



Advanced Decoding: Multisyllabic Words

The purpose of this activity is for students to develop an understanding that words are made up of syllables and that syllabication rules can be used when reading longer multisyllabic words.

Prepare

- Give each student five [green rectangles](#).
- Distribute whiteboards and markers to each student.
- Use the multisyllabic word bank at the end of the activity.

Warm-Up



Today, we are going to learn to read multisyllabic words. Longer words are made up of syllables. A syllable is a word part that always has a vowel sound. Let's listen to some words and map the syllables to the words so that we can see how longer words are made up of smaller parts.

Modeling

Listen, the word is *intent*. I can place my hand under my chin and feel it drop as I say each part. Model by placing your hand under your chin and saying *in-tent*. **I felt my chin drop for two word parts or syllables. What vowel sound do you hear in *in*?** Students should respond /i/. **What vowel sound do you hear in *tent*?** Students should respond /e/.

Write the word on the board and model mapping it. **I can use my rectangles to show the syllables that I hear by placing one under the first part *in* and then another rectangle under *tent*.** Circle the vowels i and e in the word *intent*, to show that each syllable has a vowel.

in-tent

I hear two syllables and I see how this longer word can be broken into syllables to make it easier to read. There are six types of syllables and rules for each of them, but for today, we will continue to map the syllables to their smaller parts, so we can better understand how words are constructed.

Students should be able to orally segment words into syllables.

Guided Practice



Let's try the next one together. Write the next word *fantastic* on the board and read it. **Let's put our hand under our chin and see if we can feel the syllables as we say the word, *fan-tas-tic*. How many times did your chin move?** Students should reply three. **What vowel sound do you hear in *fan*?** Students should respond /a/. Circle the *a* in *fan*. **What vowel sound do you hear in *tas*?** Students should respond /a/. Circle the *a* in *tas*. **What vowel sound do you hear in *tic*?** Students should respond /i/. Circle the *i* in *tic*.

Students may need to review oral segmentation of vowel sounds in one-syllable words.

Now, write the word on your whiteboard, large enough to map the syllables you hear with your green rectangles.

fan-tas-tic

I can use my rectangles to show the syllables that I hear by placing one under the first part, *fan*, another under *tas*, and then another rectangle under *tic*. Show students that each syllable can be represented with one green rectangle.

Practice



Let's try some more.

1. Write the word on the board and read it. **Let's put our hand under our chin and see if we can feel the syllables as we say the word.** Students should feel for their chin dropping, as they say the word with you.
2. **How many syllables are in the word?** Have students repeat the word, feel their chin drop for the syllables, and count how many syllables the word has.
3. **Write the word on your whiteboard.** Have students copy the word on their whiteboards. **Circle the vowels.**
4. **Now, use your rectangles to map each syllable in the word.** Have students read each syllable as they map the word with their rectangles.

Break the word into its syllables as you write it on the board. Students will learn and apply syllabication rules in more advanced lessons.

Word Bank



Three-Syllable Words	Four-Syllable Words	Five-Syllable Words
rec-tan-gle		
im-ag-ine		
li-brar-y		
in-ter-view		
i-so-late		
rec-on-cile		
nec-tar-ine		
	an-noy-ing	
	ma-nip-u-late	
	dan-de-li-on	
	av-o-cad-o	
	his-tor-i-cal	
	a-pol-o-gize	
		In-di-vid-u-al
		dis-o-be-di-ent
		or-gan-i-za-tion
		el-e-men-ta-ry
		mis-un-der-stand-ing
		co-op-er-a-tion
		vo-cab-u-lar-y

Wrap-Up



Excellent work breaking up these longer words into their individual syllables! Keep it up!

Green Rectangles

