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Welcome to Reading Remedies in Our Struggling Readers Teaching Series

LESSON 1: READING AND SPELLING MULTISYLLABLE WORDS

Teacher Guidelines and Student Activities

Lesson 1 in the Struggling Readers Teaching Series is about helping struggling readers read and spell multisyllable words. Struggling readers have difficulty going from single syllable words to multisyllable words, and their reading fluency slows.

When reading is slow, not automatic, students will lack understanding of what they read. Fast word recognition makes the meaning the focus of attention. This lesson presents a successful approach for students to make the transition from single syllable words to multisyllable words.

Lesson Contents:

1. Components related to multisyllable words
2. A successful approach to addressing multisyllable words
3. A student program for multisyllable words for grade 3 and above

1. Components Related to Multisyllable Words

<input type="checkbox"/> CONSISTENT WORD PATTERNS
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Words taught in consistent patterns will be more easily recognized and stored in specific brain areas.¹ (See Figure 1.)

Figure 1: Consistent Word Pattern Examples

na tion
sta tion
va ca tion
ed u ca tion

□ RHYMING WORDS

Research shows that one word can speed up reading another word if it has a similar pattern. Rhyming words are especially powerful.² (See Figure 2.)

Figure 2: Rhyming Word Examples

letter - better

dinner - winner

□ ENDING SPELLING PATTERNS

Even when words do not rhyme but have the same ending spelling patterns, reading time speeds up greatly. (See Figure 3.)

Figure 3: Same Ending Spelling Pattern Examples

student – silent

different - excellent

□ SYLLABLES

The brain tends to group together the letters that make up a syllable.³ (Students do not divide words into parts by using complex rules. They decode longer words by looking for familiar patterns.) (See Figure 4.)

Figure 4: Syllable Examples

news pa per

re por ter

pub lish er

□ SYLLABLE BOUNDARIES

Struggling readers need practice in identifying syllable boundaries. (See Figure 5.)

Figure 5: The Reader Is Unable to Identify Syllable Boundaries, Examples

newsp ap er rep or ter publ is her

2. A Successful Approach to Addressing Multisyllable Words

The Schoolhouse Teacher for the Struggling Reader Series has developed an instructional program for teaching multisyllable words for grade 3 and above entitled *Big Words Made Easy, Grade 3+*. The program presents important high frequency reading words, including most multisyllable words from the *National Reading Vocabulary* for grade 3, in consistent patterns. Students gain essential reading and spelling skills in a high frequency reading word context that they need for reading their textbooks and other classroom materials.

3. A Student Program for Multisyllable Words: Grade 3+

The student program *Big Words Made Easy, Grade 3+* has 18 lessons. Each lesson has the same structure, making the program comfortable for students and easy for teachers to present. Presenting the program requires only becoming familiar with the lesson structure. Teachers become familiar with the structure of all lessons simply by using the “For the Teacher” directions given for lesson 1.

References

- (1) Dehaene, S.D. (2009). *Reading in the Brain* (p. 29). New York: Viking/Penguin Group.
- (2) Dehaene, S.D. (2009). *Reading in the Brain* (p. 29). New York: Viking/Penguin Group.
- (3) Dehaene, S.D. (2009). *Reading in the Brain* (p. 24). New York: Viking/Penguin Group.

Group.

LESSON 1*

*** This same lesson style will hold for lessons 2 through 18.**

□ **For the Teacher:**

Each lesson includes three pages. (Make copies for each student.)

- Page 1. Rapid Reading Card 1, Practice and Rapid Reading Card 1, Test
- Page 2. Rapid Reading Phrase Card 1 and Word Pictures 1
- Page 3. Spelling Practice 1

□ **PAGE 1. (Rapid Reading Card 1, Practice)**

LESSON 1 Rapid Reading Card 1, Practice

1. mid <u>d</u> le	rid dle	pad dle	sad dle
2. bun dle	sim ple	sam ple	ex am ple
3. a ble	fa ble	ta ble	cra dle
4. gen tle	jung le	un cle	cir cle

BONUS WORDS

ti tle	ter ri ble	en joy a ble	pos si ble
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TIP: Presenting words by syllables helps students break words into manageable parts and reinforces syllable boundaries.

Instruction 1. Read the words aloud, emphasizing each syllable. Have students point to each word as you read. After you read each word, the students read each word, emphasizing each syllable. (The words are separated by syllables to help with pronunciation and spelling.) After reading the words, ask your students what they notice about the words. They all end in the letters **le**—pronounced **/ul/** as in **pull**. Discuss the general word meanings with students. Students tell words with which they are familiar. (Some students may need to work with fewer words at a time.)

Instruction 2. On a piece of paper or on individual whiteboards, students should practice writing the words. They write each word as one

TIP: Extra practice helps cement words into long-term memory.

word and then draw an arc or loop under each syllable. The Rapid Word Reading Card 1, Practice can be used for help. Student read the words to themselves as they write them.

Instruction 3. (Getting ready for the Rapid Reading 1, Test.)

Read the Rapid Reading Card 1, Practice words at the top of page one while students follow along and make arcs under the syllables in each word. (Provide additional practice as needed.)

☐ **PAGE 1. (Rapid Reading Card 1, Test)**

LESSON 1	Rapid Reading Card 1, Test		
1. <u>middle</u>	riddle	paddle	saddle
2. bundle	simple	sample	example
3. able	fable	table	cradle
4. gentle	jungle	uncle	circle
BONUS WORDS			
title	terrible	enjoyable	possible

Instruction 1. Before the timing, you and all students read the words aloud together. Students move their dominant hand under each word as it is said.

Instruction 2. Then, individually, students read as many words as they can in one minute aloud softly to themselves or to you or to a student partner. If students finish reading the words, they start again at the beginning and add to the total number of words they have already read. One point is subtracted for each missed word. Students write their scores at the bottom of the page. (Limit—or simply have no— interruptions of oral timed reading. If students need help, say the word and let them continue reading.) Students receive extra points for reading bonus words. Just *trying* to read the bonus words will improve reading. (The words with asterisks after them are the words that are included in the rapid phrase reading activity.)

☐ **PAGE 2. (Rapid Reading Phrase Card)**

TIP: Timed reading increases student reading speed and automatic word recognition, important for fluent reading.

TIP: Research has demonstrated that helping students read in phrases will improve their reading fluency and overall reading achievement. ^{(1), (2)}

Before the timing, you and all students read the phrases aloud. Students move their dominant hand under each word as it is read. (Provide extra practice as needed.) Then, individually, students read as many words in the phrases and sentences as they can in one minute, aloud, softly to themselves or to you or to a student partner. If students finish reading, they start again at the beginning and add to the total number of words they have already read. One point is subtracted for each missed word. Students write their scores at the bottom of the page.

(An excellent language activity is to ask students how many of the phrases they can write or discuss in sentence form.)

Rapid Reading Phrase Card 1

- | | |
|---|---|
| <p>1. in the <u>middle</u></p> <p>3. the pony <u>saddle</u></p> <p>5. one more <u>sample</u></p> <p>7. a baby <u>cradle</u></p> <p>9. lost in the <u>jungle</u></p> | <p>2. that funny <u>riddle</u></p> <p>4. a boat to <u>paddle</u></p> <p>6. my good <u>example</u></p> <p>8. to read a <u>fable</u></p> <p>10. will see her <u>uncle</u></p> |
|---|---|

BONUS PHRASES

- | | |
|---|--|
| <p>11. the book <u>title</u></p> <p>13. an <u>enjoyable</u> day</p> | <p>12. a <u>terrible</u> storm</p> <p>14. is not <u>possible</u></p> |
|---|--|

TIME _____ SCORE _____

PAGE 2. (Word Pictures 1)

Individual students draw personal pictures of vocabulary words they select for themselves. For words that are difficult to draw with pictures, students write each word in an interesting, decorative way. (Personal drawings help students remember word meanings.) After students have completed the drawings, they write a sentence about each picture they have drawn. To reinforce word meanings with all students, display selected drawings in the classroom, and discuss the word meanings.

WORD PICTURES 1

- Choose any four phrases from above (Rapid Reading Phrase Card 1), and draw a picture for each phrase.
- Write the phrase number and the phrase at the bottom of each box.

TIP: Seeing words in picture contexts aids in putting words into long-term memory.

TIP: The spelling test improves decoding, pronunciation, and spelling.

□ **PAGE 3. (SPELLING TEST 1)**

Instruction 1. The spelling test words are the eight underlined words on Rapid Reading Phrase Card 1 on page 2. Before administering the test, write the words on a large piece of paper, whiteboard, or chalkboard and review them with students. Have students write them on whiteboards or paper. Struggling readers often have difficulty with spelling, and improvement comes slowly. The spelling test has prompts to help them (lines, syllable markers, and the ending spelling). *Praise students for any words or word parts spelled correctly.*

SPELLING TEST 1

1. ___ / dle
2. ___ / dle
3. ___ / dle
4. ___ / dle
5. ___ / ple
6. ___ / ___ / ple
7. ___ / dle
8. ___ / ble

BONUS WORDS _____ **SCORE** _____

Instruction 2. (READ TO THE STUDENTS.)

I will say each word. You will write the letters on the lines to complete each word. (THE WORDS FOR THE SPELLING TESTS AND THE PHRASES ARE ON THE RAPID READING PHRASE CARD 1 ON PAGE 2).

Number 1 is **middle**. (in the **middle**) Write the letters on the lines to complete the word **middle**.

Number 2 is **riddle**. (that funny **riddle**) Write the letters on the lines to complete the word **riddle**.

(CONTINUE THE PATTERN OF SAYING THE WORD, READING THE PHRASE, AND REPEATING THE WORD.)

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*In 2005, his reading program **Core Reading** was among programs chosen by the National Institute of Child Health and Human Development for a possible visit by First Lady Laura Bush.*

*Matthew is on the editorial board of *The Journal of the American Academy of Special Education Professionals (JAASEP)*, an online peer-reviewed journal committed to advancing the professional development of special education professionals.*

With his Northern California company Glavach and Associates (StrugglingReaders.com), Dr. Glavach is committed to improving student literacy.

References:

- (1) Rasinski, T.V. (1990). The effects of phrase boundaries in texts. Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills (ED 313 689).
- (2) Rasinski, T.V., Padak, N., Linek, W., & Sturtevant, E. (1994). The effects of fluency development instruction on urban second grade readers. *Journal of Educational Research*, 87, 158-164.

IP: The brain organizes words by patterns. Learning consistent word patterns helps students with spelling and word pronunciation.