

# LESSON 13:

## MULTISYLLABIC WORDS

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**Host:** In this lesson, we will learn strategies for reading and writing multisyllabic words. A syllable is a part or chunk of a word that has one vowel sound.

Here are a few examples of multisyllabic words: *equipment*, *regulate*, and *underneath*.

**Teacher:** Let's learn some more about multisyllabic words. You've already learned how to read two kinds of multisyllabic words: compound words and words with affixes. This lesson will teach you a strategy to use with all multisyllabic words. Many words in textbooks and novels have more than one syllable. These words can look long and difficult to read, but the strategy will help you break down words into small parts that are easy to read. Then, you can put the small parts together again to read the whole word. In this way, you will increase the number of words you can read.

A syllable is a part, or chunk, of a word. A syllable has one vowel sound. You can hear the syllables in words. Listen as I demonstrate.

*Pic-nic*: *Picnic* has two syllables, *pic-nic*. I'll say other words. Repeat and clap after me: *un-like-ly*. How many syllables in *unlikely*?

Correct, three syllables. In *unlikely*, the affixes *un* and *ly* are each a syllable. The next word is *shrug*.

*Shrug*: one syllable. *Footprint*: How many parts?

Great! *Foot-print* is two parts. *Footprint* is a compound word. Each small word is a syllable. The next word is *remember*. How many parts?

*Re-mem-ber*: three parts. *Encyclopedia*: How many parts?

Great, *en-cy-clo-pe-di-a*: six parts. The next word is *pepperoni*. How many parts?

*Pep-per-o-ni*: four parts. Remember, each syllable has one vowel sound. Let's try another. The next word is *transcontinental*.

Great, *trans-con-tin-en-tal*: five parts. Great job finding the syllables!

Let's go and learn strategies for reading and spelling multisyllabic words.

**Host:** Here's a strategy designed to help students read multisyllabic words:

Find the vowels in the word.

Look for syllables or word parts you know.

Pronounce each syllable or word part, based on syllable types and sounds you know.

Combine the syllables or word parts to form the word.

**Teacher:** When you see a long word, there are steps you can follow to read it. Look at this word.

First, I find the vowels in the word. I will underline each vowel. Because there are two vowels, separated by consonants, there will probably be two syllables.

Second, I look for syllables or word parts I know. There's the word *nap* at the beginning, so I'll underline it. I see a closed syllable at the end of the word. I'll underline that, too.

Next, I say each syllable, based on its syllable type and the sounds I know. The first syllable is *nap* because it is a closed syllable and has a short vowel sound. Because the second syllable is a closed syllable, it has a short vowel sound: *kin*.

Last, I combine the syllables to form the word: *nap-kin, napkin*.

Let's read the next word. First, find the vowels.

There are three vowels: *e, a, and e*. Next, look for syllables or word parts you know.

It has *de* at the beginning. That's a prefix we learned. I see a word I know, *part*, in the middle. It looks like there's a closed syllable at the end. Next, say each syllable. You say the syllables as I point to each one.

Correct, *de-part-ment*. Last, combine the syllables to form the word.

*De-part-ment, department*.

Now that we've learned how to identify syllables, I want you to tell me particular syllables in a word. What is the *r*-controlled syllable in the word *department*?

That's correct, */p/ /ar/ /t/* has an */ar/* sound, which makes it the *r*-controlled syllable. Let's try another one. What is the closed syllable in the word *department*?

That's correct, *ment* is the closed syllable because the vowel is closed in by consonants. Let's try another one. What is the open syllable in the word *department*?

Correct, *de*. The vowel is open, so it can take a long walk and make the long sound /dē/.

**Host:** Here's a strategy designed to help students spell multisyllabic words:

Say the word.

Say the syllables that form it.

Spell and write each syllable.

Check your spelling by reading the word you wrote.

**Teacher:** When spelling a multisyllabic word, first you say the word. For now, we'll say it aloud, but later, you may read the word silently. Then, you identify the syllables and spell and write the syllables together as a whole word. I'll model the steps, using the word *insist*.

I say the word: *insist*.

I say each syllable: *in-sist*.

I spell each syllable and write them together as a whole word: *in-i, n; sist-s, i, s, t*.

I read the word: *insist*.

Let's follow the same steps to spell another multisyllabic word. The word is *rotate*. Repeat the word, please.

I say each syllable: *ro-tate*. Please repeat.

To spell each syllable, I've used what I've learned about syllable types. *Ro* ends in a long vowel sound, so it is an open syllable. I write *r, o*. *Tate* has a long vowel sound followed with a consonant, so it's a VCe syllable. It's spelled *t, a, t, e*. The last thing I do is check the word by reading it. Repeat after me.

*Ro-tate, rotate*. Let's spell another word. I'll remind you of the steps to follow. The word is *volcano*. Repeat the word.

Say each syllable.

Good, *vol-ca-no*. Use what you've learned about syllable types to spell each syllable. Say and spell each syllable and write the letters as you say them. Listen to how I do it.

*Vol, v, o, l; cay, c, a; no, n, o.* Read the word to check your spelling. Point to each syllable as you say it, and say the whole word.

*Vol-ca-no, volcano.* Excellent job! Let's practice spelling more multisyllabic words. Remember to follow the steps to spell another multisyllabic word. The word is *regulate*. Repeat the word, please.

I say each syllable: *reg-u-late*. Please repeat.

To spell each syllable, I use what I've learned about syllable types. *Reg* ends in a consonant, so it's a closed syllable and has a short vowel sound. I write *r, e, g*. *U* has a long vowel sound that is spelled with the letter *u*, and *late* has a long vowel sound followed with a consonant, so it's a VCe syllable. It's spelled *l, a, t, e*. I know it's a VCe syllable because it has a long vowel sound, but it is followed by a consonant. If I didn't add the *e*, what would the vowel sound be?

Correct, the sound would be short because it is a closed syllable, and the word would be *regulat*. I need the *e* to make the long vowel sound. The last thing I do is check the word by reading it. Repeat after me.

*Reg-u-late, regulate.* Excellent job learning how to spell multisyllabic words! Remember to follow the steps!

**Host:**

Remember that multisyllabic words are words that are made up of more than one syllable. A syllable is a part, or chunk, of a word that has just one vowel sound.

Multisyllabic words can be long and difficult to read. Teaching students how to break down words into smaller parts can help them become better readers and spellers.