

Module 19: Word Beginnings

Explanation

“We’re going to spend some time looking at some chunks that occur at the beginning of bigger words; if you recognize the chunks at the beginning and end, then you’ll be able to spend your time looking at the middle of a bigger word to see if you know it.”

Monitoring progress

“For example: d-i-s-c-a-r-d – I’m looking at the word and seeing dis- at the beginning, I know dis says “dis,” because I’ve seen it in a bunch of easy words like dislike and disturb, so now I can look at the second part – c-a-r-d – to see if I know how to say it; and I do, so I can put the two together, and now I can read the word as discard – and discard is a word I know.”

Other examples for the teacher to talk through: dismiss, distrust, distract.

Guided Practice

Spend some time working as a group on words like disappear, disbelief, disconnect.

Follow up by working in pairs (or alone) on words like discharge, disobey, disorder, displease, disadvantage, disagreeable, disapprove, dismissal, distraction, disappearance.

Application

Practice with text.

At this point, you could continue with other very common non-word syllables found at the beginning of words like: com-, de-, ex-, per-, con-, pro-, un-, re-.

As with endings, consider: Do your learners still need more practice in checking the beginnings of words to see if they are known? If so, keep teaching beginnings. If not, move onto syllabication.