**Handout 4**

**Lesson Plan Routine 2**

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

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

**Lesson Objective**: A routine for decoding multisyllabic words by finding 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 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. You are going to learn a routine that will help you break long words into parts, sound out each part and blend it together to pronounce the word.

The steps of the routine are:

1. Underline single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow).
2. Count the number of vowel sounds to determine how many syllables are in the word.
3. Break the word into parts, with every syllable having a vowel sound in it.
4. Blend each part together to form 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.

**SAY:** Why is it important to use this routine? Using the routine is important because it helps you break words into parts so 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 steps that are posted in the classroom.*

1. *Underline single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g. ar, ow).*
2. *Count the number of vowel sounds to determine how many syllables are in the word.*
3. *Break the word into parts, with every syllable having a vowel sound in it.*
4. *Blend each part together to form a word you recognize.*

**SAY:** Today we are going to learn a routine for breaking words into parts and sounding them out. In this routine there are four steps. In the first step, we underline single vowels, vowel combinations (e.g., ee, oa) and consonant-vowel combinations (e.g., ar ow). Remember, a lot of the times two vowels together sound as one. In this first word, I am going to underline the **u**, the **ea**, the **o**, the **a**, and the **e**.

unreasonable

**SAY:** Now we will count the number of vowel sounds to determine how many syllables are in the word. Count them with me.

**Teacher and Students:** *1… 2… 3… 4… 5.*

**SAY:** There are 5 syllables in the word.

**SAY:** Yes, we have five vowels or vowel combinations, so we have five syllables. In Step 3, I am going to use a slash mark to break the word into parts so that every syllable has a vowel sound in it. For this word, we broke the word into these parts: **un/rea/son/a/ble.**

un/rea/son/a/ble

**SAY:** In Step 4, I am going to blend the parts together: unreasonable

**SAY:** 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.

**SAY:** The first step is to underline single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow).

Let’s find these in the word. I will underline each as you identify them.

What is the first one?

**Students: i**

**SAY:** Yes, **i**.

The next one.

**Students: i**

**SAY:** Good, another **i**.

Is there another?

**Students: or**

**SAY:** Great, the vowel-consonant combination, **or**. Remember, we call the **or** combination an R-controlled vowel. Are there any other single vowels, vowel combinations or vowel-consonant combinations?

**Students:** No

**SAY:** Correct! There aren’t any.

**SAY:** The second step is to count the number of vowel sounds to determine how many syllables there are in the word.

What is the first single vowel, vowel combination (e.g., ee, oa) or vowel-consonant (e.g., ar, ow) combination we underlined?

**Students: i** in **mis-**.

**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.

Together, let’s count the number of underlined single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow) to figure out how many syllables there are in this word.

misinform

**Teacher and Students:** 1….2….3….

**SAY:** How many syllables are in this word?

**Students:** Three

**SAY:** Correct, there are three syllables because there are three single vowels and a vowel-consonant combination.

The third step is to break the word into parts, with every syllable having a vowel sound in it. Watch as I use a slash mark to break the word into parts so that every syllable has a vowel sound in it.

*Make slash (/) marks.*

mis/in/form

**SAY:** The last step is to blend each part together to form a word you recognize. Let’s blend the parts together to form the word.

*Together, teacher and students read each part,* ***mis/in/form****. Then blend the parts to read* ***misinform****. Finally, define the word for students.*

**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.

**SAY:** What is the first step?

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

**SAY:** Yes, underline single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow).

You are going to find the single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow). I will underline them.

What is the first one?

**Students: a**

**SAY:** Good, I will underline the first **a.**

Next one?

**Students: a**

**SAY:** Great, another **a**. Let me underline that one. Is there another one?

**Students: a**

**SAY:** Yes, yet another **a**. Ok, I underlined that one. Anymore?

**Students: er**

**SAY:** Perfect, **er**. I will underline that before we move on to the second step. Remember **er** is an R-controlled vowel combination.

salamander

**Say:** What is the second step?

**Students:** Count the number of vowel sounds to determine how many syllables are in the word.

***SAY:*** Right, count the number of vowel sounds to determine how many syllables are in the word.

Together, let’s count the underlined single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow) to figure out how many syllables are in this word.

**Teacher and Students**1…2…3…4

**SAY:** How many syllables are in this word?

**Students:** 4

**SAY:** Yes, there are four syllables because we underlined three single vowels and one vowel-consonant combination.

**SAY:** What is the third step?

**Students:** Break the word into parts, with every syllable having a vowel sound in it.

**SAY:** Great you remembered: Break the word into parts, with every syllable having a vowel sound in it. Let’s break the word apart. I will put a slash to identify each part. Where should I put the first slash?

**Students:** after the l in the syllable **sal**

**SAY:** Great, after the l in the syllable **sal**.

Where should I put the next slash?

**Students:** after the **a**

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

**Students: a** in **man**

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

**Students: er**

**SAY:** Good, **er** in **der.**

sal/a/man/der

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

*Together, teacher and students read the parts,* ***sal-a-man-der****. Then blend the parts to read* ***salamander****. Finally, define the word for the students.*

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

**Lesson Objective**: Students are **guided** through a routine for decoding multisyllabic words by finding single vowels and vowel combinations and vowel-consonant combinations to identify syllables.

**Activating Background Knowledge:**

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

**Guided Practice Procedure:**

**Target Word:** disagreement

1. *Ask a student to state the first step in the routine.*
2. *Call on students to identify the vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow) in the word and underline them. Call on several students to determine if there is agreement.*
3. *Ask a student to state the second step in the routine.*
4. *As a group, ask students to count the number of single vowels, vowel combinations (e.g., ee, oa) and vowel-consonant combinations (e.g., ar, ow) they underlined.*
5. *Ask students to state the number they just counted.*
6. *Ask a student to state the third step.*
7. *Ask students to identify each word part. Place a slash as students identify each part.*
8. *Ask students to state the fourth step.*
9. *Ask students to blend the word together with you.*
10. *Follow the same procedure for at least two more multisyllabic words.*

**Lesson Objective:** Students **independently** use a routine for decoding multisyllabic words by finding 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.*