**Handout 3**

**Lesson Plan Routine 1**

**Teaching Students to Decode Unfamiliar Multisyllabic Words Using Scaffolded Instruction.**

1. “**SAY**” indicates what you **say**.
2. *Italicized* text indicates something you should **do.**

**Modeling Phase**

**Lesson Objective:** A routine for decoding multisyllabic words by using prefixes, suffixes, single vowels, vowel combinations (e.g., ee, oa), and vowel-consonant combinations (e.g., ar, ow) to identify syllables is introduced and **modeled** for students.

**Target Word:** unreasonable

**Modeling Procedure:**

**SAY:** Today I am going to demonstrate a routine or a set of simple steps for breaking words into parts and blending those parts together to sound out a word. Often, we come across words in our reading that are very long and hard to read. We are going to use prefixes, suffixes, vowel and vowel-consonant combinations to help us break the word into parts. Then you will decode or sound out each syllable and blend it together to pronounce the word.

The steps of the routine are:

1. Look for prefixes and suffixes. Circle the prefixes and suffixes.
2. Underline the remaining single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow).
3. Loop under each word part as you say it.
4. Say the whole word by blending the parts together, making it into a word you recognize.

**Explaining the Routine:**

**SAY:** When is the routine used? You use this routine anytime you come to a multisyllabic word that you cannot pronounce by finding single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow) to identify the syllables.

**SAY:** Why is it important to use the routine? Using this routine is important because it helps you break words into more manageable parts so that you can sound out the parts and blend them together to pronounce a word.

**SAY:** How is the routine performed? The routine has four steps.

*Follow the model below to demonstrate how the routine is performed.*

*Refer to the following steps that are posted in the classroom:*

1. *Look for prefixes and suffixes. Circle prefixes and suffixes in the word.*
2. *Underline the remaining single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow).*
3. *Loop under each word part as you say it.*
4. *Say the whole word by blending the parts together, making it into a word you recognize.*

**SAY:** Today we are going to learn a routine for breaking longer words into parts so we can easily sound them out. In this routine there are four steps. In the first step, we circle the prefixes and suffixes in the word. For this word, I am going to circle un- because it is a prefix and -able because it is a suffix. Remember **un-** means not and **-able** means capable of being.

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**SAY:** In Step 2, I am going to underline the vowel sounds that are left. I am going to underline **ea** and **o**. I am doing this because each syllable has a vowel sound.

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**SAY:** In Step 3, I am going to use my pencil to loop under each word part as I say it: un rea son able.

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**SAY:** In Step 4, I am going to blend the parts together: unreasonable. If you say that someone is being unreasonable, you mean that they are behaving in a way that is not fair or sensible.

**Gradual Release of Responsibility to the Students:**

*In this portion of the lesson, you will be making students more responsible for implementing the routine. There are two target words:* ***misinform****,* ***salamander***

**Target Word:** misinform

**SAY:** Let’s work together to break another word into parts and sound it out. The first step is to look for prefixes and suffixes. Is there a prefix in this word?

**Students:** Yes

**SAY:** Good, yes there is. What is the prefix?

**Students: mis-**

**SAY:** Yes, **mis-.** Let’s circle that prefix.

**SAY:** Is there a suffix in the word?

**Students:** No

**SAY:** Correct, there is no suffix. The second step is to underline the remaining single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow). What is the first single vowel, vowel combination (e.g., ee, oa) or vowel-consonant combination (e.g., ar, ow) you see?

**Students: i**

**SAY:** Excellent, **i** in **mis-**. What is the next one?

**Students: i**

**SAY:** Yes, **i** in the syllable **in**. Are there any others?

**Students: or**

**SAY:** Right, **or** in the syllable **form**. Remember, we call the **or** an R-controlled vowel. The third step is to loop under each word part as you say it. Remember, each word part has a vowel sound. Let’s do that together. We will say each part together as I draw the loop.

*Teacher and students say each part in unison.*

m i s i n f o r m

**SAY:** The fourth step is to say the whole word by blending the parts together, making it into a word you recognize. Let’s do that together.

*Teacher and students blend the parts together to read* ***misinform****.*

**SAY:** Yes, the word is **misinform**. **mis-** means wrong and the word **inform** means to tell someone something. **Misinform** means to tell someone something that is wrong or inaccurate.

**Target Word:** salamander

**SAY:** Let’s work together to break another word into parts and sound it out. For this word I am going to ask you to do even more thinking than last time. What is the first step?

**Students:** Look for prefixes and suffixes.

**SAY:** Yes, the first step is to look for prefixes and suffixes. Is there a prefix in this word?

**Students:** No

**SAY:** Good, no there isn’t a prefix in this word. Is there a suffix?

**Students**: **-er**

**SAY: -er** is a suffix but in this word it isn’t. We will discuss the reason why after we figure out the word. What is the second step?

**Students:** Underline single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow).

**SAY:** Yes, we have to underline single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow). What is the first single vowel, vowel combination (e.g., ee, oa) or vowel-consonant combinations (e.g., ar, ow) you see?

**Students: a**

**SAY:** Great, **a** in **sal**. What is the next one?

**Students: a**

**SAY:** Excellent! In this word the **a** is a word part by itself. Are there any others?

**Students: a**

**SAY:** Yes, **a** in syllable **man**. Are there anymore before we sound out each part?

**Students: er**

**SAY:** Good, **er** in **der**. What is the third step?

**Students:** Loop under each word part as you say it.

**SAY:** Perfect, the third step is to loop under each word part as you say it. Remember, each word part has a vowel sound. Let’s do that together. We will say each part together as I draw the loop.

*Teacher and students say each part together.*

s a l a m a n d e r

**SAY:** What is the fourth and last step?

**Students:** Say the whole word by blending the parts together, making it into a word you recognize.

**SAY:** Yes, say the whole word by blending the parts together, making it into a word you recognize. Let’s do that together.

*Teacher and students blend the parts together. Then, the teacher defines the word.*

**SAY:** A salamander is an animal that looks like a lizard, and that can live both on land and in water.

**SAY:** Let’s talk about why **er** is not a suffix in **salamander**. That is because if you take the **er** off **salamander**, you have **salaman**. **Salaman** is not a word. So, **er** is still a suffix but not in this word.

**Guided Practice Phase**

**Lesson Objective:** Students are **guided** through a routine for decoding multisyllabic words by using prefixes, suffixes, single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow) to identify syllables.

**Activating Background Knowledge:**

**SAY:** Today we are going to use the steps we learned to break apart words and blend the parts together into a word.

**Guided Practice Procedure:**

**Target Word:** disagreement

1. *Ask a student to state the first step in the routine.*
2. *Ask students to tell you if there are any prefixes. Call on several students to determine if there is agreement about the prefix.*
3. *Ask a student to state the first step in the routine again.*
4. *Ask students if there are any suffixes. Call on several students to determine if there is agreement about the suffix.*
5. *If there is a suffix, draw a circle around it.*
6. *Ask a student to state the second step in the routine.*
7. *Ask students to name single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow) as you underline them. Call on students to make sure there is agreement before you underline them.*
8. *Ask a student to state the third step.*
9. *Ask students to read each word part as you loop under each one.*

d i s a g r e e m e n t

1. *Ask students to state the fourth step.*
2. *Ask students to blend the word together with you.*
3. *Follow the same procedure for at least two more multisyllabic words.*

**Independent Practice Phase**

**Lesson Objective:** Students **independently** use the routine to decode multisyllabic by using prefixes, suffixes, single vowels, vowel combinations and vowel-consonant combinations to identify syllables.

**Independent Practice Procedure:**

1. *Make sure the steps of the routine are posted in the classroom.*
2. *Place students in predetermined pairs.*
3. *Tell students they are going to take turns breaking the words apart and blending the parts together using the 4-step routine they have been using. Call students’ attention to the steps posted in the classroom.*
4. *List a few words on a white board, chart paper, PowerPoint, etc. These can be words that are in a text they are going to read.*
5. *Monitor students to make sure they are applying the routine correctly.*
6. *After students finish using the routine to decode the list of words, have them read the words to each other a few times to build fluency.*
7. *Students can practice reading the passage aloud to each other to build fluency.*
8. *After all students have completed the assignment, call on a few students to explain how they used the routine to break apart the word and blend the parts together.*