

STRATEGY LESSON: DEVELOPING STRATEGIES: ADJUSTING PRONUNCIATION (SAYING THE REAL WORD)

When appearing in unaccented syllables, word parts frequently change their pronunciation. For instance, the vowel in *get*, which is short in a single-syllable word, changes from a short *e* to a short *i* when it appears in *target*. Students in one assessment read *carrot* as though it were composed of the words *car* and *rot*: *car-rot* and stressed the second syllable of *ribbon* so that it sounded like /rib-bahn/. Students need to experiment with the pronunciation until they get a real word. If the word is used in a sentence, context might help.

Objective

Students will learn to adjust the pronunciation of syllables in multisyllabic words so as to produce recognizable words.

Introduction

Discuss with students the importance of the ability to read multisyllabic words. Explain that you will be showing them a strategy that will help them. Model the process of using Adjusting Pronunciation. As feasible, show how you have adjusted pronunciations in words that were challenging to you or which you had never seen. To demonstrate the process further, use the following words. Write the words on the board and read them with words mispronounced as shown in parentheses: *listen* (lis-ten), *puppet* (pup-pet), *cabbage* (cab-ayj).

Guided Practice

Have students underline the syllables in the following words and then say the whole word. Remind students to adjust pronunciations so that they “say the real word” (Shelfbine & Newman, 2000).

travel (trav/el)

basket (bas/ket)

absent (ab/sent)

tablet (tab/let)

velvet (vel/vet)

pretzel (pret/zet)

bandage (band/age)

Application

Have students apply this strategy to challenging multisyllabic words that they encounter in their reading.

Assessment and Review

Note students' ability to complete practice activities. Note, in particular, students ability to apply the strategy when encountering multisyllabic words in their reading.

Provide review lessons.