

Teacher's Guide

MEGAWORDS 1

2nd Edition

Decoding, Spelling, and Understanding
Multisyllabic Words

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1

SYLLABLE TYPES AND SYLLABICATION RULES

 School Specialty

SAMPLE

/ā/		/ē/	/ī/	/ō/	/ū/
absent*	frantic	dental	children*	blossom	button*
actress	gallon*	dentist*	chipmunk	bonnet	custom
address*	gallop	enchant	infant	bottom*	humbug
annex	happen*	hectic	infect	coffin	hundred*
atlas*	magnet*	lesson*	insect*	collect	husband
attic*	mammal*	mental	insult	common*	muffin
bandit	mantis	pretzel	kidnap	Congress*	musket
basket*	mascot	seldom	kitten*	connect*	nutmeg
blanket*	napkin*	selfish	mitten	conquest	public*
cactus	rabbit	splendid	Phillip	consent	publish*
campus	random*	tendon	picnic*	contact*	pumpkin
candid	sandal	tennis*	pilgrim*	contest*	puppet
canyon	sandwich*	velvet	quintet	convict	subject*
catnip	tablet		ribbon	cotton	subtract*
channel*	talcum		signal	fossil*	sudden*
Dallas	traffic*		tinsel	goblet	trumpet
flannel			wisdom	goblin	tunnel
				gossip	until*
				object*	
				optic	
				ostrich	
				problem*	
				progress	
				tonsil	

Three-Syllable Words:

Atlantic badminton establish fantastic Wisconsin

Notes:

- List words are classified according to vowel sound of the first syllable.
- Suggestions for practical spelling words are indicated with an asterisk (*). Or you may want to decide with students which words they will be responsible for spelling, and have them place an asterisk next to each of those words.
- Some list words have multiple pronunciations and/or meanings. Discuss these with students as appropriate.

CONCEPTS COVERED

- Syllable
- Closed Syllable (VC)
- Schwa Sound
- Accented and Unaccented Syllables
- VC/CV Syllabication Rule
- Double Middle Consonant Spelling Rule

STEP

1

Work with One-Syllable Words and Word Parts

Tell students that they will be learning about different types of syllables.

SAY: A **syllable** is a group of letters that has a single vowel sound. A syllable can be a word or part of a word. The words *stay*, *miss*, *stripe*, and *I* are one-syllable words. Other examples of syllables that are not words are *op*, *lect*, and *pre*.

Reading

OBJECTIVE Students will correctly identify, pronounce, and sort VC words and syllables.

Practice Page 2A

- Tell students that one kind of syllable is called a **closed syllable (VC)**.
SAY: There are three things to remember about a closed syllable:
 1. It has only one vowel.
 2. The vowel has a short sound.
 3. It ends in a consonant.
- Review the short vowel sounds with students as necessary (/ă/ as in *apple*; /ĕ/ as in *egg*; /ĭ/ as in *igloo*; /ŏ/ as in *octopus*; /ŭ/ as in *umbrella*).
- Then display the closed-syllable words *at*, *big*, and *must*. Tell students that they are all examples of closed syllables that are words. For each word, have a student point out the vowel, say the sound the vowel makes, point out the final consonant(s), and read the word aloud.
- Tell students that they are going to read some closed-syllable words. Have students read independently or with you the boxed text on the top of 2A. Then have them complete the page, making sure they understand the directions for each activity.
- For Activity 2, dictate the following words.
DICTATION: 1. win; 2. cut; 3. best; 4. flip; 5. rant; 6. rock

Practice Pages 2B–2C

- Display the closed syllables *fran*, *ab*, *cus*, and *tist*. Explain that some closed syllables are not words themselves, but are parts of words. Still, they have only one short vowel and end in a consonant. For each syllable, have students point out the vowel, say the vowel sound, point out the final consonant, and read the syllable aloud.

**Review:**

- A closed syllable has one vowel.
- The vowel has a short sound.
- The syllable ends in a consonant.

- **EXCEPTION** Display syllables *quin*, *quest*, *quiv*, *quit*, *ques*, and *quill*. Explain that *qu* is pronounced /kw/ and will always be followed by another vowel. The displayed *qu* syllables are closed, and the vowel after the *u* has a short sound. Have students pronounce each syllable.
- Have students read independently or with you the boxed text on 2B. Then have them complete 2B and 2C, making sure they understand the directions. For Activity 1 on 2C, you may want to demonstrate for students how to mark a short vowel sound in a closed syllable by placing a breve (˘) over the vowel.

DIFFERENTIATING INSTRUCTION For students who need further practice identifying closed syllables, try a word sort activity. Make a set of cards with closed syllables and other types of syllables (see page 161 for additional syllable types). Have students sort the cards into two piles—closed and not closed—and have them explain their reasoning. For example, *ap* and *tist* are closed because they each have one vowel and end in a consonant; *nee* is not closed because it has two vowels; *cu* is not closed because it ends in a vowel.

Spelling

OBJECTIVE *Students will correctly spell closed syllables.*

Practice Page 2D

- Display closed syllables *sect*, *tract*, *fect*, and *tect*, and read them aloud to students, underlining the *ct* in each word as you say it. Tell students that some syllables end in the consonant blend *ct*. Explain that many students have trouble spelling words that end in *ct* because the blend is hard to hear. Invite them to say each *ct* syllable with you as you point to it.
- Then tell students they will practice spelling syllables with *ct*. Have them complete Activity 1, making sure they understand the directions. For Activity 2, dictate the following syllables, making sure that students repeat the syllables aloud while spelling. **DICTATION:** 1. dal; 2. lect; 3. ton; 4. den; 5. sect; 6. cus; 7. quin; 8. cof; 9. tist; 10. tact; 11. prog; 12. lish
- If needed, help students find the *ct* syllable in the longer words in Activity 3.

**Review:**

If you hear a short-vowel sound in a syllable:

- What kind of syllable is it? closed
- How many vowels does it have? 1
- Is the last letter a vowel or a consonant? consonant

Work with Combined Word Parts

Reading

OBJECTIVE Students will pronounce individual closed syllables and combine them to read a whole word. They will match syllables to build real words.

Practice Page 2E

- Tell students that many words are formed by putting two closed syllables together.
- Using the example below, point out the individual closed syllables *con* and *tact*, and show students how to mark the vowels short with a breve (˘). Then pronounce the syllables, combine them to read the word, and draw a line between the individual syllables in the word. Ask students to repeat the syllables and the combined word as you point to each.

Example: c[˘]o[˘]n t[˘]a[˘]c[˘]t con|tact

- Have students read independently or with you the boxed text on the top of 2E. Then have them complete the page, making sure they understand the directions for each activity.
- **VOCABULARY** As students read the whole words, review selected word meanings that they may find difficult. Use the following as models, making sure students understand that there may be pronunciation changes in multiple-meaning words.
 - *Nutmeg* is a spice used in baking and cooking.
 - A *convict* is a person in prison; to *convict* someone is to find that person guilty of a crime.

Practice Pages 2F–2G

- Explain to students that when two closed syllables are combined to make a two-syllable word, the vowel in the second syllable is often not what they might expect. Instead, it may have either a short-*i* sound or the schwa sound, which sounds like short *u* (/ü/).
- Display the schwa symbol: ə.

SAY: The **schwa sound** is marked with this symbol. Most vowel letters and letter combinations can make the schwa sound. The schwa sound is found only in the unaccented syllable, which is usually the second syllable of a two-syllable word.

DIFFERENTIATING INSTRUCTION As needed, provide the following explanation and examples of accented and unaccented syllables.

- The **accented syllable** has more emphasis than the other syllable or syllables in a word. The accented syllable is pronounced with a clear vowel sound. For example, in the word *happen*, the first syllable /hăp/ is the accented syllable.
- **Unaccented syllables** have less emphasis. They are often pronounced with a schwa or short-*i* sound. For example, in the word *happen*, the second syllable /pən/ is the unaccented syllable.

Say some list words, and have students distinguish accented and unaccented syllables in each.

- Using the example below, point out the individual closed syllables *kit* and *ten*. Mark the vowel in the first syllable short (˘) and put a schwa symbol (ə) above the vowel in the second syllable. Then pronounce the syllables, combine them to read the word, and draw a line between the individual syllables in the word. Ask students to repeat the syllables and the combined word as you point to each.

Example: kit[˘] ten^ə kit | ten

- Have students read independently or with you the boxed text on the top of 2F. Then have them complete 2F and 2G, making sure they understand the directions.
- **VOCABULARY** As students read the whole words on 2F, review selected word meanings that they may find difficult. Use the following as models, making sure students understand that there may be pronunciation changes in multiple-meaning words.
 - A *subject* is a topic, theme, or area of study. If you *subject* someone to something, you make them experience it.
 - *Seldom* means “rarely” or “not often.”

Spelling

OBJECTIVE Students will isolate, pronounce, and spell closed syllables that are parts of list words. They will build vocabulary.

Practice Page 2H

- For Activity 1, dictate the following words. Make sure that students repeat each word and spell the missing syllable. Then have them say the whole word as they write it.
DICTATION: 1. talcum; 2. musket; 3. ribbon; 4. splendid; 5. subtract; 6. atlas; 7. trumper; 8. ostrich; 9. seldom; 10. pilgrim; 11. dentist; 12. problem; 13. kidnap; 14. selfish; 15. insect; 16. contest; 17. cactus; 18. nutmeg; 19. contact; 20. establish



Review:

If a syllable is closed, the vowel sound is short. A closed syllable has only one vowel and it ends in a consonant.

Practice Pages 2I-2J



Review:

The second syllable of a two-syllable word often has the short-*i* sound or the schwa sound (/ə/). These sounds can be difficult to spell because all of the vowels can make the sound, and you have to remember which vowel to use.

- Tell students they will be learning short-*i* and schwa spelling patterns that show up at the end of List 2 words.
- Display the word *basket* and read it aloud, underlining the *et* as you say it. Explain that *et* as in *basket* is a common spelling for /ət/ or /it/ at the end of words.
- Display the word *attic* and read it aloud, underlining the *ic* as you say it. Tell students that *ic* is a common spelling for /ik/ at the end of two- and three-syllable words.
- Then display the word *bottom* and read it aloud to students, underlining the *om* as you say it. Tell students that *om* is a common way to spell /əm/ at the end of words.

- **EXCEPTION** Display the word *problem* and read it aloud to students, underlining the *em* as you say it. Explain that the word *problem* is an exception: /əm/ at the end of *problem* is spelled *em*.



Review:

How do you spell these common endings?

- /ət/ = et as in *basket*
- /ɪk/ = ic as in *attic*
- /əm/ = om as in *bottom*

- Have students read independently or with you the boxed text on 2I and 2J. Then have them complete the pages, making sure they understand the directions for each activity. Have students use a dictionary or work with a partner as necessary.

STEP

3

Work with the Whole Word

Reading

OBJECTIVE Students will apply the VC/CV Syllabication Rule to read words correctly.

Practice Pages 2K–2L

- Introduce the **VC/CV Syllabication Rule**.
SAY: When two consonants stand between two vowels, you divide the word between the consonants. The first vowel is usually short because the syllable is closed.
- Explain that in List 2 words, the second syllable is also closed, but because it is unaccented the second vowel sound will either be short or schwa.
- Display the words *atlas* and *selfish*. Label the vowels and consonants under the appropriate letters as shown below. For each word, apply the VC/CV Rule by drawing a line between the consonants, and mark the short vowel sound in the first syllable with a breve (˘). Have students read the words aloud with you.

at las	sel fish
vc cv	v c cv



Review:

The VC/CV Syllabication Rule says that if two consonants stand between two vowels, you divide the word between the consonants.

- Then explain that if *more than two* consonants stand between two vowels, you divide between the consonants so that consonant blends (*tr, dr, nd, mp, gr*) and digraphs (*ch, th, sh, wh*) stay together.
- Explain that if three consonants in the middle of the word (e.g., *Congress*) include two possible blends (*ng* or *gr*), you keep the *r*-blend together when dividing the word into syllables. Display and mark this example:

con gress
v c c v

- Have students read independently or with you the boxed text on 2K and 2L. Then have them complete these pages, making sure they understand the directions for each activity.

Spelling

OBJECTIVE Students will spell list words with special attention to schwa endings and double middle consonants.

Practice Page 2M

- Display the words *ribbon*, *kitten*, and *napkin*, circling the last two letters in each word as you say it. Tell students that /ən/ at the end of a two-syllable word can be spelled one of three ways: *on* as in *ribbon*, *en* as in *kitten*, or *in* as in *napkin*.
- Have students read independently or with you the boxed text on 2M. Then have them complete the page, making sure they understand the directions for each activity.

Practice Pages 2N-2O

- Introduce the **Double Middle Consonant Spelling Rule:**
SAY: In a two-syllable word, when you hear one consonant after the first short vowel sound, double it. (See List 6 for exceptions to this rule.)
- Display the words *gallop* and *ribbon*, underlining the double consonant in each. Read each word aloud, having students listen closely for the first short vowel sound followed by a single consonant sound. Then have a volunteer explain why each word has a double middle consonant.
- Have students read independently or with you the boxed text on the top of 2N. Then have them complete 2N and 2O, making sure they understand the directions.
- For Activity 1 on 2O, dictate the following words. Make sure students repeat the words and sound out each syllable while spelling.
DICTATION: 1. dentist; 2. basket; 3. sudden; 4. signal; 5. problem; 6. happen; 7. subject; 8. selfish; 9. establish; 10. fantastic

DIFFERENTIATING INSTRUCTION Some students may be ready for practice in building words. Challenge students to create families of words by adding common affixes (-s, -ed, -ing, -(t)ion, -ly, un-, and dis-) to list words. Discuss changes in part of speech and meaning.

STEP

4

Work with Words in Context

Comprehension

OBJECTIVE Students will complete sentences using list words.

Practice Pages 2P-2R

- Have students complete 2P, 2Q, and 2R, making sure they understand the directions. For 2Q and 2R, have students use a dictionary or work with a partner as necessary.

Reading, Spelling, and Writing

OBJECTIVE *Students will read and spell sentences that contain List 2 words. Students will use correctly-spelled list words in their own writing.*

Practice Page 2s

- Have students complete Activities 1–3, making sure they understand the directions.

DIFFERENTIATING INSTRUCTION For students who need fluency practice, ask them to read the sentences in Activity 1 on 2S silently after they have circled the words. Then have them improve their fluency by reading the sentences aloud to a partner several times.

- For Activity 2 on 2S, choose three sentences from the first activity to dictate. Have students write the sentences on a separate piece of paper.
- For Activity 3 on 2S, challenge students to use ten List 2 words in a brief narrative or descriptive paragraph. Encourage them to be creative.

STEP 5

Monitor Progress to Increase Reading and Spelling Accuracy

Reading and Spelling Skill Check

OBJECTIVE *Students will read words from List 2 with 90 percent accuracy and record their progress on the Accuracy Checklists. Students will spell ten spelling words from List 2 with 90 percent accuracy and record their progress on the Accuracy Checklists.*

- Activity 4 on 2S is a reading and spelling skill check.
- For each student, make two copies of **List 2/Reading Skill Check, Form A or B** (page 144). (You may also select ten words of your choice.) Give a copy to the student and ask him or her to read the words aloud to you as you indicate errors and omissions on the second copy. Share the student's performance with him or her, and have the student record the performance on the **Accuracy Checklist**.
- Provide students with a copy of **List 2/Spelling Skill Check** (page 160). Select ten words from the list or dictate the following words. Share students' performance with them, and have students record their performance on the **Accuracy Checklist**.

DICTATION: 1. basket; 2. dentist; 3. lesson; 4. common; 5. problem; 6. public; 7. sudden; 8. attic; 9. pilgrim; 10. kitten

ASSESSMENT If students do not achieve 90 percent accuracy, or if reading and/or spelling accuracy are not improving, more practice should be done on the learning steps. Error analysis can help pinpoint the areas of concern. Skill checks should be repeated until students have achieved 90 percent accuracy or better.

Monitor Progress to Build Reading Proficiency

Word Proficiency

OBJECTIVE *Students will read list words with speed and accuracy.*

- Activity 5 on 2S is a word proficiency assessment.
- Once students have demonstrated that they can read a selection of List 2 words untimed with 90 percent accuracy, they should work on increasing reading speed by doing frequent rate timings.
- Use a stopwatch or second hand to time each student as he or she reads the list for a minute. A warm-up timing can be used for practice before doing a second “official” timing. If the student finishes the list in less than a minute, he or she should return to the beginning and continue to read until the time is up.
- Have students record performance on the **Word Proficiency Graph**, indicating the number of words read correctly in a minute as well as the number of errors. A goal of 45 to 50 words per minute with two or fewer errors on two of three consecutive days is realistic for most students; however, goals should be individualized as appropriate.

ASSESSMENT If a student makes more than four errors on timed readings, discontinue timing the student and focus your instruction instead on reading accuracy. Identify and analyze errors and concentrate your teaching on the specific problem areas. If errors are minimal but the student is still not meeting projected goals, he or she probably needs more practice with the words. Marked improvement can often be made if the word list is practiced at home.

Passage Comprehension and Fluency

OBJECTIVE *Students will read a passage with accuracy and at a reasonable rate, with attention to expression and phrasing, and then answer vocabulary and comprehension questions about it. Students will do repeated readings of that passage to build fluency.*

Practice Page 2T

The Road Race • 182 words

Passage Comprehension

- Have students look at Activity 1. Tell them they are going to read a passage that includes several List 2 words.
- Direct students to the words at the top of the page. Have students practice List 2 Words and Review Words by reading them aloud. Introduce Passage Words by reading them aloud, and give students time to read them with accuracy. Review meanings of words as necessary.
- Have students read the passage and answer the questions independently.
- For students who need additional help, provide support as necessary by identifying unknown words or pointing out the part of the passage where an answer can be found.

Fluency

- Students will be evaluated for fluency individually.
- Tell students that for Activity 2, they will be doing repeated readings of the passage to build speed and accuracy.
- Discuss fluency achievement and goals, and have students continue repeated readings until those goals are met. Between timings, have students look over the passage, reread it, and practice any words that caused difficulty.
- If students are being timed for Word Count Per Minute (WCPM), use the **Recording Form for Practice Page 2T** (page 145) to indicate any errors and to determine rate (mark number of words read by student in one minute, minus errors). Note expression and phrasing as appropriate.
- Share WCPM performance and have students record it on the **Fluency Graph**. WCPM goals should be individualized as appropriate according to grade-specific guidelines for oral reading fluency. You may wish to refer to WCPM rates of Hasbrouck and Tindal oral reading fluency data (2005).

MEGAWORDS

RECORDING FORMS

List 2

Reading Skill Check, Form A

Name _____ Date _____

cactus

mammal

seldom

hectic

infect

chipmunk

optic

tonsil

trumpet

tunnel

List 2

Reading Skill Check, Form B

Name _____ Date _____

atlas

wisdom

actress

goblet

splendid

contact

velvet

musket

mitten

publish

Name _____ Date _____

List 2 Words			Review Words		Passage Words	
Phillip	traffic	sudden	maybe	everyone	thought	finish
Atlantic	problem	tendon	today	himself	people	toward
hundreds	progress	ribbon			ahead	through
signal	galloping	until				

The Road Race		3
“Maybe today is the day,” thought Phillip. It was the start		14
of the Atlantic Road Race, and hundreds of runners waited for		25
the signal.		27
Then the starting shot went off. At first, it was like a traffic jam		40
of people, so it was hard to get going. But that wasn’t a problem		53
for long. Soon the pack thinned out, and Phillip moved ahead.		64
Phillip kept a good pace, but he was not happy with his		76
progress. Everyone was galloping past him. He ran faster.		85
In the last stretch of the race, Phillip was in the lead. Then,		98
all of a sudden, he tripped on a pothole in the road and fell.		112
He was in a lot of pain, and he thought he might have pulled		126
a tendon in his leg. But he saw the finish line ahead. He got up		141
and slowly limped toward it.		146
“Maybe I didn’t get to run through the ribbon,” Phillip said		157
after the race, “but at least I crossed the line.” And Phillip told		170
himself that it would not be long until he was running again.		182

Fluency Rate

$$\frac{\text{Words read in 1 minute}}{\text{Errors}} = \text{WCPM}$$

Accuracy Checklist

Megawords 1, Lists 1–8

Name _____

Word List	Examples	Check Test Scores Date:		Reading Skill Check			Spelling Skill Check		
		Reading	Spelling						
1. Compound Words	without haystack								
2. VC/CV Closed Syllables	tonsil splendid								
3. VC/CV Closed and Silent-e Syllables	stampede escape								
4. VC/CV Closed and r-Controlled Syllables	lobster garlic								
Review List: 1–4									
5. V/CV	tulip raven								
6. VC/V	relish comet								
7. /Cle	stumble purple								
8. V/V	diet fluid								
Review List: 1–8									

Record accuracy score as a fraction: $\frac{\# \text{ correct}}{\# \text{ attempted}}$

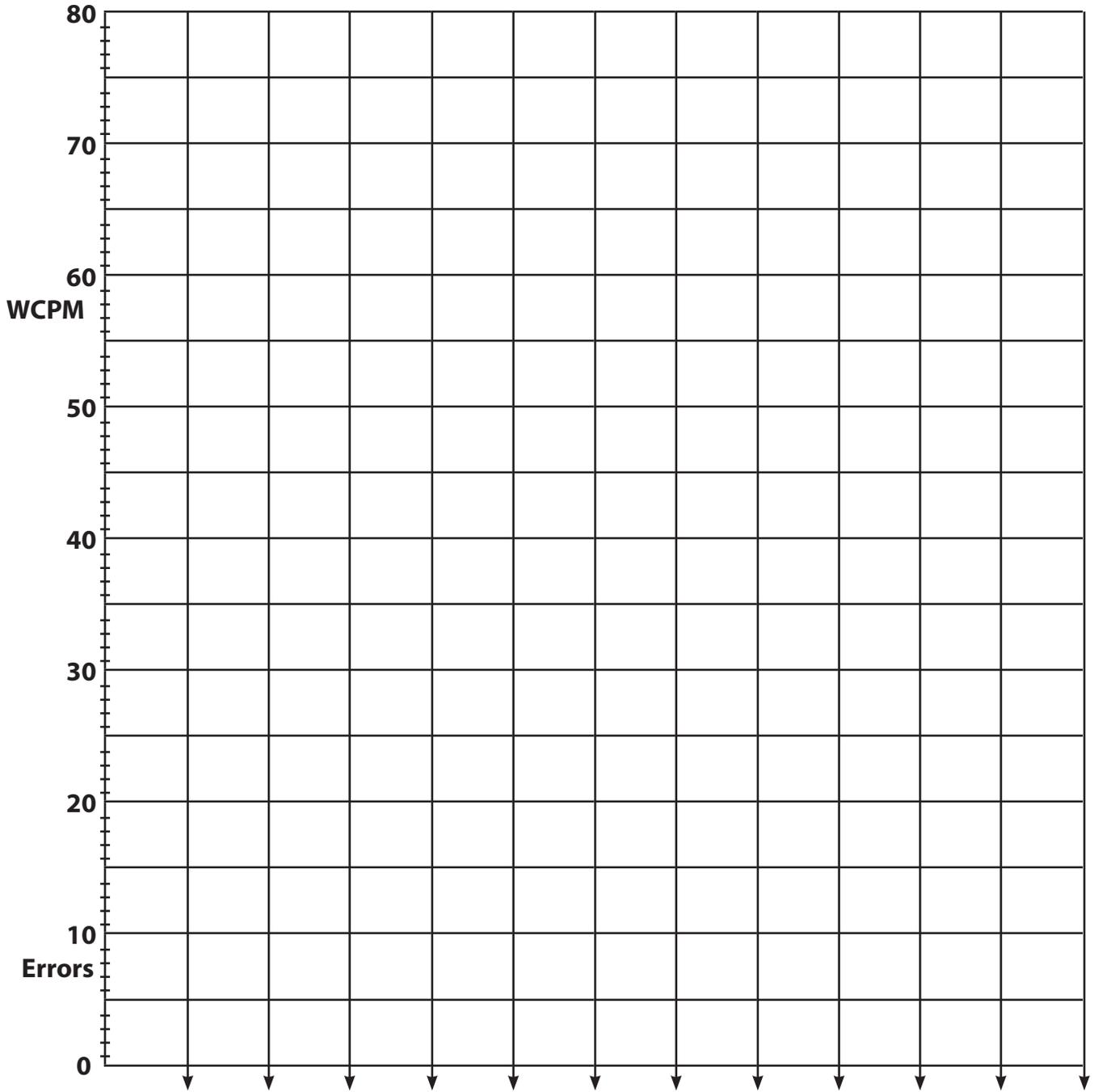
Word Proficiency Graph

Name _____

●—● Words read correctly in one minute (WCPM)

Goal _____

×—× Errors



Word List* _____

Date _____

Errors _____

WCPM** _____

© SSI • MAY BE DUPLICATED

*Repeat Word Lists as many times as needed.

**Word Count Per Minute (WCPM) = Words read in one minute - Errors

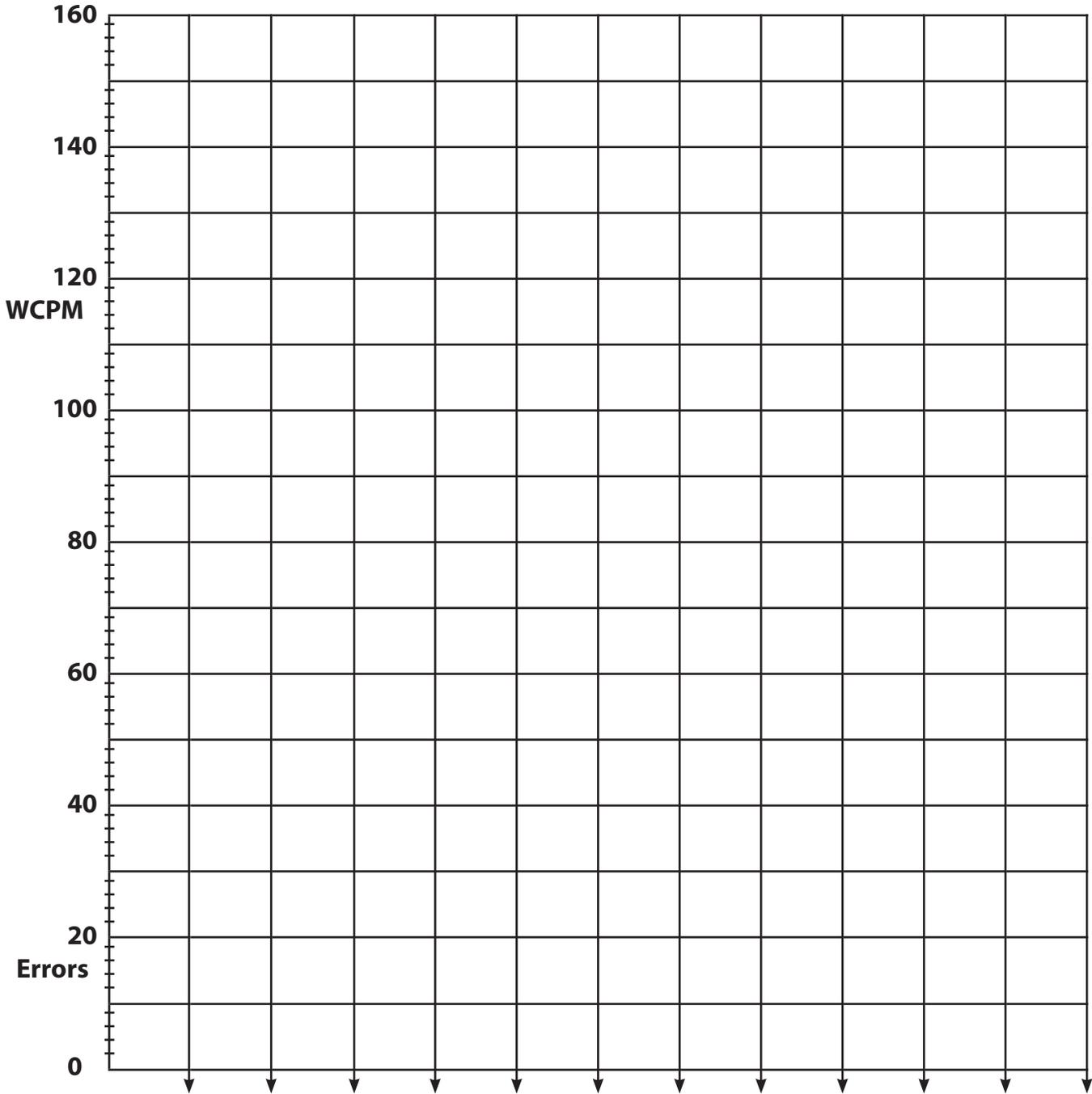
Fluency Graph

Name _____

●—● Words read correctly in one minute (WCPM)

Goal _____

×—× Errors



Passage* _____

Date _____

Errors _____

WCPM** _____

* Repeat Passages as many times as needed.

**Word Count Per Minute (WCPM) = Words read in one minute - Errors