

Date: _____

Reading Big Words with Not Yet Decodable Patterns

PLAN

Component: Decoding

Instructional Activity: Reading Big Words with Not Yet Decodable Patterns

Materials Needed: pencils or markers, index cards



Approximate Time:
7 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

Today you will learn how to read words you come to that have a pattern in them you don't know yet. It is important to have a strategy to use when you come to words you do not know so that you can figure out the word and keep reading. Understanding the words is important for making sense of the whole text. You will know you have it when you remember what to do when you come to a word you cannot read right away.

Teacher Tip: A non-decodable pattern is a pattern a student has not yet been taught. It may be an uncommon pattern which the student has not yet encountered. Rarely, it is an irregular pattern. Remember, although English is complex, most patterns in the language are regular, decodable patterns.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Today you will hear me say the word *strategy*. What word? Students respond. A *strategy* is a plan of action. Today we will learn a *strategy* for reading an unknown word that contains a pattern you don't yet know.

Teacher Tip: Consider your students' instructional needs when deciding what to review. You may want to review vowels, syllables, or the schwa sound prior to this lesson.

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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 a strategy for reading unknown words. Show the word *adventure**.

First, find and underline the vowels in the word. I see *e* twice, but once is at the end of the word. Since an *e* at the end of a big word is silent most of the time, I won't underline it. Underline the first *e*. I see an *a* at the beginning of the word. Underline *a*. I see a *u* near the end of the word. Underline *u*. The *u* is followed by an *r* and an *e*—*ur* could be an *r-controlled vowel*, but I'm thinking the *u* and the *e* probably work together to give *u* a long sound instead. I underlined three vowels. If I'm right, then the word has three syllables.

Next, I look for chunks I know. I look around each vowel and see if there's one or more consonants around it that might go with the vowel to make a syllable. I'm going to circle *a-d*. Then I'll circle *v-e-n*. That leaves *t-u-r-e*. I think I've seen that at the end of some other words.

Now, I'll read the chunks: /ăd/ /vĕn/ /tyoor/? That doesn't sound quite right. But it sounds a LOT like a word I've heard before: *adventure*! The ending *-ture* must be pronounced /cher/, like in *creature* and *moisture*. I could sound out most of the word, and that helped me know what the whole word is. *Adventure!*

Even though I didn't know every part of the word, I knew most of the parts. Using what I knew, I could figure out the word!

**Teacher Tip: In this word, the unfamiliar pattern might be /cher/ spelled -ture.*

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WE DO IT!

Provide guided practice.

Let's try it together! Write the word *magazine** on the board.

Find the vowels in the word and underline them. Students and teacher respond. (*Underline a, a, and i. Don't underline the e at the end of the word because it probably doesn't make its own sound.*)

Look for chunks you know around each vowel and circle them. Students and teacher respond. (*mag – a – zine*)

Sound out chunks if needed. Students and teacher respond. /măg/ /ă/ /zīn/

Put the chunks together. Students and teacher respond.

If it doesn't sound quite right, try changing one of the vowel sounds to a schwa sound. Students and teacher respond. Change the sound /ă/ to the schwa sound. If students don't make the leap to the correct pronunciation of the word, suggest other ways *–ine* can be pronounced. (See *Teacher Tip* below.)

What's the word? Students respond: *magazine*.

Let's try three more together. Use the same routine for following words:

Word List
dynamite
elevator
curiosity

*Teacher Tip: *The suffix –ine can be pronounced several ways, including /īn/ as in equine, /ēn/ as in marine, or /i/ as in famine. In the word magazine, i_e is pronounced /ēn/.*



If students need support with:	Then try this:
Remembering the steps of the strategy	Create a visual with words and pictures outlining the steps that students can reference.
Executing the strategy	Ensure all prerequisite skills have been taught and reviewed, such as vowel names and sounds, schwa sound, and syllables.

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YOU DO IT!

Provide independent practice.

Your turn. Give each student a pencil and an index card with a word from the word list written on it.

Follow the steps for reading a big word. Underline the vowels. Circle the chunks. Sound out the word. When you think you can read the word, hold up your hand. I'll come to you and have you read it to me.

Word List
calculator
detective
octopus

Today you learned a strategy for what to do when you come to a word you do not know. You used what you DO know to figure out the unknown word.

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.*

After practicing this skill in isolation, ask students to practice with unknown words they come to while reading a text.