

**Lesson Plan #1 Teaching the Decoding Strategy**

**Filming Objective:** To demonstrate how the decoding strategy is taught for the first time prior to beginning WordBuilder.

**Lesson Objective:** At the conclusion of this lesson, students will be able to break down a single word in isolation using the decoding strategy with minimal (0-2) prompts.

<b>Lesson Components</b>	<b>Activities</b>	<b>Questions about Filming</b>
<p><b>Lesson Opening</b> 1 minute</p>	<p><b>Teacher:</b> Today we’re going to learn a strategy that is going to help you read big words by breaking them down into smaller parts.</p> <p>For the rest of your school career—especially in high school and in college the words you read are going to get longer and longer. In fact, this word: <i>(written on board)</i> “antidisestablishmentarianism.” Is the longest word in the English language, and by the end of the school year, after you’ve mastered this strategy, you will be able to use it to break down and read that word, and if you can read that word imagine all of the other words you’ll be able to read!</p>	
<p><b>Review</b> 2 minutes</p>	<p><b>Teacher:</b> In order to break down a word we need to know vowel sounds, prefixes, and suffixes. In our previous lesson, we learned some vowel sounds, prefixes, and suffixes. Let’s review those right now:</p> <p><i>(Teacher flips through vowel sounds “a, e, i, o, u” on flash cards, students say sound first then name.)</i></p> <p><b>Teacher:</b> When you’re reading a word what should you try first the sound or the name?</p> <p><b>Students:</b> The sound.</p> <p><b>Teacher:</b> Yes, if I say “ex plan a tion” <i>(said with short a)</i> what would I need to change the vowel sound to?</p> <p><b>Students:</b> /a/ “ex plan a tion” <i>(said with long a)</i></p> <p><b>Teacher:</b> What are these called? <i>(holds up flashcards with color coded prefixes)</i></p> <p><b>Students:</b> Prefixes</p> <p><b>Teacher:</b> Where do they go?</p> <p><b>Students:</b> In front of the word.</p> <p><b>Teacher:</b> How many prefixes can there be?</p> <p><b>Students:</b> None, 1, 2, 3, etc.</p> <p><b>Teacher:</b> Yes, but they should be...?</p>	

	<p><b>Students:</b> together, connected</p> <p><i>(Teacher flips through prefixes “in, re, de” and students read)</i></p> <p><b>Teacher:</b> What are these called? <i>(holds up flashcards with color coded suffixes)</i></p> <p><b>Students:</b> Suffixes</p> <p><b>Teacher:</b> Where do they go?</p> <p><b>Students:</b> At the end of the word</p> <p><b>Teacher:</b> How many suffixes can there be?</p> <p><b>Students:</b> None, 1, 2, 3, etc.</p> <p><b>Teacher:</b> Yes, but they should be?</p> <p><b>Students:</b> Together, connected</p> <p><i>(Teacher flips through suffixes “ed, s, es, ing” and students read)</i></p>	
<p><b>I do</b></p> <p>2 minutes</p>	<p><i>(Teacher displays prefixes, vowel sounds, and suffixes where students can see them.)</i></p> <p><b>Teacher:</b> Now we are ready to learn our strategy for reading long words. Teacher displays a word on document camera: “defending.” The first thing I’m going to do is circle a prefix. Does anyone recognize our prefix?</p> <p><b>Students:</b> Yes, “de”</p> <p><i>(Teacher circles the prefix saying it out loud as she does)</i></p> <p><b>Teacher:</b> Next, I’m going to circle the suffix, do you see our suffix here?</p> <p><b>Students:</b> Yes, “ing”</p> <p><i>(Teacher circles the suffix saying it out loud as she does)</i></p> <p><b>Teacher:</b> Finally, I’m going to underline the vowel sound, but when I do this, I want to say the vowel sound, and make my pencil match my mouth.</p> <p><i>(Teacher underlines vowel sound and says /e/)</i></p> <p><b>Teacher:</b> Next we’re going to divide our word into parts. When we divide a word, we want each small part to have one vowel sound.</p> <p>I’m going to divide after the prefix, and then I can leave this middle part together because there is only 1 vowel sound, and I’ll divide after that, so how many parts is this word? 1, 2, 3. What is the ONLY part we may not be familiar with? Yes, the middle part, so</p>	

	<p>we are going to read that first: f e n d, fend. Now I will say each part: de fend ing, and blend it into a whole word: defending.</p>	
<p><b>We do</b> 2 minutes</p>	<p><b>Teacher:</b> Let’s practice one word together. <i>(Distributes white boards with “indexed” written on it.)</i></p> <p><b>Teacher:</b> Does anyone remember our first step?</p> <p><b>Students:</b> Circle the prefix.</p> <p><b>Teacher:</b> And what should we say as we circle it?</p> <p><b>Students:</b> The prefix.</p> <p><b>Teacher:</b> Yes, so let’s all do that together. <i>(Teacher and students circle and say “in”)</i></p> <p><b>Teacher:</b> And our second step?</p> <p><b>Students:</b> Circle the suffix.</p> <p><b>Teacher:</b> And what should we say as we circle it?</p> <p><b>Students:</b> The suffix.</p> <p><b>Teacher:</b> Yes, so let’s all do that together. <i>(Teacher and students circle and say “ed”)</i></p> <p><b>Teacher:</b> The reason we circle the prefix and suffix is because we are saying “I know this; I don’t have to worry about it.”</p> <p>What do we do next? Yes, underline and say the vowel. How many vowel sounds are in one word part? 1.</p> <p>And what is my final step? Divide. So where would we divide this? After the prefix, and before the suffix.</p> <p>What is the one part we may not know? The middle part, so let’s touch and say each sound. /d/ /e/ /k/ /s/</p> <p>Now let’s read each part: in dex ed, we have three sounds for ed, which one are we going to use? <i>(students try different sounds and decide on the /t/)</i></p>	
<p><b>You do</b> 2 minutes</p>	<p><b>Teacher:</b> You all are really getting the hang of this. Now, does a word have to have a prefix or suffix? No, that’s right. I’m going to give you each a different word, and you’re going to try and go through the steps on your own, and remember to say the word parts out loud.</p> <p><i>(Teacher distributes white boards with the following words.)</i></p> <p>indent</p>	<p><b>Is it possible to have some kind of commentary?</b></p> <p><b>Talking Head: Students will need prompting for a while, some more than others. At the beginning of every school year I</b></p>

	<p>panicking</p> <p>retested</p> <p>trafficked</p> <p>repacks</p> <p><i>(Teacher monitors and prompts while students break down words.)</i></p>	<p><b>think, oh man, this is taking a long time to teach, and then by the second semester they are bringing in work samples from other classes to show me how they've broken down words that they've encountered while reading!</b></p>
<p><b>Closing</b></p> <p><i>1 minute</i></p>	<p><b>Teacher:</b> Nice work. Can you see how this strategy will help you read words you're unsure of? Why do we circle the prefix and suffix? (Because we know them) How many vowel sounds in one word part? (1) Why do we use this strategy? (To read big words) Great! Next time we do this, we're going to do it on an app. called WordBuilder.</p>	