Summarizing
Using the completed graphic organizer, model summarizing the first section of the book orally; then write your summary on chart paper. Have a volunteer use the graphic organizer to add to the summary. Write it on chart paper. Follow this procedure to summarize the last part of the book.

Decoding Longer Words
Chunking V-CV Words: Open Syllables

Teach/Model Draw from students the name of a sound chunk containing just one vowel sound—a syllable. Review that longer words can be chunked into syllables. To find syllables, look for consonant and vowel letters. When there is just one consonant between vowels, the first syllable may be open, ending with the vowel. Try the long vowel sound first; then try an unstressed sound. (An unstressed sound is often a schwa—/a/ as in along and provide.)

Have students name the consonant letter that is between vowels in each word in the chart (excluding the consonant before a final, silent e).

Use the first word, siren, to model chunking words into syllables.

MODEL The consonant r is between the vowels i and e. I make an open syllable by chunking after the i. The first syllable is si, the second is ren. Together: siren.

I recognize that word. A siren gives off a loud warning sound.

Have students take turns similarly modeling the chunking of the remaining words. Point out the long vowel sounds in the open syllable of gravy and unite; and the unstressed vowel sounds in the open syllables of parade and propel. Briefly discuss word meanings.

Review students’ answers to the questions under the chart. Help them verbalize what they know about an open syllable.

Connect to strategy CLARIFY/PHONICS Have students review the steps of the CLARIFY/PHONICS strategy (Poster 3). Write this sentence on the board and read it aloud, skipping the word modem.

How fast is the fastest modem?

MODEL I know every word in the sentence except this one (underline modem). I see the consonant d between vowels. I chunk after the vowel o and try a long vowel sound first: MO-dem, modem. I recognize that word; a modem connects a computer to a phone line or cable.

Practice A Partners complete items 1–6. Students take turns saying each longer word.

Practice B Read the directions, and go over item 1 with the group if necessary. Students complete the items on their own. Afterward, discuss the meanings of the phrases.

Apply/Comprehension Check
Students work independently. For the Apply items, have students tell how they used the CLARIFY/PHONICS strategy to figure out each word of two syllables, as well as any other words in the text. Discuss responses to the Comprehension Check.

Making Words
Use the activity to the left. See pp. T65-T67 to review the procedure.