

HINTS

Lesson Objective	(Word Identification) Students will identify multisyllabic words using letter-sound correspondence and structural analysis.	
Vocabulary	<p>prefix: a word part added to the beginning of a word</p> <p>suffix: a word part added to the end of a word</p> <p>base word: the main part of a word to which prefixes and suffixes are attached</p>	
Reviewed Vocabulary	vowel, consonant	
Instructional Materials	Teacher	Student
	<ul style="list-style-type: none"> • Teacher Masters • Demonstrate—HINTS Poster • Practice—Selection of text that students are currently reading that contains words with prefixes and suffixes • Highlighter • Timer 	<ul style="list-style-type: none"> • Student Booklet • Practice—Copies of text for each student or pair of students, selected from text they will read in class that day. The text should contain words with prefixes and suffixes. • Highlighters, one for each student

Preview

When skilled readers encounter a word they don't know, they use strategies to pronounce the unknown word and define it.

The HINTS strategy will help you identify many unknown words.

Teacher Note

Prior to beginning this lesson, students should know what prefixes, suffixes, and base words are.

Engage Prior/Informal Knowledge

1. Review prefixes and suffixes.

Sometimes we don't recognize a word right away because it has prefixes and suffixes.

Who can tell us what a prefix is? *(a word part added to the beginning of a word)* **What are some examples of prefixes?** *(Answers will vary. Possible answers include: in-, un-, dis-.)*

Who can tell us what a suffix is? *(a word part added to the end of a word)* **What are some examples of suffixes?** *(Answers will vary. Possible answers include: -ed, -tion, -able.)*

So then what is a base word? *(the main part of the word to which prefixes and suffixes are added)* **We will look at examples of base words when we practice the strategy.**

Sometimes when you do not know the meaning of a word, you may be able to use prefixes, suffixes, and base words to determine its meaning.

2. Review vowels and consonants.

Let's review some knowledge you need in order to pronounce words. What is a vowel? (*a, e, i, o, u, and sometimes y*) **And what is a consonant?** (*all letters that are not vowels*)

Check for understanding by asking several students to give you an example of a vowel or a consonant.

Teacher Note

If students have already been taught the SPLIT lesson, review the syllable patterns and remind them that syllable patterns provide clues they can use to sound out unknown words.

Demonstrate

1. Introduce the HINTS strategy.

Display the *TM#1: Demonstrate—HINTS Poster* and point to it.

These are the steps in the HINTS strategy:

- 1. Highlight the prefix and/or suffix parts.**
 - 2. Identify the consonant and vowel sounds in the base word.**
 - 3. Name the base word.**
 - 4. Tie the parts together fast.**
 - 5. Say the word.**
2. Demonstrate the HINTS strategy.

Display the *TM#2: Demonstrate and Practice—HINTS Word List*. Use the strategy to identify the sample words, starting with *incurable*.

Let's look at this first word on the HINTS Word List. Sometimes when a word has a prefix or suffix, we are not sure exactly how to pronounce it.

The words we practice today might be easy for some of you. Focus on learning the strategy, so that you can later apply it to more difficult words. In order to practice this strategy, let's assume that we don't know how to pronounce this first word on the practice list.

The first step in the strategy is: "Highlight the prefix and/or suffix parts." I see *in* and *able*. I'm going to highlight them.

Highlight *in* and *able* in *incurable*.

Step 2 of the strategy is: "Identify the consonant and vowel sounds in the base word."

The consonant and vowel sounds in the base word are /c/, /u/, and /r/.

What is the next step? (Name the base word.) Hmm. If I try to pronounce C-U-R, I might say "cur." That doesn't sound right. So I'm going to try some other pronunciations.

Model testing various ways of pronouncing the base word, and end with "cure." Remind students that the "e" at the end of a word is frequently dropped when a suffix is added.

Teacher Note

If students have been taught the SPLIT lesson, review the rules for saying words that have a consonant-vowel-consonant pattern.

Step 4 is: "Tie the parts together fast." Now, we say the base word with the prefix and suffix attached. How would we say it? (*incurable*)

Step 5 is: "Say the word," which you just did. The word is *incurable*.

Display the *TM#4: Prefix List* and *TM#5: Suffix List*.

You can use the Prefix and Suffix lists to define the word. I know what *cure* means: “to heal.” I know the suffix *-able* means “can.” And I know the prefix *in-* means “not.” So what do you think *incurable* means? (*not able to be cured*)

Practice

1. Practice applying the strategy with class input.

Complete the strategy for the remaining three words on the *TM#2: Demonstrate and Practice—HINTS Word List*. To maintain the pacing of the class practice, limit student responses to two per word.

Teacher Note

It may be necessary to remind the students that some words are only partially decodable; that is, their pronunciation may not conform to typical letter-sound correspondences.

2. Students practice applying the strategy.

Have students work independently to complete the *SB#1: Practice—HINTS Word List*. Refer to *TM#6: Practice—HINTS Word List Answer Key* as needed. Have students restate the instructions and check for understanding. Set the timer for 5 minutes.

While students are working, circulate around the room and provide corrective feedback as needed.

When 5 minutes have passed, call on students to explain how they used the HINTS strategy to identify the word. Then, have the students share how they used their knowledge of prefixes and suffixes to identify the probable meaning of the word.

3. Students practice applying the strategy in pairs, with a selection from the text they will be reading in class that day.


Have the students work in pairs to examine the selection from their current reading that contains words with prefixes and suffixes.

Create a list of five words in the space provided on the *SB#4: Practice—HINTS Log*, and then try to identify the words using the HINTS strategy. Refer to the *TM#1: Demonstrate—HINTS Poster*, if needed, and record your responses in the space provided on the *HINTS Log*. I am going to demonstrate finding the first word for you.

Begin reading the selection aloud. Stop when you get to the first word that has a prefix and/or suffix, and point it out to students. Tell students to write the word in the first box on their worksheet.

Have students restate the instructions and check for understanding. Set the timer for 5 minutes.

Circulate around the room and provide corrective feedback as needed.

<p>Watch For</p> 	<p>Students might choose words that are not composed of a base word plus a prefix or suffix. For example, they might choose the word <i>ingredients</i>. Explain that the base word must make sense if you say it by itself without the prefix and/or suffix attached.</p>
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4. When 5 minutes have passed, call on students to explain how they used the HINTS strategy to identify the word. Then, have the students share how they used their knowledge of prefixes and suffixes to identify the probable meaning of the word.

Independent Practice

1. Have students complete the *SB#5: Independent Practice*.
2. Collect the materials, score the work using *TM#7: Independent Practice Answer Key*, and check for mastery.