Module: Reading (ESOL)

Lesson Title: Syllable Types and Word Attack Strategies

Objectives and Standards

Students will:

- Use knowledge of syllable types to decode multi-syllable words in a variety of contexts in order to accurately pronounce unknown words

Standards

This lesson supports the following standard(s):

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - o Recognize and produce rhyming words.
  - o Distinguish long from short vowel sounds in spoken single-syllable words.
  - o Count, pronounce, blend, and segment syllables in spoken words.
  - o Blend and segment onsets and rimes of single-syllable spoken words.
  - o Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - o Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
  - o Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - o Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Materials

- Word cards
- Chart paper/board and markers (or projector)
- Sample patterns of syllable types for use in the lesson

Resources for Teachers

- Davidson, R. & Strucker, J. *Patterns of Word Recognition Errors Among Adult Basic Education Native and Nonnative Speakers of English*. http://ncsall.net/fileadmin/resources/research/brief_strucker.pdf
- *The Reading Teacher's Book of Lists* by Edward Bernard Fry
- *Angling for Words : Decoding and Spelling Practice* by Carolyn C. Bown
- Bloom's Taxonomy Revised: http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf

Note: Use Google or any other search engine to find specific word lists that focus on each pattern being taught.

Instructional Plan

Note: Steps in this lesson plan follow the explicit instruction model. Please see https://lincs.ed.gov/publications/pdf/applyingresearch.pdf *for additional information about explicit instruction.*

Overview

In this lesson, students will learn how to decode multi-syllable words using specific word attach strategies and syllable types. In this sample lesson, you will be provided with an outline of how to teach syllable patterns for the 'vowel consonant – e' syllable type. The same format can be applied to the additional five (5) syllable types.

Understanding the patterns of a language can assist students in both reading and spelling. Although English is perceived as being a 'difficult' language to learn, there are clear patterns of language that can be learned and applied. The exceptions to these patterns can also be taught in conjunction with the patterns.

This lesson presupposes that students have already been taught open and closed syllable types. Prior to teaching the syllable types, it is important to also provide students with a lesson on what a syllable is.

Process

Step 1: Activating Background Knowledge (Syllable Type)

Provide students with ample opportunities to reflect, early in the lesson, on what they already know.

Divide students into small groups of no more than three students per group. Give each group a stack of word cards that have been premade (see above for links in teacher resources for word lists and texts to help prepare). The words selected for the word sort are very basic words. Although your students are advanced, they may not know the patterns. The point is start with terms with which they are familiar, teach the pattern, and provide ample opportunities for them to apply this knowledge to unfamiliar or more difficult words. When developing your word list, note that there should be no relationship between word place. Each word used should be written on a separate chart and shuffled, so that students can group appropriately.

The following is an example of a word list:

Mad	Hop
Made	Hope
Can	Tub
Cane	Tube
Tim	Hat
Time	Hate
Give	Have

Guide students to complete a word sort in their groups and to develop a one sentence generalization about the words in their stack. By having students create sentences, you are increasing the cognitive demands of the activity while improving student language skills. Each group should share their proposed generalization, demonstrating support for their rationale. Students should come up with a specific rule with examples. This can be displayed in the classroom as a source of reminder. You may wish to include in the list words that show exceptions to the rule.

Additional conversation and practice can be given after the initial background knowledge application. Here are a few examples of what you may do in your class:

- Provide a short reading to the class. Have students either read aloud, to themselves or with a partner, focusing pronunciation on the target pattern (vowel consonant –e). Students can underline or highlight words to focus on pattern.
- Ask students to brainstorm a list of words that uses this pattern (you can make this context specific to whatever topic is being covered in your classroom).
- Make a game that whenever someone in the class uses that word in speech, another student must recognize it and spell it correctly to earn a point.
- Outside of class: ask students to be aware of what they see and hear outside of the classroom. Ask them to bring in examples of the pattern that they see, hear, or use themselves.

Step 2: Explanation

Provide explanations to students regarding the strategy that they will learn: why you are teaching them this skill, and how will it help them be successful language learners and college and career ready (i.e. where will they encounter a need for this skill *outside* of the classroom).

Here is an example:

> The ability to read words accurately is an important skill that helps with understanding individual word meaning and entire text comprehension. Knowing the different syllable rules in English can give you the tools to 'attack words' you don't know and pronounce them correctly. Today we are going to learn another syllable rule. We are also going to use all three syllable patterns we know and apply a strategy called 'word attack' to help you decode (or pronounce) unknown words.

Step 3: Modeling

Model what you want students to be able to do.

Put the following words on the board or overhead projector (or similar words)
- Fabric
- Napkin
- Tiger
- Employment
- Compete
- Translate

Do not say the words out loud, but ask students to examine each one. Prompt students to consider the three syllable patterns learned. Model the word attack strategy. You can do this by 'thinking out loud' to demonstrate the thought process of applying the knowledge of syllable patterns.

Example:

> "I know that each syllable has one vowel sound. I see two vowels in this word separated by two consonants. If I divide the word between the consonants I get f-a-b and r-i-c. Both of these syllables are closed syllables since each ends in a consonant. Therefore, I will try the short-vowel sound when pronouncing each syllable: /fab/rik/. When I put these two syllables together, I get fabric."

Teach your students to be flexible and to try reasonable options (this is different than guessing!)

Continue to model with additional words. Ask for participation from students. For example, ask them:

- How many syllables does this word have?
- Are there patterns I recognize? What are the patterns and what type of vowel sound does that pattern usually have?
- Say the word…does it sound like a word I have heard before?

Step 4: Practice Opportunities

For the word attack strategy and syllable pattern mastery, students should be provided with many practice opportunities. These opportunities can be embedded in the context of classroom readings (applying knowledge during classroom activities). Instead of providing a student with the word he/she is having difficulty, prompt him/her and/or the class to look at the patterns in the word and try to 'attack' it based on the strategies that they have learned.

Here are some potential practice opportunities:

- As students are coming to class, have 3-4 challenge words on board. Have students work together or individually to figure out the correct pronunciation and once everyone is there, share their hypothesis about how it is pronounced and why. Be careful to select challenging words that include only the patterns you have already explicitly taught in class.
- Word Study Groups. Provide students with 5 minutes at the end of class to bring in words they have encountered in print that they don't know how to pronounce. Small groups can work together to apply patterns to find the correct pronunciation.
- Using word families, create groups of flash cards with multi-syllable words, but create them so you can cut words according to syllables. Students will have to create new words by joining each syllable (jigsaw activity).
- Manipulatives: Create (or have students create) cards with each letter of the alphabet on them (duplicates for common letters and vowels is a good idea). Complete this activity the same way you would in bullet point one, but you pronounce the word, and have students spell it, using their manipulatives and while applying syllable patterns.
- Whenever any reading is done out loud, students can practice this skill. It is important to remind students to apply the patterns when they are struggling, until the active action happens automatically.

Step 5: Student Independent Application, Reflection, and Self-Assessment.

Use activities from the above list to assess and reflect on student learning.