

Book Title	Pointing the Way
Materials	white board, dry erase marker, final stable syllables written on index card, blending lines
Phonics Patterns	Final Stable Syllables (ture, sure, sion, tion)

Before Reading

Pre-Reading activities:

We have been reading longer words and longer texts. We have developed stronger fluency and stamina while reading. Multisyllabic words can be tricky, but we can continue to look at the word, identify the vowels to help us determine the number of syllables, read the syllables, and then blend the syllables to read the word. As you become a more automatic reader, this work becomes easier and is so much fun!

Today, we will practice reading multisyllabic words with final stable syllables. A final stable syllable are syllables at the end of words that have the same spelling pattern in many different words. They are similar to suffixes, but the word cannot stand alone without the final stable syllable. Remember, final stable syllables are always unstressed syllables. Let's review the final stable syllables.

Show the final stable syllable -ture:

- *This is the final stable syllable, -ture, which usually stands for the sound /cher/. Say these words and isolate the final syllable: picture, creature, capture.*

Show the final stable syllable -sure:

- *This is the final stable syllable, -sure, which usually stands for the sound /zher/. Say these words and isolate the final syllable: measure, treasure and pleasure.*

Show the final stable syllable -tion:

- *This is the final stable syllable, -tion, which usually stands for the sound /shun/. Say these words and isolate the final syllable: station, nation, and celebration.*

Show the final stable syllable -sion:

- This is the final stable syllable, -sion, which usually stands for the sound /zhun/. Say these words and isolate the final syllable: mansion, occasion, and vision.

I DO:

Watch me read the first word in the first phrase. I am going to look at the words to see if I can read them quickly and accurately.

- Circle the words **go, to, the**. I can read these words quickly and automatically.
- The last two words I cannot read automatically so I will underline all of the vowels I see in each word first, then I will know how many syllables are in each word. I see the vowel e (underline e) and the vowel o (underline o). This word has two separate vowels, so it has two syllables.
- This word can be tricky to read because it may be read with a long e, or a schwa sound. Listen /re - mote/. I read this word with a long e and long o sound. I know that in the second syllable, it is a long o, because I see the silent final e.
- I could also read it as /rə - mote/, remote. Both are correct, and different people may pronounce this word in different ways. You might also pronounce this word both ways!

WE DO: Let's try the next word together.

- How many vowels do you see? (4)
- Are they together or separate? (o, a are separate and the io together.)
- Let's underline our vowels. We have three vowel sounds, so this word will be three syllables.
- This word has the final stable syllable -tion, pronounced /shun/. The i and the o are a part of the final stable syllable.
- Let's use what we know to read each syllable and them together to read the whole word.
 - The first syllable is an open syllable, the o stands for the long o vowel sound: /l - ō/, lō. The second syllable is also an open syllable, the a stands for the long a sound: /k - ā/, cā.
 - Let's put the three syllables together to read the word: /lō - cā - shun/, location. Now let's reread the entire phrase for fluency.

YOU DO: Now it is your turn. Reread the phrase we read together, then move on to line two. Remember to look for all the words that you can quickly and automatically first. Circle those and read them. Then, look for words that are tricky. Underline the vowels to

help you determine the number of syllables. Read the syllables and then read the phrase or sentence with fluency. Continue to reread the phrases or sentences fluently until all of your group is done.

go to the remote location
use a ruler to measure
Look at the structure!
I am on a mission to find it!
That is an interesting question.
I like to take walks in nature.

Vocabulary/Story Words: Define, Example, Connection

*In our story, you will see the acronym GPS. GPS stands for the words Global Positioning System. A GPS is used to help us track where we are, and can also help direct us where we need to go. *Is there a time that you have used a GPS or seen someone use a GPS?* (students share)*

Preview the Story: Brief overview, predictions/wonderings

Today we are going to read a nonfiction book about how the GPS was invented.

- Ask students to look through pages of the book and ask: *What do you think people used to get around before there were GPS devices?*

During Reading

Choose a way for children to read the story. Listen in as students read and write down your observations below:

- Echo read Choral read Partner read Independent read



More support

Less support

Add notes here...

After Reading

Choose 1-2 activities

- Dictation
 - Words
 - Sentence: *Maps can show features and locations.*
- Comprehension Check: Use the *Thinking about your reading* questions to check for understanding. Call on individual students or have them respond in pairs.
- Written Summary
- Other

Add notes here...

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