

Script for Modeling Decomposition Lesson

The following script can be used to model for teacher candidates how to decompose explicit instruction (HLP#16) when it is used to teach decoding skills. It is an easy example of how you may cue, or prepare, students for using explicit instruction in their content-neutral simulation.

CUE

Review prior content:

Instructor: Today, we are going to learn about rules for reading words with long vowels. Before we start, let's review our vowel sounds and the consonants we will use in the words. Let's start with the consonants. I am going to hold up the consonant card, and when I ask what sound it makes, you will all respond to my hand signal.

Instructor: Here is our first consonant: b. What sound does b make?

Students: /b/

Instructor: Yes /b/

Instructor goes through the following set of consonants: c, h, k, l, m, n, p, t, v

Instructor: Now, let's review the vowel sounds. a says (say short and long sound). What does a say?

Students repeat

This sequence is repeated until all the vowels are reviewed.

Instructor: Now that we have reviewed our sounds, I want to review what we learned about short vowel words. Here is the rule for short vowel words (instructor points to the whiteboard and reads): When a vowel is between two consonants, the vowel is short. Like in the word *man*. a comes between m and n, so a says (short sound). What sound does /a/ in man make?

Students: a (say short sound)

Instructor: And, can someone raise his or her hand and tell me why a makes the short sound?

Student: Because it comes between m and n

Instructor: Yes, it comes between m and n, and m and n are consonants. So, when a vowel comes between two consonants, the sound is _____. (Instructor signals for class to respond.)

Students: Short

Instructor: Yes, short

Instructor: *Man* is a CVC or consonant-vowel-consonant word. All CVC words have short vowel sounds.

Instructor goes on to review a few more words like can, pin, etc.

DO

In this phase of explicit instruction, the instructor describes what they will be learning, models the rule, and then models how he or she thinks while changing short vowel words to long vowel words. In the cue stage, the instructor reviewed the sounds students will be using.

Describe and Model

Instructor: Now that we have reviewed the sounds for the lesson, we will learn how to change short vowel words to long vowel words by adding e. Watch me as I model how to change the words and say them. Also, notice how I involve students in the model.

Instructor: Here is the word *can*. In *can*, the vowel is short because it is a CVC word. Show me your letter cards that show what the two consonants in *can* are.

Students hold up their c and n letter cards, and the instructor says, yes, that is correct.

Instructor: Now, I will show you how to make the a long. If I add e to the word, it becomes *cane*. In *cane*, the a is long, and the e is silent. *Cane* is a CVCe word. In CVCe words, the vowel is long, and the e is silent. Class, when silent e comes at the end of the word, what sound does the vowel make?

Students: Long sound

Instructor: Yes, it is a long sound. Let me show you another word. This is *hop*. What word is this class?

Students: Hop

Instructor: It says the short sound because the o is between an h and p. When I add e, the o is long, and the e is silent. This is the word *hope*. What is this word?

Students: Hope

Instructor: Yes, *hope*. *Hope* is a CVCe word. The e makes the o say the long sound.

Instructor: Now, I am going to show you how I think aloud while recognizing long vowel words. This should help you also think about how to pronounce CVC and CVCe words. OK, I see two words. The first word is a CVC word, and the vowel is short. So, it must be k-i-t, kit. Now, I see

an e on the end of the word (kite), so it is a CVCe word. Silent e makes the vowel i long. This is the word *kite*. What is the first word, class?

Candidates: Kit

Instructor: Yes, *kit*, because it is a CVC word. What is the second word, class?

Candidates: Kite

Instructor: Yes, *kite*, because it is a CVCe word. When silent e is on the end of a CVC word, it makes the vowel _____. (Instructor signals for class to respond.)

Candidates: Long

Instructor: Yes, silent e on the end of a CVC word makes the vowel say its long name. I am going to show you one more.

Instructor: OK, I see two words. The first word is a CVC word, and the vowel is short. So it must be m-a-n, man. Now, I see an e on the end of the word (mane), so it is a CVCe word. Silent e makes the vowel long. This is the word m-a-n-e, mane. What is the first word, class?

Candidates: man

Instructor: Yes, *man*, because it is a CVC word. What is the second word, class?

Candidates: mane

Instructor: Yes, *mane*, because it is a CVCe word. When silent e is on the end of a CVC word, it makes the vowel _____. (Instructor signals for class to respond.)

Candidates: Long

Instructor: Yes, silent e on the end of a CVC word makes the vowel long. We are going to practice a few more together.

Practice with feedback

In this phase of explicit instruction, the teacher helps the students acquire the skill while withdrawing support, which is called gradual release.

Instructor: OK, class; now, I am going to ask you if we have a CVC or CVCe word and how to say it. (Shows *dim*). Hold up your card to tell me if this is a CVC or CVCe word.

Candidates: (Hold up CVC card)

Instructor: Yes, this is a CVC word. Raise your hand and tell me if the vowel is long or short in a CVC word? (calls on Candidate)

Candidate: Short

Instructor: Yes, short. Let's say this word together sound by sound d-i-m. Now say it together: *dim*. (Candidates are responding chorally.) The i makes the short sound because it is a CVC word. Now, I am going to add e to dim. Hold up your card to tell me if this is a CVC or CVCE word.

Candidates: (Hold up CVCE card)

Instructor: Yes, this CVCE word. Raise your hand and tell me if the vowel is long or short in a CVCE word?

Candidate: Long

Instructor: Yes, long. Let's say this word together sound by sound d-i-m (e). Now say it together, dim (say the long vowel). (Candidates are responding chorally.) The i makes the long sound because it is a CVCE word, and we don't say the silent e. (Shows the word *bike*). Hold up your card and tell me if this is a CVC or CVCE word?

Candidates: (Hold up CVCE card)

Instructor: Class, how will the i sound in this word?

Candidates say long i

Instructor: Can someone say the word sound by sound with me? b-i-k (e). (Candidate responds. Instructor pulls back if student knows the letters). Class, let's say it together (*bike*)

Candidates: Bike

Repeat until students can move to peer or independent practice. Gradually withdraw support as you proceed.

REVIEW

In this phase of explicit instruction, the instructor discusses what was learned, why it was learned, and where it is to be used.

Instructor: Today, we learned about the patterns for short vowel words and long vowel words. Can anyone tell me what the pattern is for a short vowel word? Look up at the whiteboard if you need help.

Candidate: CVC

Instructor: Yes, short vowel words begin and end with a consonant. They follow the CVC pattern, like *man*. m is a consonant, a is a vowel, and n is a consonant. This makes it a short vowel word.

Can anyone tell me what pattern long vowel words follow? Look up at the whiteboard if you need help.

Candidate: CVCe

Instructor: Yes, long vowel words end with a silent e. They follow the CVCe pattern, like *bike*. b is a consonant, i is a vowel, k is a consonant, and e is silent. The silent e makes the i long.

Instructor: Recognizing the patterns words follow will help you read them.