

Hypothesis:

Explicit teaching of syllabification strategies in reluctant readers in Grade 4 improves prose reading.

Abstract

It has been widely reported in many studies that phonological awareness is indicative of later reading ability or disability. **(Lane, Pullen, Jordan, Eiselle 2002)** This also relates to having adequate fluency and phrasing during prose reading and comprehension of text.

A few studies have targeted the ability to break words into syllable units, which enhances the accuracy, fluency and comprehension of texts.

The present study examines how explicit teaching of strategies to decode multisyllabic words in prose reading will improve reading accuracy and fluency.

The results indicate that explicit teaching and constantly articulating and reviewing strategies in varied situations does increase the students ability to syllabify thus increasing reading fluency.

Introduction

The targeted students lack of fluency and rate of reading was hindered by their inability to decode quickly. Their 'working memory' is being used to continually stop and decode multi-syllabic words. Most times they are only looking at the beginning letter or cluster of letters and saying a word that begins with that letter whether it makes sense or not. Without automatic decoding they are not able to free up a greater portion of their brainpower for comprehension. If they never achieve fluency, comprehension suffers. One reason fluency may get stalled is a lack of phonemic awareness, or the inability to segment words and syllables in constituent sound units, or phonemes. **(Daley, Rubin 1999)**

The ability to detect, segment and manipulate syllables is important to reading ability. Syllable awareness is one of the four levels under the umbrella of phonological awareness. The other levels are phoneme awareness, word awareness and on-set and rime awareness. Knowledge of the vowel sounds is also important as a syllable always contains a vowel and must be part of a rime unit **(Lane, Pullen, Jordan, Eiselle 2002)** Therefore vowel sound knowledge is also important as the long or short vowel sound is determined by the positioning of the consonants and other vowels around it in the onset and rime unit.

For students to develop in their reading ability, they need to notice word parts, or "orthographic chunks" to help them decode multisyllabic words. For some children this is quite natural and easy: for others it is a daunting task. Providing explicit, multisensory lessons on the concept of a syllable should be a part of early syllabification instruction. **(Blevins 1999)** This also has implications for children knowing where to break the word up.

Children who have trouble decoding and processing words can occur equally in unusually bright individuals and those of average intelligence. Researchers have identified a specific area of the brain related to reading which is busy in strong readers but shows disruptions in those with reading difficulties. This shows up in children as young as 7. They compensate for their disability by learning to read, though slowly, with other parts of their brain. Due to using compensatory systems on the front and right side of their brains, they read more accurately over time, but remain slow readers. This highlights the importance of identifying difficulties earlier so they can receive the necessary intervention. **(Rubin 2002)**

Children who initially decode well are likely to read and become better readers while those who do not succeed initially do not improve, as they do not engage in adequate reading practice. Children usually identified with a reading disability usually continue with this across their life span. The importance of early decoding skills cannot be underestimated, as early decoding skills have been found to predict later reading comprehension. **(Sofie, Riccio 2002)** The targeted students do not engage in adequate reading practice at

home as reported by their parents. They find it a chore and know themselves that they are not successful in this skill.

The art of actually hearing syllables, separating them and then repeating them is vital to the process of learning to read. The ability to analyze sounds quickly, particularly speech, may be the most significant component of comprehension and apparent intellect. (Murray 2002, Arndt)

This investigation aims to extend earlier research by examining the influence of multi-syllabic phonological knowledge on learning to read words of more than one syllable and reading fluency.

Hypothesis: Explicit teaching of syllabification strategies in reluctant readers in Grade 4 improves prose reading.

Method

Design

The study uses a case study OOXO design in which the gain in multi-syllabic word reading accuracy of closed short vowel and long vowel silent e pattern words following phonemic teaching for multi-syllabic words is monitored for year four students who have reading difficulties.

Participants

Two year four students have experienced very slow rates of reading improvement throughout their time at school. They exhibit slow, hesitant prose reading that lacks fluency and phrasing. Both students have low scores well below their age level for the Burt word reading test and one child in particular had not improved his score for 6 months. They are able to read simple texts but have difficulty when the text goes beyond high frequency words or monosyllabic words. Delayed phonological awareness especially syllabification could be contributing to the slow developmental and even stagnation of their reading ability.

Student A:

Student A is a male student in grade four who is 10 years and six months.

In grade one Student A participated in the reading recovery program and has been involved in literacy intervention since grade 3. Last year he had extensive tutoring after school. He has had psychological, educational and speech pathology assessments. He has a percentile ranking in the low average range on an IQ test indicating he has the capacity to learn albeit very slowly. Many of the speech pathology home programs have been done by student A and he is still under review by the speech pathologist. The speech pathologist reports that he requires six to eight weeks to learn one small item of information before he should move onto another. A long time is required for this student to learn the names of items. Storing of this information and being able to retrieve it quickly at a later time is a difficult task. As demonstrated in his assessment record (see appendix) he is very inconsistent and his results seem drop over long holiday periods. Then he requires more time to build up this knowledge again.

Student A has also had behavioral optometry and educational audiology examinations. The reports from these professionals indicate he has short-term auditory memory and delayed auditory processing.

When prose reading he uses visual information as his main strategy. This year he has begun to self-correct spontaneously and without prompting indicating he is using the context of the text at times as a strategy. He needs to track the text but resists doing so. He sometimes seems disengaged even in a small group and takes some time to become actively involved. Sessions have to begin with some discussion about activities that relate to him before instruction begins. Once engaged he is very co-operative.

Student B:

Student B is a year 4 male student who is 10 years and 5 months.

In grade one this student would have been a candidate for Reading Recovery but was not able to access the program due to large numbers on the waiting list. He has had literacy intervention programs since grade three. He has shown slight improvement in prose reading but his strategies are limited to using visual information relying on the initial blend and then either middle or end sounds. He is beginning to self-correct spontaneously but rarely re-reads to gain meaning from the text. He has literal but not inferential comprehension skills. Student B's assessment record (see appendix) indicates his progress is slow and at

one point he was standing still which prompted us to request an Educational assessment. On the WIAT he scored a composite score of 21% indicating he is working just below average. He is chunking words but mispronounces words due to lack of knowledge of middle sounds, which in turn affects his basic reading ability and spelling. A behavioral optometry examination has been completed indicating visual perception problems and glasses or visual therapy have been recommended but not taken up by the parents.

Materials

The **texts** selected for the teaching procedure were taken from a Macmillan publication called Fast Zone, which is a series of graded texts increasing in complexity in relation to syllable content. The texts are in the form of fiction and plays based on the fictional texts. These texts were enlarged for shared reading at different times. The readability rating of these texts was Grade 1 using the Fry Readability formula.

Charts were also made in the teaching sessions to record what and how the children were taught the skills. The charts were also useful to use as prompts throughout the teaching sessions and for when students were engaged in independent work. The charts are in the appendix as How to break words into syllables and Word Chart of closed short vowel and silent e pattern words.

Games such as sorting words and memory were also made by myself using the words from the texts.

Phonological teaching tasks: recognition of vowels sounds, recognition of how to break words into syllables, recognition and pronunciation of short and long vowel sounds in multi-syllabic words and blending of syllables to make one word.

Word Pattern Tasks: Students had to scan texts for words with similar short vowel and long vowel silent e pattern. In memory games they also had to match syllables to re-produce this pattern. Word charts were built up over the teaching sessions. Words were gathered from poems, fiction texts, magazines, plays, non-fiction texts, newspapers and children's own knowledge.

Oral Reading tasks: Shared and independent readings were used as strategies. The purpose was to encourage and practise the use of multi-syllabic strategies so as to increase the automaticity of the skills taught.

Assessment tools used were running records, Burt Word Reading test, psuedo words and a syllable survey. Two running records were used: One text contained many multisyllabic words with the pattern that was going to be taught. The accuracy rate of the number of these multi-syllabic words was recorded as well as the time taken to read the text. The other text was a benchmark text from the PM benchmark Kit and reading accuracy and self-correction rate were calculated.

The Burt Word Reading test was used to gain a reading decoding age. The Psuedo word test was used to determine the student's ability to use their knowledge of phonemic awareness to decode words.

The syllable survey was given orally and gave an indication if phonological awareness was a skill they used to help them while reading, could they articulate what a syllable was or give an example of syllables in a word.

Procedure

The teaching procedure aimed at giving the students as much support as possible in the early lessons and gradually lessening the support as the children gained skills and confidence in their own ability to perform the tasks. Every effort was made to ensure the students were working in their zone of proximal development. Therefore the teacher constantly modeled the phonological tasks. Charts were made by the group to record the syllabification strategy. Shared Reading and partner activities always preceded individual work.

Word pattern tasks were performed as a shared activity with children listening and scanning texts as well as partner activities involving games.

Oral reading was sometimes performed by the teacher other times a shared or independent activity. The students only ever read aloud by themselves to me alone unless they wished to. When they read aloud to me it was usually to perform a running record to assess to what extent my teaching was successful.

At the beginning of each session there was a short review time of what had already been taught to assess whether they had retained the knowledge and to prompt them to use this knowledge. Sessions were not prepared too far in advance as I always wanted to see how much the students progressed before going onto the next stage. The level of support and knowing when to let them take on more responsibility is crucial to

building up their self-management strategies in order to retain the skills. This utilizes the model of assess, teach, assess, teach in a never ending circle.

The teaching sessions were conducted three to four times a week. The students were withdrawn from their classroom in the normal times that I worked with these students. Each session lasted approximately thirty to thirty five minutes.

Lesson Number	Content
1	Review closed syllables and silent e pattern. Introduce combining both syllable patterns
2	Introduce circle-and-split strategy
3	Identify multi-syllabic words with above pattern
4	Read words in text
5	Reinforce syllable pattern in word sorts and games
6	Reading fluency practice and games
7	Fluency practice – Reader’s theatre
8	Scan unfamiliar texts for syllable pattern words

Results

The target group’s ability to read two or three syllable words with a closed short vowel and silent e pattern syllables has improved as indicated in the first table for each student. They are able to articulate what a syllable is and the components of a syllable. They are also beginning to transfer some of this knowledge to other areas such as in the Burt Word Reading test and the running records from the PM benchmark kits. Student A reduced the time he took to read the syllable text dramatically thus increasing the fluency of his reading. Student B’s reading time was already quite low so you didn’t see a great difference but his accuracy did increase.

Observation of individual students

Student A

Table 1: Pre and Post timed word accuracy reading of multisyllabic prose for Grade 4 reading underachiever

Closed short vowel and silent e pattern syllables (2 & 3 syllables) in text					
Pre-Test 1		Pre-Test 2		Post-Test	
% Accuracy	Time	% Accuracy	Time	% Accuracy	Time
57%	10.26 mins	70%	7.27 mins	89%	3:48

Table 2: Pre and Post decoding skills and reading ages in standardized test for Grade 4 reading underachiever.

Burt Word Reading Test					
Pre-Test 1		Pre-Test 2		Post-Test	
Raw Score	Reading Age	Raw Score	Reading Age	Raw Score	Reading Age
37	7.03 - 7.08	42	7.08 - 8.02	41	7.07 - 8.01

Table 3: Pre and Post Psuedoword test (use of analogy to decode nonsense words based on strategies taught) for Grade 4 reading underachiever

Psuedoword Test		
Pre-Test 1	Pre-Test 2	Post-Test
23	20	24

Table 4: Pre and Post running record on leveled text (accuracy and self correction rate) for the Grade 4 reading underachiever

Running Record Level 24 PM Benchmark Kit					
Pre-Test 1		Pre-Test 2		Post-Test	
% Accuracy	S.C rate	% Accuracy	S.C rate	% Accuracy	S.C rate

89%	1:23	84%	1:09	92%	1:03
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Table 5: Pre and Post multisyllabic knowledge and their ability to articulate the how and what of its use for the Grade 4 reading underachiever

Syllable Survey		
Pre-Test 1	Pre-Test 2	Post-Test
5	5	11

Student B

Table 6: Pre and Post timed word accuracy reading of multisyllabic prose for Grade 4 reading underachiever

Closed short vowel and silent e pattern syllables (2 & 3 syllables) in text					
Pre-Test 1		Pre-Test 2		Post-Test	
% Accuracy	Time	% Accuracy	Time	% Accuracy	Time
86%	4:57	91%	3:31	97%	4:40

Table 7: Pre and Post decoding skills and reading ages in standardized test for Grade 4 reading underachiever.

Burt Word Reading Test					
Pre-Test 1		Pre-Test 2		Post-Test	
Raw Score	Reading Age	Raw Score	Reading Age	Raw Score	Reading Age
52	8.06 - 9.00	56	8.11 - 9.05	59	9.04 - 9.10

Table 8: Pre and Post Psuedoword test (use of analogy to decode nonsense words based on strategies taught) for Grade 4 reading underachiever

Psuedoword Test		
Pre-Test 1	Pre-Test 2	Post-Test
12	21	28

Table 9: Pre and Post running record on leveled text (accuracy and self correction rate) for the Grade 4 reading underachiever

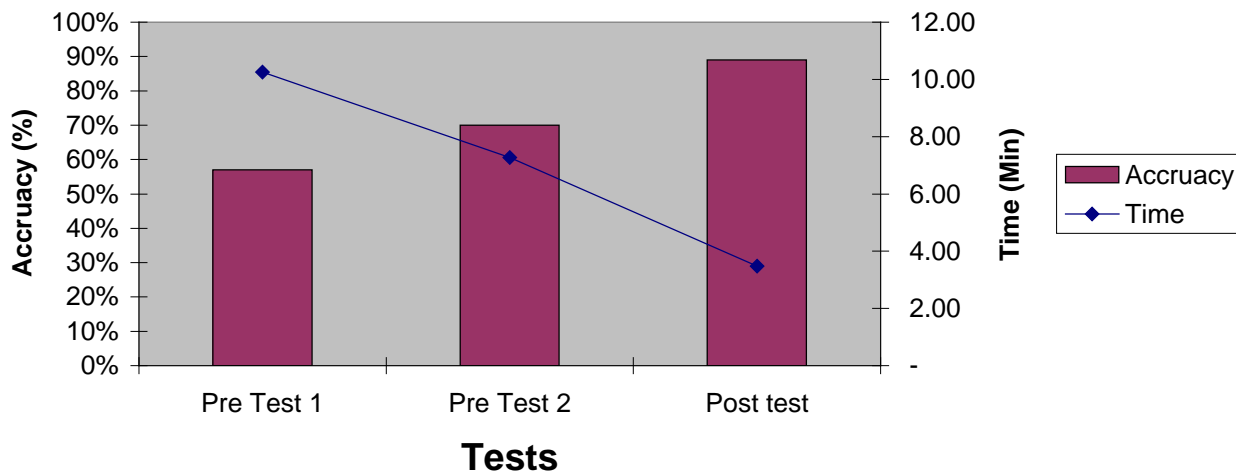
Running Record Level 28 PM Benchmark Kit					
Pre-Test 1		Pre-Test 2		Post-Test	
Accuracy	S.C rate	Accuracy	S.C rate	Accuracy	S.C rate
94%	1:05	94%	1:13	95%	NIL

Table 10: Pre and Post multisyllabic knowledge and their ability to articulate the how and what of its use for the Grade 4 reading underachiever

Syllable Survey		
Pre-Test 1	Pre-Test 2	Post-Test
9	9	14

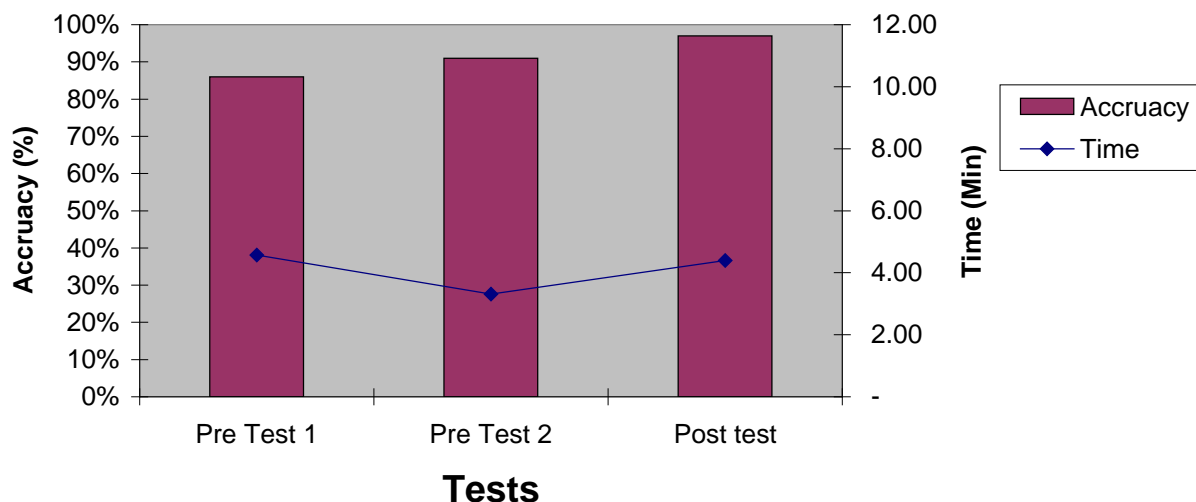
Discussion
Graph 1

Closed short vowel and silent e pattern syllables (2 & 3 syllables)in text
Student A



Graph 2:

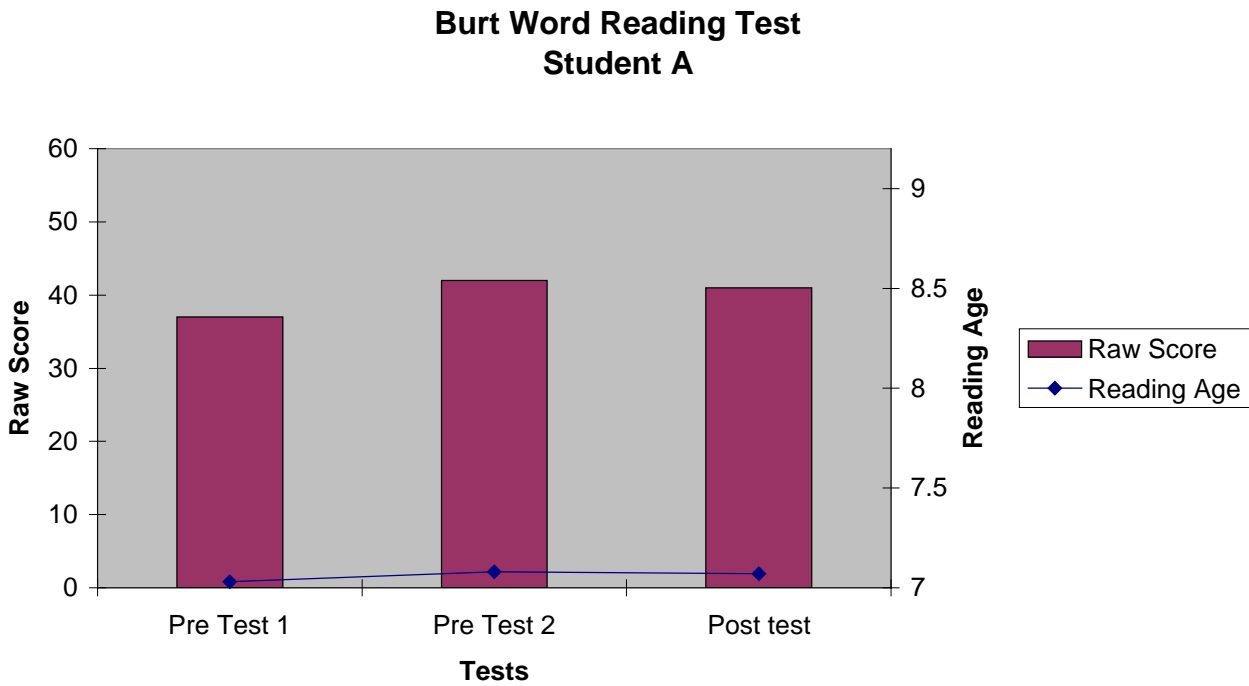
Closed short vowel and silent e pattern syllables (2 & 3 syllables)in text
Student B



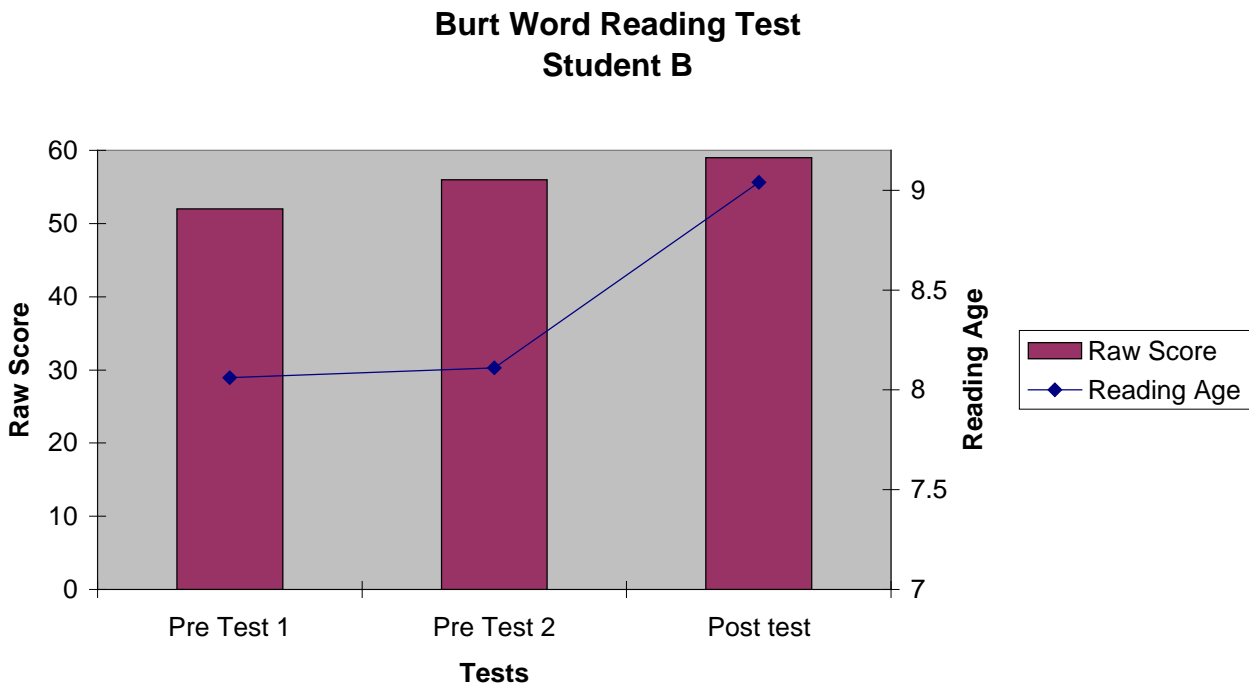
Student A has clearly shown considerable improvement in the automaticity of his ability to syllabify words with this syllable pattern. Word reading accuracy increased and the time he took to read the text decreased. The student was not continually using his 'working memory' to stop and decode. (Daley, Rubin, 1999)

Student B's word reading accuracy and time taken to read did not have as a dramatic increase. The Post test time was actually longer than Pre-Test two but this could be attributed to the fact that he was actually stopping to self-correct and not skip over words.

Graph 3:

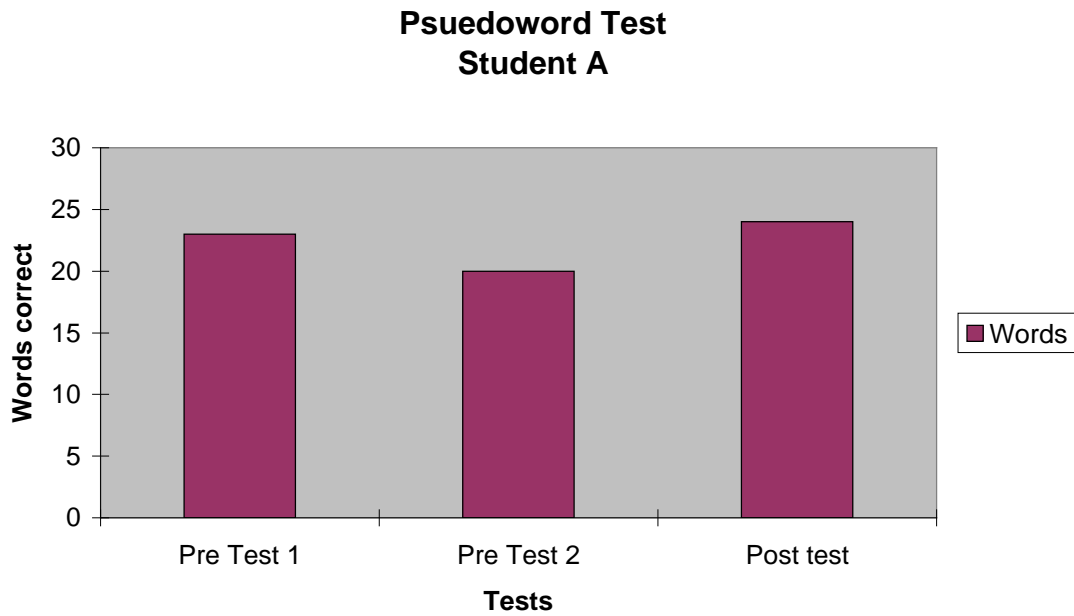


Graph 4:

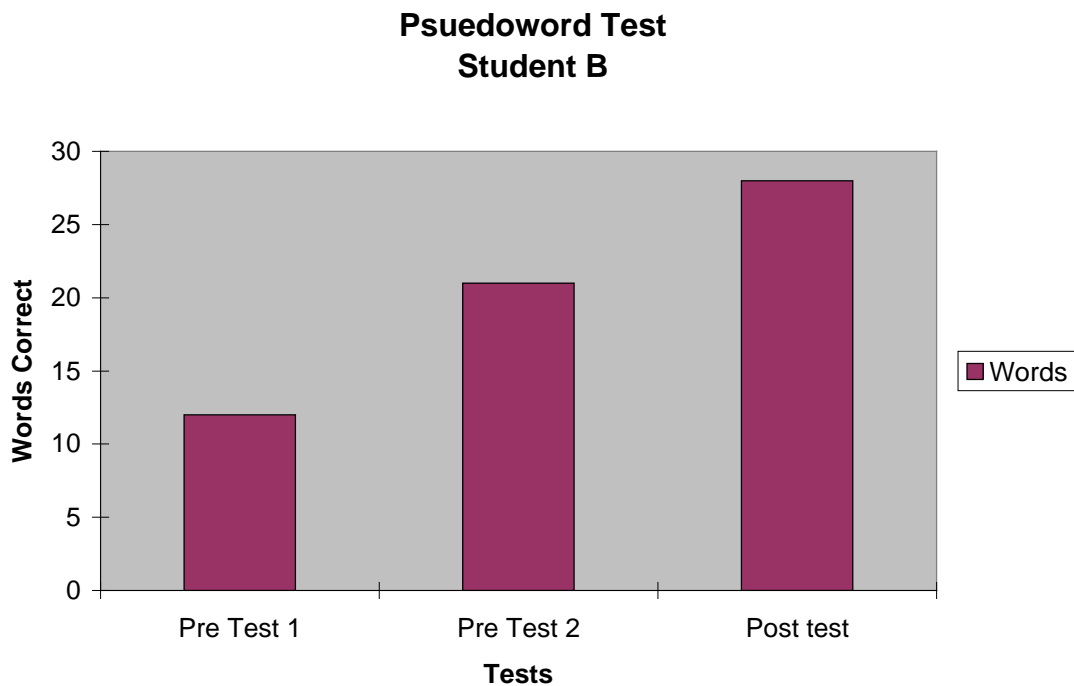


Student B made slightly more progression than student A in this test. Student B had made little progression on this test for the previous six months so it positive to see some improvement at last. Student B took a longer time to do this test, which was not a negative factor as he was reading more words and attempting others that he would not attempt at all previously. Student A has continued his pattern with this test of fluctuating results. He does not seem to be able the store the information ready for instant retrieval later. This test also covers a wider range of decoding skills than the targeted strategy that the students were instructed in. This is quite a daunting task for these students and does not come naturally but is essential for improving reading ability. (Blevins, 1999)

Graph 5:



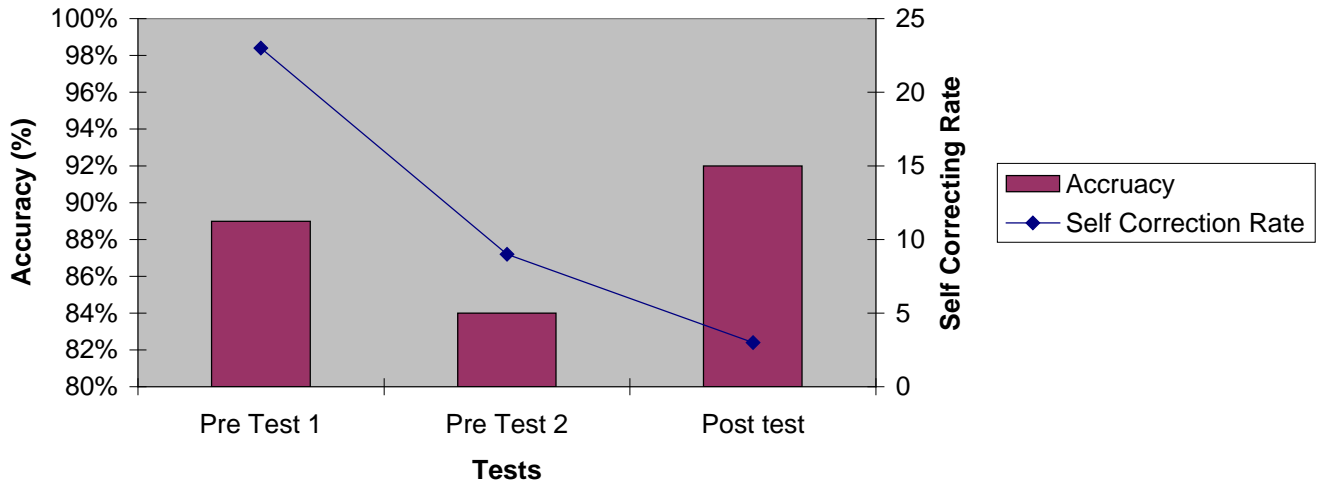
Graph 6:



The ability to transfer their knowledge of closed short vowel, long vowel silent e pattern and the combination of both syllable patterns was tested here by reading nonsense or psuedowords. Student B once again made greater gains than student A. Errors were still being made by only looking at the beginning letters or clusters and confusion of vowel sounds. Their ability to notice “orthographic chunks” quickly is still to be developed. The ability to detect, segment and manipulate syllables is important to improved reading ability. (Daley, Rubin 1999, Lane, Pullen, Jordan, Eiselle, 2002)

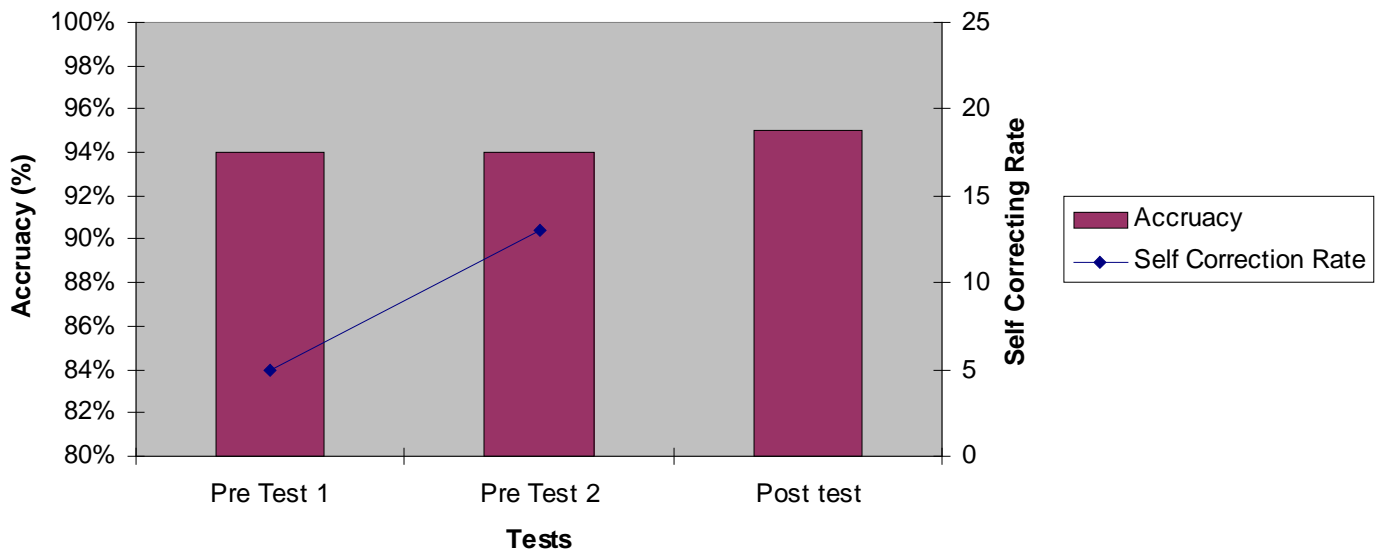
Graph 7:

Running Record Level 24 PM Benchmark Kit
Student A



Graph 8:

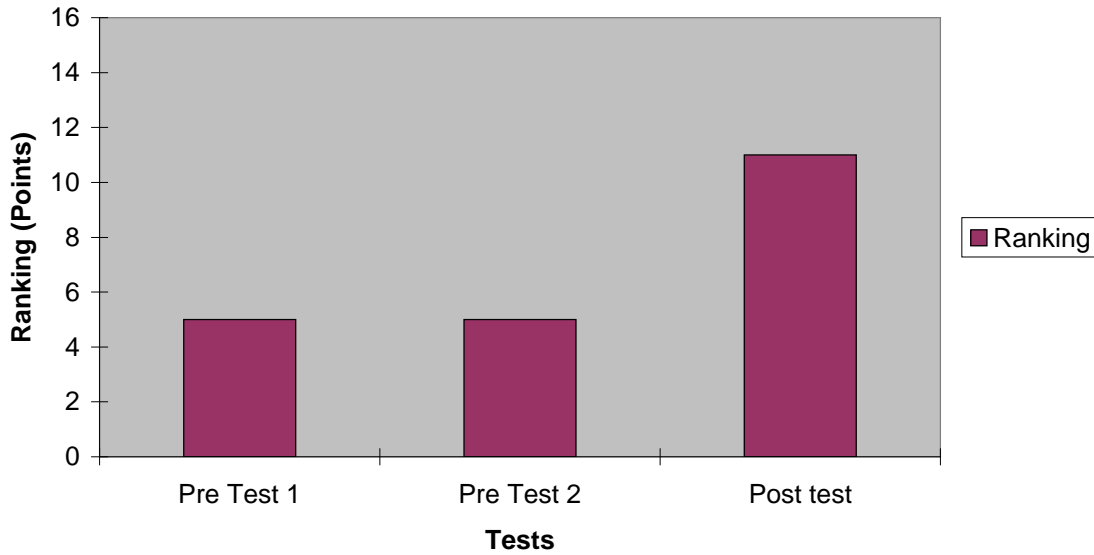
Running Record Level 28 PM Benchmark Kit
Student B



Student A has read more accurately with an improved self-correction rate over time. Student B had a slight improvement in reading accuracy but not his self-correction rate thus indicating he is still not reading for meaning. These students have read more accurately over time but are slow readers. They may be displaying behaviors as described by **Rubin (2002)** as compensating for their disability by learning to read, though slowly, with other parts of their brain. They are also students who find it difficult to engage in reading practise, as they have not had the initial success. (**Sofie, Riccio 2002**)

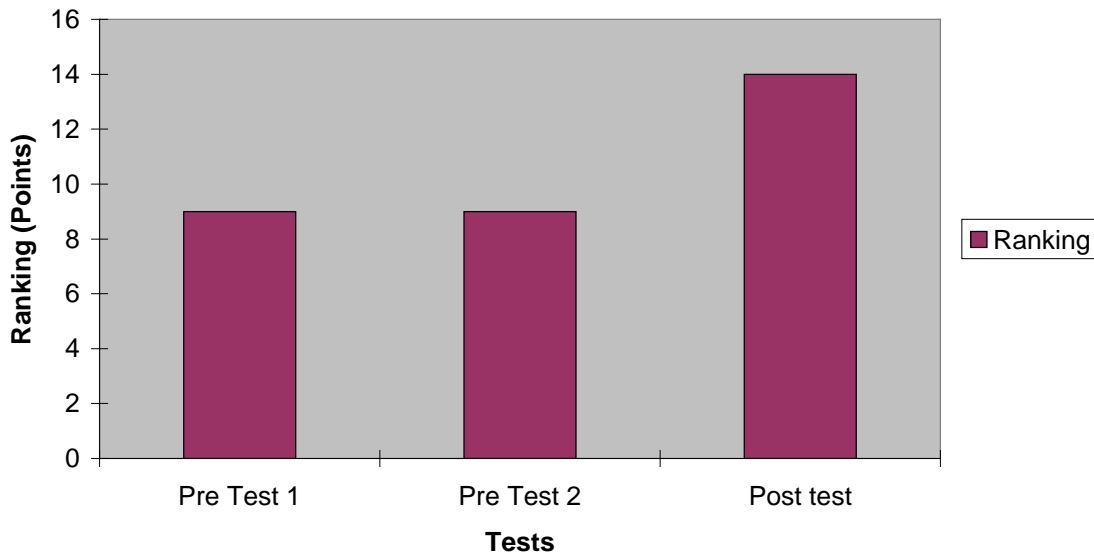
Graph 9:

**Syllable Survey
Student A**



Graph 10:

**Syllable Survey
Student B**



Both students were able to articulate what strategies to use while reading to aid them decode text to gain comprehension. Also they could articulate what a syllable was made up of and how to use the syllabification strategy. If they can articulate this knowledge then they may be able to use the strategy more often.

Student A demonstrated that he still has difficulty working out the single letters in an unfamiliar word sometimes. If this skill is not automatic then he will have difficulty being able to blend sounds together.

The results obtained from Pre and Post testing does show that explicit teaching of syllabification strategies for multi-syllabic words improves prose reading as indicated in graphs one and two. There are many different syllabification patterns besides the one I have targeted in this study. More work needs to be done on these other patterns as well as constant revision of those already taught to enable progression to continue. My study suggests that teaching practice must consist of:

- Pre-testing and analyzing of results
- Modeling
- Shared Reading
- Interactive and partner activities
- Scanning and skimming of texts
- Collation of charts of known words or skills/behaviors
- Students articulating the process
- Teacher articulating the purpose of each activity to lessen anxiety
- Games
- Reader's Theatre
- Running records throughout teaching period
- Post Testing

Future research directions could be directed towards what makes it so difficult for these children to acquire these skills. Are there other predictors before this stage of development that will enable us detect these children and intervene before frustration and low self-efficacy develops to further complicate these students' lives. Another interesting study would be to see if teachers have sufficient personal knowledge of phonological awareness skills to be able to detect the problems in these children and be able to remedy the situation. Teacher training has neglected a lot of these skills that need to be taught to teachers first so that they can use their expertise to help these students.

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Appendix

The following sets of lessons aimed to improve the students ability to identify, segment and blend syllables in multi-syllabic words with a closed short vowel and silent e syllable pattern. The reading behavior targeted relates to the word level cell in the Multiple Levels of Text Processing model of reading. It utilized their ability to recognize letter clusters and recode efficiently, segment words into functional units and match text word with stored letter cluster knowledge. It also tried to instill in the students a belief about why it is important to work out words.

Lesson 1:

Introduce	<p>Review the closed vowel syllable patterns and remind students that there are many closed vowel patterns and in each one the vowel usually makes the short vowel sound</p> <p>in (vc) pin (cvc) inn (double consonant vcc) ink (consonant blend vcc) pink (cvcc) inch (vccc) clinch (ccvccc) splat (cccvc) splash (cccvcc)</p>	5 mins
Model	<p>Review two-syllable words made up of closed vowel pattern syllables e.g. tablet, bandit, picnic</p> <p>Model the circle and split strategy with each word and practise the pronunciation with students</p>	2 mins
Model	<p>Then write single syllables that have the silent e pattern on the board. Remind students that this pattern usually makes a long vowel sound. Practise pronunciation of each word: bake, mice, Pete</p>	1 min
Scaffolding	<p>Today you are going to build on what you already know about the closed vowel pattern and the silent e pattern. You are going to learn how to read and write words that have a combination of a closed vowel pattern syllable with a silent e pattern syllable</p>	1 min
Model	<p>Display poem "<i>The Umpire's Advice</i>" on A3 sheet or overhead projector. Only show the title.</p> <p>Read the title and summary to the students.</p> <p>Select the word <i>umpire</i> from the title and write on another sheet of paper. I am going to break this word into syllables using the same circle and split strategy when we worked with two syllable words that had the closed vowel pattern.</p> <p>First circle all vowels to make sure I have a vowel in each syllable. Then split the word between the <i>m</i> and <i>p</i> consonants. This will give two syllables. Circle the vowels and draw a line between the consonants as you speak.</p> <p>Say: These are the two syllables I have segmented. I am going to underline the closed vowel with a dot and the silent e syllable with a line. When I read the syllable I will use what I already know about the vowel sounds. When I say the syllable with the closed vowel pattern, I will say the short vowel sound and when I say the syllable with the silent e pattern, I will say the long vowel sound. I now blend these two syllables together to read the word correctly.</p> <p>Ask: What do you notice that is different about the silent e pattern syllable than the other syllable? (It has two vowels) What do you know about the sound of the second vowel in the syllable? (It is silent)</p>	20 mins

	<p>Write the word backstroke on the board. Repeat the above procedure to break the word into syllables. Explain what you are doing carefully, because there are five consonants between two vowels. Compare the similarities and differences between the words.</p> <p>Ask: How are backstroke and umpire similar? (They both have one closed vowel syllable and one silent e syllable.</p> <p>How are they different? (The word backstroke has an initial consonant at the beginning of the first syllable and two consonants at the end of the first syllable, one of which is silent. The second syllable starts with a three letter-consonant blend.)</p>	
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Lesson 2:

Review	<p>Review circle and split strategy with the words umpire and backstroke and question children on whether the vowel makes a short or long sound and ask them to give reasons why.</p> <p>Make a chart HOW TO BREAK WORDS INTO SYLLABLES</p>	5 mins
Model	<p>Now we are going to look at a more difficult word. It has three syllables. It seems more difficult because it has more syllables, but the same rules apply.</p> <p>Write the word compensate on the board.</p> <p>Say: There are some three-syllable words with a silent e pattern and two closed vowel syllable patterns. They follow the same pattern as the other words we have looked at. The only difference is that the three-syllable words have an extra closed vowel syllable at the beginning. You break these syllables in the same way.</p> <p>Demonstrate circle and spit strategy.</p>	5 mins
Multisensory Activities	<p>If students still have difficulty working out how many syllables try using multisensory activities such as clapping or tapping. As well you could them to use a mirror. Hold the mirror in front of them and say a two syllable word. Their mouth should open wider when they say a vowel sound. Count how many times this happens and this is how many syllables there are in the word.</p> <p>Similarly you can get the students to put their hand under their jaw. Their jaw will move downwards with each vowel sound. Count how many times this happens and this is how many vowels sounds and syllables there are in the words.</p>	5 mins
Shared	<p>Further demonstrate and teach by writing illustrate and infantile on the board.</p> <p>Get the children to volunteer to circle the vowels and split the syllables. Then pronounce each syllable together and blend them into the word. Remind students that double consonants such as ll in illustrate must stay together.</p>	2 mins
Read To	<p>Read the poem The Umpire's Advice to students. Ask them to listen for two-syllable words with a closed vowel pattern syllable and a silent e pattern syllable.</p>	2 mins
Shared	<p>After completing the reading have volunteers one at a time come to the poem and use a highlighter to mark examples of multi-syllabic words that have the pattern just taught.</p> <p>Read poem again, inviting students to join in.</p> <p>Discuss the plot</p>	5 mins
Independent Reading	<p>Students read the poem by themselves.</p> <p>Copy the words highlighted on the class poem and then practise the circle-</p>	10 mins

and Practise	and-split strategy on each one. Share your paper with a partner and compare how you broke into syllables separately and blending them into words.	
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Lesson 3

Review	Re-read the poem The Umpire's Advice . Review the multi-syllabic pattern referring to chart made previously	5 mins
	Identify multi-syllabic words with the syllable pattern taught. Write on a chart or make a word wall. Ask students to volunteer to practise circle-and-split strategy on chart of words.	10 mins
Apply and assess	Ask children to write words on paper with the syllable pattern taught (from poem and on the chart only) Place the words in a sentence when you say the words one at a time. Use your own discretion as to how many words you get them to write.	10 mins
Articulation	Ask students what helped them to remember the words.	5 mins

Lesson 4:

Review and Articulation	Display Poem The Umpire's Advice and ask students why we highlighted some words. Students articulate the multi-syllabic pattern taught. If they do not then you may need to demonstrate the circle-and-split strategy.	2 mins
Orientation	Introduce Ignite by giving students a brief synopsis of the story.	1 min
Identify word patterns	Cut the story into paragraphs. Give students different paragraphs and ask them to identify multi-syllabic words that have the closed vowel and silent e pattern. Cut out these words and stick onto word chart or word wall.	10 mins
Apply and practise	Students volunteer to demonstrate the circle-and-split strategy using the chart made previously as a prompting tool if required. Group practices pronunciation of syllables and blending them together. Use multi-sensory activities if required.	10 mins
Independent reading	Students read text silently to themselves.	5 mins
Reading By	Ask children to read Ignite to you individually. Do a running record of the text. Analyze how well they have been able to transfer knowledge of blending multi-syllabic words to oral reading.	10 mins +

Lesson 5:

Review	Shared reading of list of multi-syllabic words with closed short vowel sound and silent e pattern. The words are from Poem The Umpire's Advice and story Ignite . (These words have also previously been copied onto cardboard and laminated)	2 mins
Word sorts	Using the prepared cards ask the children to sort the words into groups: 1. First syllable with short vowel sound 2. Second syllable with long vowel sound Can you think of any other ways of sorting the words?	10 mins
Making and breaking words	Cut each word card into syllables. Mix cards up and ask students to remake words use display list as a prompt if required. The cards are all tuned up the correct way. Play memory	15 mins
Home Connection	Students are encouraged to take home game to play at home.	

Lesson 6:

New Text orientation	Give synopsis again of the new text: Ignite . Peter and Kate witness a fire that starts in a campground. They talk to Blake, a firefighter, about it. Discuss what witness means.	5 mins
Auditory and visual discrimination	The story should be enlarged onto A3 paper and cut into paragraphs. Cut out pictures as well to use later. As you read each paragraph ask children to tell you at the end of the paragraph, which words have the syllable pattern we have been discussing? Refer to chart made as a prompt. Practise breaking and blending these words to encourage correct pronunciation.	10 mins
Shared Reading - comprehension	As a group read each paragraph. After reading discuss what happened. Choose the correct picture that goes with each paragraph.	10 mins
Consolidating	Play memory games with game made in previous sessions.	10 mins

Lesson 7

Reinforce	Give children a copy of the play Ignite . Explain that this is the same story as read yesterday but it is a play to be acted out. List the characters in the play and their role in the story. Ask children who they would like to be.	5 mins
Practise	Ask children to highlight their parts in the story so it will be easier for them to know when it is their turn. Read silently to themselves and ask them to take notice of the words that have the syllable pattern we have been discussing and to practise pronouncing those words. Let them know that you are going to tape the play for them to hear themselves.	5 mins
Reading out loud	When children are ready tape the play reading. Listen to tape and ask children what positive things they heard each other doing to help them read well as well as how they could improve themselves.	10 mins
Self-Assessment	Tape children again. Listen to tape again and ask children how they think they had improved.	10 mins

Lesson 8:

Shared reading	Read words on group chart made with the syllable pattern of closed syllable and silent e syllable.	5 mins
Visual and auditory discrimination. Vocabulary building	Ask children to scan the materials provided for words with the syllable pattern we have been studying. Materials are fiction and non-fiction texts, magazines, newspapers and poems. As new words are found write them on the chart.	15 mins
Articulation and comprehension	Discuss pronunciation and meaning of the new words on the chart	10 mins

These lessons were instructed to two year four students. They were withdrawn from their classrooms and worked together four days a week. During pre and post testing times the students were withdrawn individually.

HOW TO BREAK A WORD INTO SYLLABLES

1. Teacher/child says the word
2. Circle the vowel sounds you can hear

t a d p o l e

3. Count how many syllables by
 - Clapping it out
 - Tapping it out
 - Look in a mirror to see how many times your mouth opens
 - Put hand under jaw to feel how many times your jaw drops

4. Listen to where syllables end and split the word

t a d /p o l e

5. Look at consonants and vowels and decide if the vowel has a short or long sound. Is there a silent e or closed vowel pattern?

Name: _____ Grade: _____

Date of Birth: _____ Date: _____

What strategies do you use when you are reading and you come to an unknown word?

What is a syllable?

Can you give me an example of a syllable?

Do you use syllables when reading?

CLOSED SHORT VOWEL AND SILENT E LONG VOWEL PATTERN SYLLABLES

tadpole
reptile
complete
backstroke
athlete
insane
umpire
collide
advise
trombone
pancake
mistake
ignite
stampede
immune
compensate
entire
escape
landscape
admire
advice

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