

Strategy Group: Multisyllabic Words (3rd Grade)

Intention (Skill): Breaking down multisyllabic words using open and closed syllables (review compound words)

Teaching Point (Strategy): Readers are brave when they see longer words. First they ask, "is this two words disguised as one?" If not, they look at the vowel and remember: go ahead and try it short. If you're wrong, try it long.

Connection: You guys are here because you're reading longer books now, and those books have a lot of longer words. Ms. Allen and I were looking at some of her notes, and we decided that you guys are the kind of readers who are ready to be really brave when you see those long words.

Today, I want to teach you that readers are brave when they see longer words. First, you can ask yourself, "Is this two words disguised as one?" If it is, find those smaller words and put them together. If it's not, look for the vowel. When you find it, go ahead and try it short, and if you're wrong, try it long.

Teach: Let me show you what I mean. *Read and think aloud from Mercy Watson. Stop and model new strategy on the following words:*
afternoon, pg. 1 (two words disguised as one)
splendid, pg. 3 (go ahead and try it short, and if you're wrong, try it long.)

Active Engagement: Now it's your turn to try it. *Students continue reading Mercy Watson. Coach each student individually; come back to students who don't seem to understand strategy.*

Link: So this isn't just something I want you to do with me or Ms. Allen. I think that you're ready to be brave every single time you read. So when you are reading and you come to a longer word, I hope you'll remember how to be brave. First, ask yourself "Is this two words disguised as one?" If it's not, then find the vowel. Go ahead and try it short, and if you're wrong, try it long.

