

Date: _____

Reading Big Words

PLAN

Component: Decoding

Instructional Activity: Reading Big Words

Materials Needed: whiteboard, markers, index cards



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You are going to learn how to read big words! These words may look long and have a lot of letters, but you can read them! Knowing how to read big words is important because you will see all kinds of words around you that you will need to know how to read. Some of the words will be short and some will be long. You will know you have it when you know how to figure out and read big words when you see them.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Before we begin, let's review what a vowel is. In the English language, vowel sounds are represented by the letters *a, e, i, o, u* and sometimes *y*. Vowel sounds are made with our mouths open. The shape of our mouth determines the sound of the vowel. Every syllable has one vowel sound. Sometimes the one vowel sound is spelled with one vowel letter and sometimes it is spelled with more than one letter. Knowing where the vowels are in a word can help us break big words into smaller words.

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I DO IT!

Demonstrate. Teach the new skill, model with clear explanations, verbalize your thinking process.

Watch and listen as I show you how to read this big word. Show the word *umbrella*.

First, I find and underline the vowels in the word: *u*, *e*, and *a*. Model. The word has three vowel sounds. That means it has three syllables!

Next, I look for other parts of the word I know. I make a dot under any other parts I know and say the sound. *M* says /m/, *b* says /b/, *r* says /r/. Two of the same consonant together make the sound once, so *ll* says /l/.

Now, I scoop under each syllable. A syllable has to contain one vowel sound, and it may include a consonant or two before or after the vowel sound. I'm going to scoop under *u·m*, under *b·r·e·l*, and under *l·a*. Model scooping the syllables *um*, *brēl*, and *la*.

I read the syllables, blending the sounds if I need to. Model blending /ŭm/ /brēl/ /lā/. **UmbrellAY?** Hmm...that doesn't sound quite right.

I'm going to flex the last syllable by changing the vowel sound to a lazy schwa sound: /ŭmbrēllə/ **Umbrella!** That sounds right. And it makes sense! When it's raining, I use an *umbrella*.

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WE DO IT!

Provide guided practice.

Let's try it together!

Give the students the word *potato* on an index card.

Underline the vowels in the word. Students and teacher underline *o*, *a*, and *o*.

Scoop the syllables. Students and teacher scoop under *po-ta-to*.

Blend the sounds in the syllables. Students and teaches blend /pō/ /tā/ /tō/.

Put the syllables together and see if it makes sense. Students and teacher read: poe-tay-toe. POEtato?

That doesn't sound quite right. Let's change the vowel sound in "po" to the lazy schwa sound: pə-tā-tō. Potato! That sounds right! I like to eat a baked potato!

Let's try two more together. Repeat the routine using the following words. You can either write the words on index cards or use a word list like the one below.

| |
|-----------|
| Word List |
| principal |
| lemonade |
| hamburger |



| | |
|------------------------------------|---|
| If students need support with: | Then try this: |
| Scooping under syllables correctly | Reteach open and closed syllables. In the word potato, the first o is a schwa sound, and the last o is long (open syllable rule). The a is generally pronounced as a long a, which would require that it be at the end of an open syllable. |

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Provide independent practice.

Now, you all will do it by yourselves. I will give each of you an index card with a big word. You will mark up the big word like we just did and read it. You can either write the words on index cards or use the word list like the one below.

Repeat the routine using the following words.

| |
|------------|
| Word List |
| helicopter |
| animal |
| history |

Today you learned one way to read big words when you come to them!



| | |
|--------------------------------|---|
| If students need support with: | Then try this: |
| Vowel Sounds | Display vowel sound spelling cards as an anchor for the students and to provide visual aides. |

Teacher Tip: If the student has difficulty with a particular sound, provide the sound and move to the next syllable.

YOU DO IT!

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ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice. Scaffold or correct all errors. Provide specific feedback for accurate responses. If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who demonstrate ease with reading big words, consider teaching another strategy such as in the task, *Reading Big Words with Affixes*.