


Using Picture Books to Teach Multi-Syllabic Words



Prepare	<ul style="list-style-type: none">• Materials: picture book, notebook, flash cards, colored markers• Choose a picture book with a large font and words that are mostly easy for your student.• Skim through the book to make sure there are at least 2-4 new multi-syllabic words.• Show your student the picture book. Talk about the title and the picture on the cover.• Say, “<i>There are a few new words in this book we are going to learn today. When we get to a new word, we’ll stop and decode it.</i>”
Read the book	<ul style="list-style-type: none">• Have your student read the book out loud. Whenever he/she comes to a new multi-syllabic word, say, “<i>Here is a new big word. Let’s decode it.</i>”• In the notebook, write the word in large letters. Demonstrate how to divide it into syllables/morphemes. Use a dictionary if needed. Write any prefixes or suffixes in green. For example: <p style="text-align: center;"></p> <ul style="list-style-type: none">• Demonstrate how to sound out the word. Help your student repeat the word several times while pointing to each syllable.• Briefly define the word or point to a picture of it in the book, if there is one.• Continue reading the book. If you get past 6 new words, just decode them for your student and move one. Too many stops during the read-aloud can detract from the enjoyment of the book.
Choose words	<ul style="list-style-type: none">• When your student is done reading the book, you should have a list of 2-6 new words in the notebook.• Together with your student choose 2-4 new words for further study. Choose words that:<ul style="list-style-type: none">• reappear often in the book• are relevant to your student’s interests or daily life• connect to other words your student is learning• For each new word you have chosen, do the following:

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Divide it

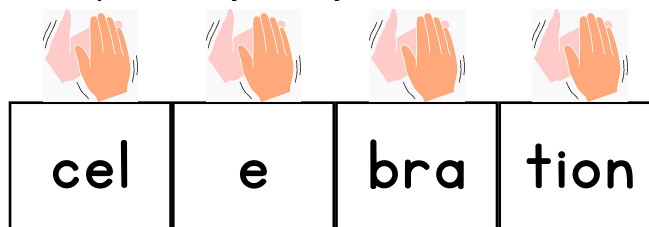
- Write the word on **both sides** of the flash card in large letters. On one side, demonstrate how to divide the word into its syllables and/or morphemes. Write prefixes and/or suffixes in green.
- Together, label the syllables and any schwas. Here the schwa is labeled with an *L* for *Lazy Vowel*. (See Syllable Types Reference Sheet)



- Help your student read the word several times while pointing to each syllable.

Map and clap it

- Using the markings on the flashcard as a guide, help your student map the word: that is, write each syllable or morpheme in a box. You can write and your student can trace or your student can dictate while you write.
- Help your student clap and say the syllables several times.



Define it

- On another flashcard, write a **brief definition** of the word. Discuss the meaning of any prefixes or suffixes. Discuss the meaning of the word.



- **Find the word** in the picture book and read it in the context of a sentence.

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Review the Words

On subsequent days review all the new words your student has learned that week:

- **Practice decoding** the words on the flash cards. For each new word, start with the side that has the syllable markings. Encourage your student to point to each syllable and articulate as clearly as possible. Eventually practice with the side that has just the word (no syllable markings).
- **Match words to definitions:** Each day, lay out 3-5 word cards on the table with their definition cards. Mix up the cards. Help your student match the definition cards with the word cards.
- **Match words to pictures:** If possible, **draw or add a picture** to the back of each definition card. Lay out 3-5 word cards on the table with their picture cards. Mix up the cards. Help your student match the picture cards with the word cards.

celebration



- **Make up sentences** with each new word together with your student. You write them down and then your student reads them.
- **Re-read the picture books** to find and decode the new words.

Keep reviewing

until your student can:

- ✓ decode the words with fluency and
- ✓ match the definitions with the correct words.

Use the word tracker to keep track of your student's progress!

