarts	ga <u> </u>	
used to bury people	co in	
underground passage	tu el	
something added on	a ex	
type of cloth	co <u> </u>	
type of cloth	fla <u> </u>	
usual	co <u> </u>	
small, round cake or bread	mu in	
something to be learned	le on	
to fasten	bu <u> </u>	
just below the roof	a ic	

(2) **QUICK CHECK** Now have another student test you on spelling some of the words above.

My score: \_\_\_\_\_ / \_\_\_\_ words correct

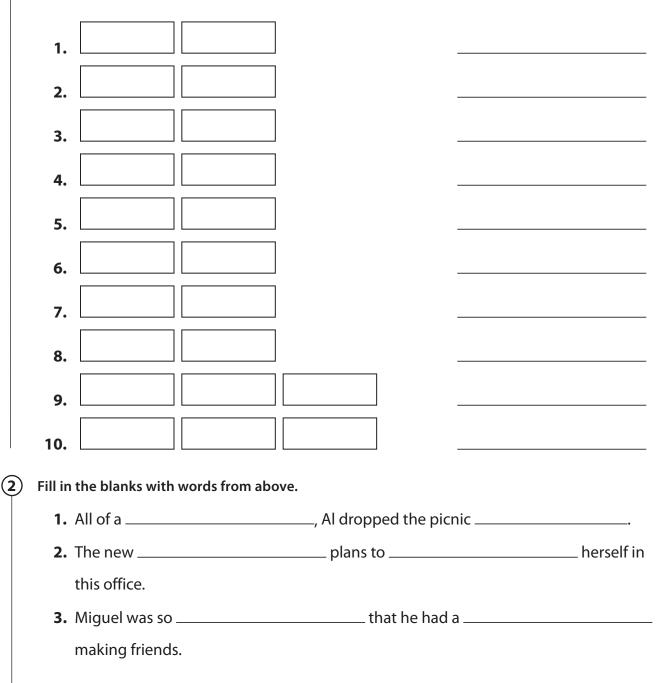
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**Directions:** 

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- Your teacher will dictate a two- or three-syllable word.
- Repeat the word.
- Isolate and pronounce the syllables, saying the sounds as you spell.
- Combine the syllables and write the whole word, saying the sounds as you spell.

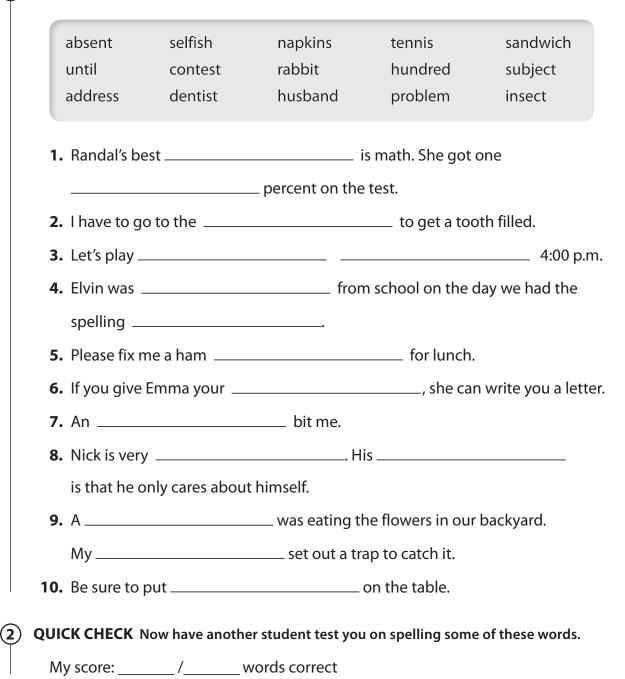


**2**P

Practice Page

 $\mathbf{2P}$ 

(1) Fill in the blanks with words from the box.



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**2**Q

Practice Page 20

Replace the underlined words with a word from the box. Write the word on the line.

n	nammals	tendon	annexed	candid
g	oblets	mascot	quintet	mantis
0	ptic	published	random	
1.	The bear is t Chicago foor	he <u>good luck ani</u> tball team.	mal for the	
2.	My sister wrote a book that will be <u>printed</u> next year.			
3.	l gave Lee a wedding.	set of <u>drinking g</u>	lasses for her	
4.		rses, dogs, lions, a hat feed milk to t		
5.		t listening and ga le teacher's quest		
6.	The United S as new state	States <u>added</u> Alas s in 1959.	ka and Hawaii	
7.		piece of tissue that on she was playin		
8.	Raj was very wanting to c	r <u>frank</u> about his r hange jobs.	easons for	
9.		s <u>insect</u> in our flo ats other insects.	wer bed	
0.		<u>f five players</u> had heyboard, and a		
1.	The <u>eye</u> nerv	ve connects the e	ye to the brain.	

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(1)

# **Proofreading Practice**

Two of the List 2 words are misspelled in each sentence. Rewrite the whole sentence, and spell the words correctly.

- 1. How did it happen that Nick was abbsent from his first tennus class?
- 2. Keeping insects away from your sandwitch at a picnic is a common problom.
- 3. Pilgrims crossed the Atlantick Ocean to esstablish new homes.
- 4. The actress grew up in Dalas, but she seldem visits there anymore.
- 5. When my husband makes pumkin mufins, he adds nutmeg.
- 6. Tim contated the quintet about giving the children a leson.
- 7. Jane found an old bonnet with long ribbens in the atic.
- 8. The note on the tablit says that the denist won the contest.

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**2s** 

Read the sentences and circle all the List 2 words.

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(1)

- 1. Cole took a basket of food and a blanket to the picnic.
- 2. Max wrote notes on his tablet about his best subject.
- 3. The tennis team had a chipmunk as its mascot.
- **4.** The children had a splendid time playing with the kitten.
- 5. Please get me a gallon of milk, a bag of pretzels, and some nutmeg at the store.
- 6. Donna played her trumpet on the campus common.
- 7. It is common to have problems with your wisdom teeth.
- 8. What will happen if Phillip's tonsils get infected?
- 9. You will get a blue ribbon if you win the contest.
- **10.** The actress ate a pumpkin muffin and a sandwich.
- **11.** Contact me if you and your husband want to join us for a game of badminton.
- 2 Your teacher will dictate three of the sentences above. Write them on a blank piece of paper.
- (3) Write a short story or descriptive paragraph using ten words from List 2. Be creative!

### **Reading & Spelling Skill Check**

Demonstrate your accuracy in reading and spelling List 2 words. Your teacher will select ten words to read and ten words to spell. Record your scores on the Accuracy Checklist. Work toward 90–100 percent accuracy.

### Word Proficiency

Now build up your reading proficiency with List 2 words. Decide on your rate goal with your teacher. Record your progress on the Word Proficiency Graph.

My goal for reading List 2 is \_\_\_\_\_ words per minute with two or fewer errors.

Megawords 1 · List 2 31

(1) Practice the words, read the passage, and then answer the questions.

List 2 Words	Reviev	v Words	Passage	Words	
Phillip traffic Atlantic problem hundred progress signal galloping	sudden tendon ribbon until	maybe today	everyone himself	thought people ahead	finish toward through

# **The Road Race**

"Maybe today is the day," thought Phillip. It was the start of the Atlantic Road Race, and hundreds of runners waited for the signal.

The starting shot went off. At first, it was like a traffic jam of people, so it was hard to get going. That wasn't a problem for long. Soon the pack thinned out, and Phillip moved ahead.

Phillip kept a good pace, but he was not happy with his progress. Everyone was galloping past him. He ran faster.

In the last stretch of the race, Phillip was in the lead. Then, all of a sudden, he tripped on a pothole in the road and fell. He was in a lot of pain, and he thought he might have pulled a tendon in his leg. But he saw the finish line ahead. He got up and slowly limped toward it.

"Maybe I didn't get to run through the ribbon," Phillip said after the race, "but at least I crossed the line." And Phillip told himself that it would not be long until he was running again.

1. What word from the text means "running very quickly"?

2. Why wasn't Phillip happy with his progress? \_

3. Do you think Phillip wanted to quit the race? Explain.

(2) **FLUENCY** Record your progress on the Fluency Graph.

My goal for reading the passage is \_\_\_\_\_\_ words per minute with two or fewer errors.

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