

## CREATING ACCESS TO AGENCY FOR WHY AND HOW TO READ LONGER WORDS

Grade: 2

**Prior Knowledge/Lessons(s):** Strategy for phonics: Notice, use, and collect spelling patterns while reading. Develop skilled Vocabulary/ Morphology knowledge: Learn strategies for determining meaning of homophones using sentence-level context. NYS NGLS: 2L4c / 3L4c/ 4L4c

**Prior Preparation:** Reflect on a real reason (for you) that knowing phonics and morphology help you as a reader or writer.

**Objective:** Apply known phonics strategies for how to read multisyllabic words; and/or use root words as a clue to word meaning.

**Materials:**

- Word Part Cards
- Words with Affixes Cards
- [Prefix & Suffix Tool](#)

**Anchor Chart:** [How to Work in a Partnership](#)

**Vocabulary:** prefix, suffix, base word, root word

**To:** (5 min) Share a personal story: “I was reading an [article](#) and I came across a word that made me think. The word was *anticompetitive*. Long word! I thought about the parts of the word, how many parts or syllables are in the word? (an-ti-com-pet-i-tive). I had to know how to read all six syllables and blend them together to read this word. Then I had to think about what the parts meant. *Anti* means against, *competitive* means wants to win. Why would a company want to be anticompetitive? Does this ever happen to you as a reader or writer? Do you ever get curious about words? Do you ever question how to read longer words? Do you ever think about what the parts of longer words mean? Today we are going to do some of this work together but before we do, think about what you want to work on, strategies for reading words, or understanding what parts of the word means. Maybe you want to do both? Jot it down before we begin.

**With Teacher:** (5 min) Display cut up [Word Part Cards](#). “These words build on each other. Reading words part by part not only helps us to read the word, it can also help us to find the root word to give us a clue about the meaning.” Read each part with students and discuss.

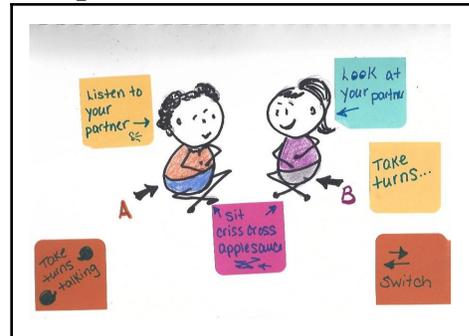
**With Peers:** ( 5 min) “Now let’s break up into partners reading longer words by using what we know about how to read parts of words, and thinking about what those word parts mean. Who is going to be the how to read expert? Who is going to be the meaning expert?” Students decide, and begin transfer using [Words with Affixes Cards](#) and [Prefix & Suffix Tool](#)  
Monitor & coach: “Do the same work we did with the words on the board.” “Look across the word from left to right looking for the root word.” “Go back and blend each part of the longer word working left to right, part by part.” “You said the word meant... How do you know? Use the tool.”

**By:** (15 min) “I can tell that you’re all ready to put this learning to good use. Select a book, or article from your reading stack, and be sure to really think about how to break longer words into syllables so you can read them, and also think about what the small parts inside those words mean.”

**Closing:** (2-5 min) At the beginning of this lesson you thought about what you want to work on: strategies for reading words, understanding what parts of the word meant, or doing a bit of both. What were you able to do today? Did you meet your goal? Turn and teach what you learned how to do with a partner. Monitor students’ performance.

**Differentiation:** If students are having difficulty with these concepts then use: [Productive Struggle](#)  
[Conferring](#)

**Sample Anchor Chart:** Partnerships



**Additional Notes Considerations:** Consider breaking students up into strategy groups for either: phonics strategies, or vocabulary strategies. Would it be possible to have a student lead strategy groups? What other tools would be helpful? Survey class.