

## Module 19: Teaching High Frequency Syllables

As Isabel Beck notes in her book, *Making Sense of Phonics*, helping students to succeed in reading multisyllabic words involves providing them with a lot of practice in analysis (i.e., looking at parts) and synthesis (i.e., putting parts together).

What follows is a lesson plan for providing practice in analysis and synthesis. The plan is based on lessons developed and described by Beck. Notice how it is sequenced using the principles of direct and explicit instruction.

### **Explanation**

Explain to learners that being able to quickly recognize and combine high frequency words and word parts is important because it helps in reading multisyllabic words.

### **Modeling**

Display the syllables so that they can be shown separately as well as together and say “Words are built up from smaller parts. When I put those parts together, I’m able to figure out whether the word is one I know.”

### **Examples**

“Look at this group of words and word parts: plas, let, tic, at, but, tach, ter, tend, tempt. Let’s read them through together.”

“Point to the cards randomly, making sure that students can accurately identify all of the parts.”

“Now look what happens as I start to combine parts. When I put plas and tic together I get plastic. Plastic. That’s a word I know. When I put at and tend together I get attend. Another word I know. If I put but and tempt together, I get buttempt. Hmm...not a word I know.”

“Continue making words and non-words, making sure to include plaster, attic, letter, attach, attempt, and butter.”

### **Guided Practice**

“Let’s try this again, using another group of words and word parts: in, pre, cra, de, rid, ter, vent, dle, vour, rupt, view.”

After making sure that students can accurately read the parts, ask them to give you some examples of words and nonwords. Then ask them to work in pairs or alone to come up with more examples. Possible words include: interrupt, invent, interview, prevent, cradle, crater, deter, devour, riddle.

### **Application**

Select a short passage to read aloud; supply any missed words, and after reading, identify some of the words made from smaller words and word parts.

Remind learners to look for parts when reading multisyllabic words and continue to monitor their success in doing so during oral reading.

Repeat the cycle above with more examples until learners are more comfortable with analyzing and synthesizing multi-syllabic words.