

Learning to Spell Multisyllabic Words:

Concept 2 - Opened Syllables

Educator Script

Slide #	Possible Teacher Script
Slides 2-5	Read to help you prepare for lesson and new concept(s) and begin discussion with students.
Slide 6 Teacher & Students: Say the word & Count the syllables in the word. Draw lines for each syllable heard. 	To know how to spell the word “icon,” we need to know how many syllables are in the word (tip you can feel how many times your chin drops when saying a word) When proficient writers spell, they spell by chunking longer words into syllables. This will help us spell words accurately. “i con” there are 2 syllables” COMMON BARRIER: students may divide syllables differently based on their personal pronunciation of a word (e.g., ra bbit vs. rabb it). It is ok for students to say each syllable how they would divide it as they will be writing the letters for the ‘sounds they hear’ in the next step. As long as they are saying all the sounds in the word, they can divide the words slightly differently. Tip - There are several ways to count syllables. 1. Pound and sound (probably the most age-respectful) 2. Chin-drop 3. Clapping 4. Use blocks or counters Demonstrate a few options, so that students can make their own choices.
Slide 7 Teacher & Students: Pound & Sound the first syllable to identify each sound heard. Write the letter/letters for each sound heard. 	We always write by spelling out a syllable at a time. Let’s start with the first syllable: a. First - say each of the sounds in the first syllable (in this case there is only one sound). We need to figure out how many speech sounds are in a syllable to figure out what letters to write for each speech sound. b. Then, we will write the letter(s) for each speech sound - Remember we are focusing on open syllable for this lesson! Give students time to work through the word individually or in partners.

Slide 8 Teacher & Students: Pound & Sound the remaining syllable(s) to identify each sound heard. Write the letter/letters for each sound heard. i 1st syllable c o n 2nd syllable	Repeat the last step to write the second syllable. con = there are 3 sounds /c/o/n/ = con Afterwards consolidate, and ensure that all students are able to use at least one of the methods to count syllables. We need to underline the vowels so that we can figure out how many syllables this word has and what those syllables are so we can figure out how to say those syllables. Why? The easiest and quickest way to determine the meaning of a word is to pronounce it properly!
Slide 9 Teacher & Students: Write the word as a whole: expect Re-Read the word to check for spelling. Identify any letter(s) that are spelled incorrectly and try a different spelling pattern For example, if students spelled 'x' with ks 'ekspect', prompt students to identify another way to spell the sounds /ks/ (x) 	Re-read the word “icon” Common barrier - some students will try to do ‘syllable division to read’ steps (e.g., labelling the vowel, dividing the syllables). Tell students to only ‘re-read’ the word to check to make sure it makes sense!
Slide 10 Students: Create sentence(s) using the word (orally first, then by writing) - You can use sentence stems like "because/but/so": OR - Practice writing a sentence with a conjunction: "The icon was colourful and it had a picture on it." Source: The writing Revolution by Judith Hochman & Natalie Weiler, 2017 (The curriculum Drives the Rigor of the Writing Activities), p.131	Generalize the word learning - practice writing sentences, have students use the word in other subject areas (science, math, etc).