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| <p style="text-align: center;">Teaching stress patterns for two syllable words improves reading accuracy</p> |
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Teaching Sequence

The format consisted of

1. Explicit instruction – making the purpose of the teaching known to students and writing this on the board eg. *Today we are going to learn ...*
2. Teacher modelling & expectation
3. Practice: student demonstration
4. Explicit feedback eg. *I liked the way you ...*
5. Writing words
6. Reflecting on learning & taking responsibility for their learning
7. Reading in prose

Reading in prose was placed last because it was easier to see the students individually at the end of the lesson, and as they finished they would return to their classroom.

Session Outline

Session outline – adapted from Munro’s teaching sequence on *Phonological Awareness- Modifying Stress Patterns* (2003).

In each session students were given a different set of target words to focus on. The teaching and learning process encompassed the following elements: immersion, modelling (explicit teaching & learning) student demonstration, expectation, use, feedback and responsibility.

Below are two examples of the teaching sequence adopted (1) for compounds words (equal stress) and (2) 2- syllable words with the second syllable de-stressed with both syllables containing short vowel sounds.

| Activity | Task description - Compound words equal stress | Time |
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| Clarify terms | <p>Students will learn – what is a syllable and clearly differentiate the difference between vowels & consonants using chart.</p> <p>Explain how syllables help with reading unknown words.</p> | 5mins |
| Rhyming activities | <p>Introduce compound words. Say each compound word noting how the syllables are joined. Students repeat words and identify the separate words they hear.</p> <p>Name other words that have that word in it. eg. outside, inside. How do these words differ from one-syllable words?</p> | 7 mins |
| Segmentation & Blending Task | <p>Say target word and then break up into two syllables. Repeat the two syllables that make up the target word, focussing on the equal stress of both</p> <p>Say the first syllable; student says the second and then student says the whole word.</p> <p>Student says the first, teacher says the second and students blend both with equal stress on the vowel sounds</p> <p>Students practice with 4 words each</p> | 10 mins |
| Reading target words | <p>Students read the words presented on flashcards breaking up into syllables and then saying the word correctly</p> | 5 mins |
| Writing target word | <p>Students will write the target words they hear</p> | 8mins |
| Text reading | <p>Students will read new passage with target words and will be cued into story eg. <i>This is a story about ...</i></p> | 3 mins |
| Reflective | <p>Students will take turns to share what they have learnt</p> | 2 mins |

| Activity | Task description -2 syllable words with short vowel sounds, de-stressing the second syllable | Time |
|-----------------------------|---|-------------|
| Text reading | Students re-read passage from previous session (Cue students in before reading) | 3mins |
| Clarify terms | Explicitly explain that the words to be used from now will have the vowel in the first syllable stressed (ie. like in the examples of compounds words) and in the second syllable the vowel will be de-stressed. It will be said quicker. All words contain short vowel sounds. Revised short v long vowel sounds. | 8 mins |
| Rhyming activities | Introduce a new set of 2 syllable words. Say the 2 syllable words (4 at a time) ask students to suggest other words that have a similar rhyming pattern. Students repeat words and identify the separate words they hear. | 2 mins |
| Segmentation Task | Say one of the target words and then the syllables. Segment each syllable into sounds using the three box sequence. Students are given 2 words each to try to do the same. | 10 mins |
| Blending Task | Say the two syllables that make up a target word with stress on the 2 syllables. Join them and say: <i>“if I join them as they are it doesn’t sound like a word if I say the second part quicker it will make a word you know</i> Say the blended syllables with the second syllable de-stressed and then say the word. Have the students practise on 3 words each before beginning with target words. Demonstrate the difference when the stress is applied incorrectly and ask which one sounds better why? Stress the importance of de-stressing the vowel in the second syllable. | 10 mins |
| Reading target words | Students read the words presented on flashcards Reminding them to say the second syllable quickly (de-stressing it) Present the words in random order. If an error occurs read the word for the student then present the next word from the same rime unit. | 5 mins |
| Writing target word | Read target word and say each syllable (de-stressing the second syllable) tell students they will have to write it so it says _____. Students will write the target words they hear. Present words in a random order | 5 mins |
| Reflective | Reflect on the value of syllabifying & how this assists with reading Students share what they have learnt and record learning in a journal. | 2 mins |
| Text reading | Students will read new passage with target words and will be cued into story. Teacher takes a running record to monitor accuracy | 5 mins |

Information reference charts

Each syllable is one “beat” of a word.
You can tap or clap out the beats in words

Every syllable contains a vowel sound

Vowel: a, e, i, o, u and sometimes y

Consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y & z

A syllable is stressed if it sounds longer and louder than the
other syllable in a word

A syllable is de-stressed if it sounds shorter and quicker.

Cambourne's (1988) theory of learning incorporated into the teaching procedure over the ten sessions.

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| Immersion | <ul style="list-style-type: none"> provide opportunities to play with stress patterns and engage with known words via oral language experiences |
| Model (explicit teaching & learning) | <ul style="list-style-type: none"> introduce strategy and explicitly state importance and how it can help with reading and writing. Through planned sessions and using words from list, model how to say words with equal stress and ask does that sound right? |
| Student Demonstration | <ul style="list-style-type: none"> allow student to demonstrate their understanding of applying stress patterns and explain what they are doing and why |
| Expectation | <ul style="list-style-type: none"> explicitly inform students of expectation in reading and or writing eg. "I want you to ..." |
| Use | <ul style="list-style-type: none"> allow for adequate time and regular opportunity to use the skill for increased proficiency during the lesson. |
| Feedback | <ul style="list-style-type: none"> Provide encouragement and feedback, in explicit terms, when correctly using the strategy |
| Responsibility | <ul style="list-style-type: none"> Risk-taking: explicitly state & encourage the challenge of independently trying stress patterns on two-syllable words when reading at home and in classroom. |

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