

## Module 19: Recognizing Large Words

### Explanation

Explain to learners that they are doing well on recognizing the beginnings and endings of words, as well as learning some common parts. Now they are going to spend some time getting more comfortable with using this knowledge to break big words into parts.

Remember to display parts so that they can be shown separately as well as together.

### Modeling

“Let’s start with a word already broken up into parts: sat is fac tion – first I’m going to say each part, and then put the parts together to see if it’s a word I know. And I do, Satisfaction.”

- “Let me try another one: in ven tion. Invention.”
- When words are in parts and I say the parts, it’s easy for me to see if they parts make up a word I know.
- “Now let’s try some together: ad ven ture; mis un der stood” ... Make sure that learners are blending the parts. Provide more examples if necessary.
- “Now let me take a word and see if I can put in into parts: intention – tion is probably a part; in maybe is; that leaves ten; so now I’ve got in ten tion; I’ll try the parts together – intention – that’s a word I know.”
- “Let me do another one: surrender; sur ren der...” Repeat the process.

### Guided Practice

“Let’s try some together.” Provide words like wonderful, thundering, interrupted.

“Now you try some.” Have students work (alone or in pairs) on words like fantastic, forever, difference, interested, activity.

### Application

Read aloud. Before reading, encourage learners to break apart words that they don’t recognize right away. Reinforce all efforts and supply any words still unknown. After reading, review any multisyllabic words that learners had difficulty with, and discuss how they got the ones they did.

Tell learners that if they're not sure about how to break up a word, they should try breaking it between consonants – show them how that tip works with the words above as well as others. High Frequency Multi-Syllabic Words on page 2 has some examples of high frequency multi-syllabic words. Some learners may want to use a pencil to divide the words up.

Continue with this cycle until learners seem comfortable with breaking words into parts.