

EMPOWERING TEACHERS

Phonics Instructional Routine:

Decode and Write Words with More Than One Syllable

Preparation/Materials: Multi-syllabic words (e.g., sunset, picnic, sister, tractor), whiteboard, erasable markers, paper and pencil for each student.

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under the underlined letter or word
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words that are in print are in "quotation marks"
- Sounds are noted using / /

TEACHER EXPLAINS TASK

We are going to read and write words with more than one part or syllable.

TEACHER MODELS TASK

Write "sunset" on the whiteboard.

Listen and watch.

I will say each sound slowly in the first part.

/sss/ /uuu/ /nnn/

Now I will say the first part.

"sun"

I will say each sound slowly in the second part.

/sss/ /eee/ /t/

Now I will say the second part.

"set"

I will say both parts together.

"sun" "set" "sunset"

I will stretch the sounds as I write the letters in the first part, "sun" and the second part, "set."

Write each letter on your paper as you say the sounds in "sun" and "set."

sun set

When I read "sun" "set" together, I am reading "sunset".

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Let's say each sound slowly in the first part.

- */sss/ /uuu/ /nnn/*

Say the first part.

- "sun"

Now let's say each sound slowly in the second part.

- */sss/ /eee/ /t/*

Say the second part.

- "set"

Say both parts together.

- "sun" "set" "sunset"

Turn over the word card for "sunset."

Now say "sun" slowly and hold up one finger for each sound.

- */sss/ /uuu/ /nnn/*

On your paper write each letter as we say its sound slowly.

- */sss/ /uuu/ /nnn/*

Now say "set" slowly and hold up one finger for each sound.

- */sss/ /eee/ /t/*

Write each letter as we say its sound slowly.

- */sss/ /eee/ /t/*

Let's read the two parts.

- "sun" "set"

Read the word.

- "sunset"

Yes. We read and wrote "sunset."

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STUDENTS PRACTICE TASK

Your turn.

Say each sound slowly in the first part.

/sss/ /uuu/ /nnn/

Say the first part.

“sun”

Now say each sound slowly in the second part.

/sss/ /eee/ /t/

Say the second part.

“set”

Say both parts together.

“sun” “set” “sunset”

Turn over the word card for “sunset.”

Now say “sun” slowly and hold up one finger for each sound.

/sss/ /uuu/ /nnn/

On your paper write each letter as you say its sound slowly.

/sss/ /uuu/ /nnn/

Now say “set” slowly and hold up one finger for each sound.

/sss/ /eee/ /t/

Write each letter as you say its sound slowly.

/sss/ /eee/ /t/

Read the two parts.

“sun” “set”

Read the word.

“sunset”

Yes. You read and wrote “sunset.”

INDEPENDENT PRACTICE

When students consistently decode and write multi-syllabic words, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are isolating the two parts of the word, saying the correct sound for each letter, and writing the correct letter for each letter-sound. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, give students more time to think before asking them to read the two parts together.

Adaptations using this instructional routine:

- Use letter cards as a visual aid to decode and write compound words (e.g., pigpen, bobcat, cobweb).
- Use words with a closed syllable (VC or CVC) in the first part and a CVC or CCVC silent-e in the second part (e.g., dislike, confuse, complete, inhale, escape, entire, excuse).

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part7.pdf

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