

SPLIT

Lesson Objective	(Word Identification) Students will use their knowledge of syllable types and the SPLIT strategy to identify unknown multisyllabic words.	
Vocabulary	syllable: a unit of spoken language that has one uninterrupted sound, or “beat”	
Reviewed Vocabulary	consonant, vowel	
Instructional Materials	Teacher	Student
	<ul style="list-style-type: none"> • Teacher Masters • Timer • Demonstrate— <i>Syllable Patterns Poster</i> • Demonstrate—<i>SPLIT Poster</i> 	<ul style="list-style-type: none"> • Student Booklet

Preview

Occasionally when we read, we come to a long word that we do not recognize at sight. When this happens, we can use our knowledge of syllable patterns to quickly pronounce the parts of the word and then combine the parts to identify the whole word.

Teacher Note

This lesson follows the Syllable Patterns lesson and is to be used with students who struggle to decode multisyllabic words. Students must know vowels, consonants, and the six syllable patterns. Students may require additional time in order to achieve mastery of this material. Consider covering the lesson over two or three days, depending on the scaffolds needed to promote understanding.

Engage Prior/Informal Knowledge

1. 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 of the other letters*)

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

2. Review the six types of syllables.

What is a syllable? (*Students might offer a definition but will likely try to explain their knowledge by giving an example or by clapping.*)

A syllable is a unit of spoken language that has one uninterrupted sound, or "beat." For example, the word *mistake* has two beats: /mis/ and /take/, so it has two syllables.

Let's review the six syllable patterns you have already learned.

3. Students complete a silent warm-up to review syllable patterns.

Display *TM#1: Engage Prior Knowledge—Silent Warm-Up* and direct students' attention to their copies, *SB#1: Engage Prior Knowledge—Silent Warm-Up*. Give students 3 minutes to complete the assignment.

When 3 minutes have passed, have students share their responses, and provide corrective feedback. Refer to *TM#2: Engage Prior Knowledge—Silent Warm-Up Answer Key*, as needed. Record corrections on the display, and ensure that students correct their papers.

Demonstrate

1. Introduce the SPLIT strategy.

Today you are going to learn a word identification strategy called *SPLIT* to pronounce unknown words as you read. The strategy uses the six syllable patterns that we learned before.

Display the *TM#3: Demonstrate—SPLIT Poster*. Tell the students what each letter in *SPLIT* stands for:

- **See the syllable patterns.**
- **Place a line between each syllable.**
- **Look at each syllable.**
- **Identify the syllable sounds.**
- **Try to say the word.**

Call on students to tell you what each letter in *SPLIT* stands for. Check for understanding and provide corrective feedback as needed.

2. Demonstrate using SPLIT to pronounce a word.

We are going to practice using the SPLIT strategy to pronounce words. The words we practice with today might be easy for some of you. Focus on learning and practicing the

strategy, so that you can later apply it with more difficult words.

Display the *TM#4: Demonstrate and Practice—SPLIT* and direct students' attention to their copies. Display the *TM#5: Demonstrate—Syllable Patterns Poster*.

What is the first step in SPLIT? (*See the syllable patterns.*) **The first syllable is *e*. What kind of syllable is that? Refer to the *SB#2: Syllable Patterns Chart*, if you need it.** (*open*)

The second syllable is *lab*. What kind of syllable is that? (*closed*)

The third syllable is *or*. What kind of syllable is that? (*vowel-r*)

The fourth syllable is *a*. What kind of syllable is that? (*open*)

The last syllable is *tion*. What kind of syllable is that? (*final stable*)

Teacher Note

If students have been taught the HINTS lesson of the Reading Module, remind them of the prefixes and suffixes they already know.

That was the first step in SPLIT, which was what? (*See the syllable patterns.*)

What is the next step? (*Place a line between each syllable.*)

Place a line between each syllable in *elaboration* (e.g., e/lab/or/a/tion).

What is the next step in SPLIT? (*Look at each syllable.*)

Point to each syllable.

Now we're on the *I* in SPLIT. What does the *I* stand for?
(Identify the syllable sounds.) **Pronounce each syllable:** /e/, /lab/, /or/, /a/, /shun/.

The last step is to try to say the word. Once you have all of the syllable sounds, blend them together to say the word.

Practice

1. Practice using SPLIT to pronounce a word, with class input.

Now, let's practice together with the second word.

What is the first step in SPLIT? (See the syllable patterns.)
What is the first syllable in this word? (*pro*) **Which syllable pattern is that?** (*open*)

What is the second syllable in this word? (*mo*) **Which syllable pattern is that?** (*open*)

What is the last syllable in this word? (*tion*) **Which syllable pattern is that?** (*final stable*)

That was the first step in SPLIT, which was what? (See the syllable patterns.)

What is the next step? (Place a line between each syllable.)

Place a line between each syllable in *promotion* (e.g., pro/mo/tion).

What is the next step in SPLIT? (Look at each syllable.)

Point to each syllable.

Now we're on the *I* in SPLIT. What does the *I* stand for?
(Identify the syllable sounds.) **Pronounce each syllable.** (/pro/, /mo/, /tion/)

The last step is to try to say the word. Once you have all of the syllable sounds, blend them together to say the word.

2. Students practice the SPLIT strategy in pairs.

Display *TM#6: Practice—SPLIT* and direct students to their copies, *SB#3: Practice—SPLIT*.

Now you will practice the SPLIT strategy with a partner. Refer to your *SB#3: Syllable Patterns Chart* as you work.

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

Circulate among the students while they work, and provide corrective feedback as needed.

3. When 5 minutes have passed, ask for volunteers to share their responses, and record correct responses on the display. Refer to *TM#7 Practice—SPLIT Answer Key*, as needed. Have students make corrections or additions to their own papers.

Independent Practice

1. Have students complete the *SB#4: Independent Practice*.
2. Collect the materials, score the work using *TM#8: Independent Practice Answer Key*, and check for mastery.

Teacher Note

As an extension of this lesson, keep the SPLIT and Syllable Patterns posters in a visible place in the classroom and refer to them when students encounter new, multisyllabic words. Frequently remind students of the steps in the strategy.