



Word Way

Objective

The student will identify affixes, roots, base words, syllables, and variant correspondences in words.

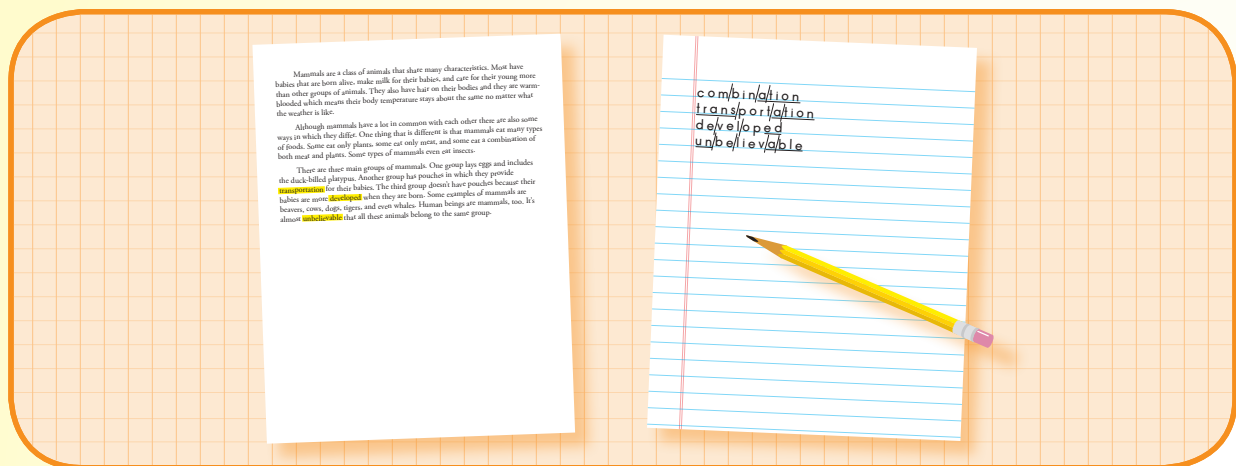
Materials

- ▶ Text
Choose a one-page passage within students' instructional-independent reading level range. Copy text. Optional: Laminate passage and use a Vis-à-Vis® marker.
- ▶ Highlighter
- ▶ Dictionary
- ▶ Notebook paper
- ▶ Pencil

Activity

Students decode unfamiliar words by analyzing their parts.

1. Provide the student with a copy of the text, highlighter, and dictionary.
2. Student starts to read the text.
3. If unable to read a word, highlights the word, and writes on paper.
4. Uses pencil to underline any prefix or suffix.
5. Identifies the vowel sounds and puts slash marks in between the syllables.
6. Attempts to pronounce the word. Reads the word again faster.
7. Rereads the sentence with the word. If the word makes sense continues reading. If the word does not make sense, pronounce word in a different way until it does make sense (e.g., pronounce the “c” in “combination” with a /k/ instead of /s/). Looks up word in dictionary, if necessary.
8. Continues until the entire text is read.
9. Teacher evaluation



Extensions and Adaptations

- ▶ Add student-friendly definitions or sentences to show meaning of the recorded words.
- ▶ Use tent card as a reference when reading (Activity Master AP.022.AM1).
- ▶ Circle affixes, identify vowel sounds, and make slash marks between the syllables (Activity Master AP.022.SS).

1. Look at the word.
2. Identify prefixes and suffixes.
3. Note the vowel sounds in the rest of the word and divide the word into syllables.
5. Say the parts of the word together.
6. Say the parts together again fast.
7. Ask, "Is this a word I know? Does it make sense in the sentence?"
 - If it doesn't make sense try pronouncing it a different way. For example, some consonants and vowels can be pronounced differently (e.g., "c" can have the sound of /s/ or /k/, "ea" can have the sound of /e/ or /ē/).
 - Look the word up in the dictionary, if necessary.
8. When the word is identified, read the sentence again with the word.
9. Good job! Keep reading.

How to Read an Unfamiliar Word

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 - Look the word up in the dictionary, if necessary.
8. When the word is identified, read the sentence again with the word.
9. Good job! Keep reading.

Name _____

Word Way

AP.022.SS

imported	inaudible
inscription	perspective
predictable	incompleteness
disrupting	misinformation
impediment	relocation
expedition	undesirable
endothermic	uneventful
detractor	seamless