



# Learning to Spell Multisyllabic Words:

## Concept 4 - Vowel Team Syllables

### Educator Script

Slide #	Possible Teacher Script
Slides 2-3	Read to help you prepare for lesson and new concept(s) and begin discussion with students.
<b>Slide 4 (hidden)</b> <b>Teacher:</b> Introduces Word  1. Say the word "reproach" & have students say the word. 2. Use it in a sentence: "They gave me a look of reproach"	Step 1: Say word in a sentence "They gave me a look of <u>reproach</u> " (we say a word in a sentence to activate oral language/meaning - when we write, we think of the words first then write!)
<b>Slide 5 (hidden)</b> <b>Teacher &amp; Students:</b> Discuss Word Meaning & Use the Word In Their Own Sentence 1. Does anyone know what reproach means? (If no, look it up online). 2. Use the word reproach in a sentence, connecting to something you've experienced or thought about.	Step 2: We need to think about what the word means. Take a minute and think of what you think the word 'expect' means (turn & talk with a partner, connect to prior experiences, use the word in a sentence). Connect to meaning "reproach means: to look at or address someone with dislike or disdain." <b>Note:</b> Make sure to account for or be ready for multiple meanings. <a href="http://www.etymonline.com">www.etymonline.com</a>
<b>Slide 6</b> <b>Teacher &amp; Students:</b> Say the word & Count the syllables in the word. Draw lines for each syllable heard. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <div style="width: 100px; height: 10px; background-color: black; margin: 0 auto;"></div> <div style="font-size: 8px;">1st syllable</div> </div> <div style="text-align: center;"> <div style="width: 100px; height: 10px; background-color: black; margin: 0 auto;"></div> <div style="font-size: 8px;">2nd syllable</div> </div> </div>	Step 3: Students then segment syllables (count) " Ire   proach" there are 2 syllables"  Teacher note- at this point you may not need to draw lines for syllables as the students have practiced writing closed and open syllable words. Add in scaffolding as needed for the students in your class.
<b>Slide 7</b> <b>Teacher &amp; Students:</b> Pound & Sound the first syllable to identify each sound heard. Write the letter/letters for each sound heard. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <div style="display: inline-block; text-align: center;"> <div style="width: 100px; height: 10px; background-color: black; margin: 0 auto;"></div> <div style="font-size: 8px;">1st syllable</div> </div> <div style="margin-top: 5px;"> <div style="width: 100px; height: 10px; background-color: black; margin: 0 auto;"></div> <div style="font-size: 8px;">2nd syllable</div> </div> </div> </div>	Step 4: We always write by spelling out a syllable at a time. Let's start with the first syllable: <ol style="list-style-type: none"> <li>a. First - say the sounds in the first syllable. We need to figure out how many speech sounds are in a syllable to figure out what letters to write for each speech sound.</li> <li>b. Then, we will write the letter(s) for each speech sound. re = r e , there are 2 sounds so we need to write 'r' and 'e'</li> </ol>

<p><b>Slide 8</b></p> <p><b>Teacher &amp; Students:</b>  Pound &amp; Sound the remaining syllable(s) to identify each sound heard.  Write the letter/letters for each sound heard.  *for this word you will hear the long o sound in the second syllable - discuss possible spellings</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><b>re</b></p> <hr style="width: 50px; border: 1px solid black;"/> <p><small>1st syllable</small></p> </div> <div style="text-align: center;"> <p><b>proach</b></p> <hr style="width: 50px; border: 1px solid black;"/> <p><small>2nd syllable</small></p> </div> </div>	<p>Step 5: Repeat step 4 to write the second syllable. proach = there are 4 sounds /p/ /r/ /o/ /ch/ so we need to write proach</p> <p><b>**THIS IS WHERE YOU WILL DISCUSS ways to spell long o sound - o, silent e (oCe) or vowel teams 'oa', 'ow'</b></p> <p><b>Common Barrier:</b> What do we tell the student who asks, "How do we know it is oa and not one of the other ways we can spell the long o sound?". Often there are rules for when we use certain spellings, but other times there are times when the spelling does not follow a set rule or convention we can point to that students can use. In this case, this is the spelling without justification of a set rule. The important takeaway is to be aware of different spellings.</p>
<p><b>Slide 9</b></p> <p><b>Teacher &amp; Students:</b>  Write the word as a whole: reproach  Re-Read the word to check for spelling.  Identify any letter(s) that are spelled incorrectly and try a different spelling pattern</p> <p>For example, if students spelled long o as 'ow', prompt students to identify another way to spell the long o sound (oa)</p> <div style="text-align: right;">  </div>	<p>Step 6: Read the word "reproach"</p> <p><b>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!</b></p>
<p><b>Slide 10</b></p> <p><b>Students: Create sentence(s) using the word (orally first, then by writing)</b></p> <ul style="list-style-type: none"> <li>You can use sentence stems like "because/but/so": <ul style="list-style-type: none"> <li>I looked at them with reproach because _____</li> <li>I looked at them with reproach but _____</li> <li>I looked at them with reproach so _____</li> </ul> </li> <li>Practice writing a sentence with a <b>conjunction</b>:  "The salesman looked at with me with reproach <b>while</b> I tried to negotiate a lower price."</li> </ul> <p><small>Source: The writing Revolution by Judith Hochman &amp; Natalie Wurtler, 2017 (The curriculum drives the rigor of the Writing Activities, p.10)</small></p>	<p>Generalize the word learning - practice writing sentences, have students use the word in other subject areas (science, math, etc).</p>