



Breaking Words Teacher's Manual (DRAFTv4_January 2022)

Overview and Purpose of the Component

The *Breaking Words* (BW) component is designed to take approximately 10 minutes of each K.L.I. lesson. The primary purpose of Breaking Words is to help develop students' morphological awareness, defined as their understanding of how affixes in words influence word meaning (derivational morphology) or grammatical function, such as tense and number (inflectional morphology). A secondary purpose is to help students get better at reading multisyllabic academic words by using their knowledge of morphology and syllabication to aid strategic decoding. This component assumes that word learning is more powerful when readers have a chance to closely analyze and manipulate three features of new words: phonology (in this case, at the syllable level), spelling, and meaning.

In each BW lesson, children work with two target words in a fast-paced process of word analysis. The words may include the Words in the Spotlight from the Discovery Reading component or other topic-related words they may encounter during other parts of K.L.I. In general, words are chosen to meet these criteria:

- They are multisyllabic.
- They would generally be considered “academic vocabulary” essential for understanding the inquiry topic and texts *or* serve a broader functional use, such as common adverbs, connective words, etc.
- Their base form can be inflected or derived using at least one of the affixes targeted in the module.

Materials and Resources

In addition to this teacher manual, the following resources are used when implementing Breaking Words.

BW Prompt Card. The prompt card facilitates the BW routine by listing each step used to analyze the words (see below). Each student should have their own copy of the prompt card during the lesson so they can, over time, take increased ownership of the steps.

Strips of Scratch Paper, Markers, and Scissors. Each time a word is presented, the teacher should write it on a strip of paper so that students can mark the syllable boundaries and cut the word apart. The students in the group can do this collaboratively (i.e., they can take turns dividing and cutting the words; they do not need to create their own individual copy of each word).

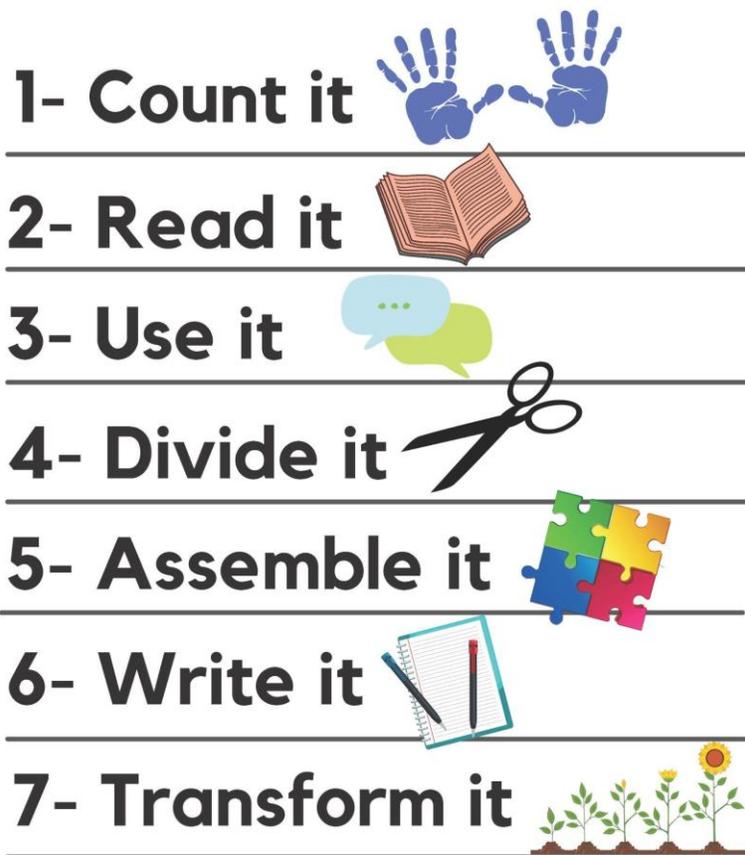
Dry-Erase Markers and Boards. Each student will need a marker and white board to practice

writing the words independently during the lesson. Alternatively, they could use scratch paper if dry-erase boards are not available.

Note Cards. After a word has been analyzed, the teacher will write it on a notecard and it to a cumulative word deck. The teacher should also add a few selected “transformed” words to the deck (i.e., derived or inflected words that were created during the Transform It step in the routine). This deck is used to review words across lessons in the module.

Elaborative Lesson Plans. These lesson plans are written to give teachers a sense of the language and rhythm of a well-paced BW lesson. These plans contain detailed guidance on how to implement the lesson. They are not, however, intended to be used as a script. An example elaborative plan is found at the end of this manual.

Blueprint Lesson Plans. As teachers become more familiar with the BW component, they will longer need the detailed information provided in the elaborative lesson plans and will find the blueprint plans sufficient for organizing the lesson.



Implementation of the Component

Students will complete seven steps for each of the target words, as outlined on the prompt card. Every student should have their own copy of the prompt card, and both teachers and students should explicitly refer to it throughout the routine. Students should be able to take over leading each step fairly early into the implementation.

Please note that it is important to keep the routine moving briskly, with minimal pauses for explanation beyond the recommended depth illustrated in the Elaborated Lesson Plans. It is integral to keep students moving along so that two words can be covered in each lesson. Teachers should aim for each word to take approximately five minutes. While it is important for all students to participate, it is not necessary for all students to take a turn at each step of the routine; instead, make sure all students receive equitable opportunities to contribute across the whole lesson.

Count it	Teacher says the word aloud, without showing the written form to students. <i>(Note: it is important for students to manipulate the spoken form first to make sure they are engaging phonologically with the word before moving on to working with the written form.)</i> Students count the number of syllables in the spoken word.
Read it	Teacher displays the written word on a strip of scratch paper. Students read it aloud.
Use it	Students use the word in a sentence or explain a kid-friendly definition, in connection to the ideas they have been learning on the topic.
Divide it	Based on the number of syllables determined in step 1, students discuss the best way to divide the word into syllables and then mark the divisions with lines on the word card. (See Table below for guidance on estimating syllable junctures in written words.) Teacher helps students check the logic of their syllable juncture choices. Then they use scissors to cut the word apart into syllables.
Assemble it	Teacher scrambles the syllables and students reassemble the word. Repeat a few times.
Write it	Teacher covers the word and students write it from memory on individual dry erase boards. They are prompted to think about what they learned about the syllables to help them spell the word. Students check their spelling by looking at the reassembled word.
Transform it	Teacher presents a series of affixes that can be added to the word to make new words. (See Table below for list of common prefixes and suffixes used in BW.) Each module focuses explicitly on a few affixes, which are indicated in each lesson plan. If the word already contains a prefix or suffix, the teacher may need to remove it in order to add new affixes. For each transformed word, the teacher prompts students to determine if the affix adds a syllable and to define or use the new word in a topic-related sentence. <i>The purpose of this portion of the routine is not to quiz students for a definition of affixes, identify parts of speech, or explain grammatical function, but instead to gauge student ability to use the targeted language. This part of the routine is intended to be playful.</i>

Additional Guidance for Implementation

Cumulative Word Deck

Beginning with the second lesson in a module, Breaking Words always starts with a quick warm-up review. Students read words they have previously analyzed while flashing through a cumulative word deck (note cards). At the end of each lesson, new cards are added to the word deck. This part of the lesson should go by in a “flash.” Words should be read quickly with efficient feedback and discussion as needed. To keep this warm-up rooted in meaning, the teacher will select one of the words for students to use in a sentence before moving into the Breaking Words routine with the target words for that day.

Syllabication Guidance for the Divide It Step

A few syllabication (or syllabification, as some will prefer) clues that can inform how teachers scaffold students to select logical syllable junctures (Divide It) are in the table below. These clues can help teachers get started when modeling or explaining how to segment a long word, but they won’t always produce a precise syllabication. Syllable breaks are often ambiguous. A precise (dictionary-accurate) syllabication is not usually needed nor is it the goal of this routine. The goal is to estimate the syllables closely enough that the word can be pronounced and spelled. It is not important for students to be able to recite or reference these rules. Instead, teachers should integrate these syllabication clues into the discussions about the words.

The most important principle related to logical syllabication is as follows: **Every syllable must have exactly one vowel sound.** Thus, in most cases, a written syllable will have at least one vowel grapheme (spelling pattern consisting of one or more letters). Teachers can use this rule in the Divide It step to help students check the logic of their syllable divisions. For instance, say a syllable aloud and ask, “What vowel sound do you hear?” Is it exactly one vowel sound?” Once students confirm there is one and only one vowel sound, ask, “How is that vowel sound spelled in this syllable?”

Clues for estimating a syllable juncture in written words	Examples
<i>The compound word clue:</i> Compound words usually have a syllable break between the two real words that make them up. (Note: they might also have other syllable breaks if one of the constituent words is multisyllabic.)	sun-shine space-craft

<p>The vowel sound clue: Every syllable, by definition, has exactly one vowel sound, so this means that every syllable usually has one vowel letter or vowel team. You can start to estimate syllable breaks by looking for the vowel graphemes in written words or listening for vowels in spoken words.</p> <p>Keep in mind though, that vowel teams stick together in a syllable (below). This is also a good way to check syllable breaks after they have been estimated. Look at each syllable and say it aloud. Does it have exactly one vowel sound? How is that vowel sound spelled in the written syllable?</p>	<p>hap-<u>pi</u>-ness</p> <p>meat-<u>ball</u></p>
<p>The affix clue: Prefixes and derivational suffixes tend to be separate syllables.</p> <p>(Note that this does not apply to inflectional [grammatical] suffixes; e.g., adding –s to make a noun plural may not change its syllable count)</p>	<p>re-<u>read</u></p> <p>joy-<u>ful</u></p>
<p>The vowel team clue: Every syllable has one vowel sound, but the sound can be spelled with multiple letters. Keep vowel teams like ‘a_e’, r-controlled vowels, vowel digraphs (‘ea’, ‘oa’), and diphthongs (‘oi’) together in the same syllable.</p>	<p>a-<u>fra</u>id</p> <p>neigh-<u>bor</u>-<u>hood</u></p>
<p>The double consonant between two vowels clue: Syllables often break between double consonants (vc/cv) to form an initial closed syllable with a short vowel sound.</p>	<p>hef-<u>ty</u></p> <p>pas-<u>sage</u></p>

<p>The consonant cluster clue: The letters in consonant blends and digraphs do not usually straddle multiple syllables. Keep them together in the same syllable as one unit.</p> <p><i>An important principle related to this clue is that syllables within a word will usually start and end with letters that follow the same “rules” that apply to single syllable words. This means that syllables cannot start with consonant clusters that are not allowable at the beginning of a word (e.g., words don’t start with ck or nd). Syllables cannot end with clusters that are not allowable at the end of a word (e.g., sph, str, sc, bl).</i></p>	<p>at-mo-<u>s</u>phere</p> <p>ta-<u>st</u>y</p>
<p>The single consonant between two vowels clue: Syllables often break between the vowel and the next consonant (v/cv), forming an initial open syllable with a long vowel sound.</p>	<p>la-<u>s</u>er</p> <p>co-<u>z</u>y</p>
<p>The consonant + le clue: When a word ends in ‘le’, often the syllable breaks before the consonant that precedes ‘le’. The vowel in this syllable is a subtle schwa that is heard before /l/ .</p>	<p>sta-<u>bl</u>e</p> <p>throt-<u>tl</u>e</p>

Affixes Used in the Transform It Step

Each module will target a small number of affixes from the list below. *Affixes* are word parts added to base words to change their meaning and/or grammatical function. For example, prefixes such as re- and un- are added at the beginning of some words, such as *preheat* and *unlike* to give specificity to their meanings. Suffixes like -able and -ly are added at the ends of some words in a similar way, such as *understandable* and *quickly*. Each module targets at least one prefix, inflectional ending, and derivational suffix.

Teachers should prepare word cards for these affixes in advance of starting the BW lessons in a module. These affixes will cycle through the entirety of the module, so cards should be stored for reuse in all the BW lessons in a module. The purpose of this portion of the component is *not* to ask students to memorize and explain the function of these affixes, but rather have them use the targeted language in a meaningful, playful context. When a new word is created, teachers can have students use the new word in the sentence and take a moment to

contrast it with other forms of the word previously discussed.

Not all affixes will work on all words. Some affixes simply cannot be added to a word (e.g., *-able* cannot be added to *citizens*). Sometimes adding an affix makes a word that is somewhat logical but is not a word people use (e.g., *undefender*). When these situations arise in BW, they create opportunities for deeper thinking about how new words are formed and used in a language.

Affix	Type	Definition or Function	Example
un-	Prefix	Not	undetectable
re-	Prefix	Again	resettled
in-, im-	Prefix	Not, opposite	incapable
pre-	Prefix	Before	preprogram
de-	Prefix	The opposite of, reverse	deactivate
-s, -es	Inflectional suffix	Makes a noun plural or makes a verb agree with a singular noun	citizens
-ing	Inflectional suffix	Makes a present participle verb (happening now); makes a verb into a gerund that can act as a noun; can also form adjectives (e.g., stunning, damaging)	recognizing
-ed	inflectional suffix	Makes a past tense verb	threatened
-ly	derivational suffix	Like, in the manner of, in a particular way	aggressively
-er, -or	derivational suffix	One who	defender
-ion, -tion	derivational suffix	Makes a verb into a noun	activation
-able, -ible	derivational suffix	Able to	translatable
-ous, -ious	derivational suffix	Composed of, full of	courageous
-ment	derivational suffix	Makes a noun meaning an action or process or result of something	accomplishment

Example Lesson

Breaking Words Lesson Plan A (Elaborative) Immigration Module

Word Cards:

- *refugee*
- *resettled*

Affix Cards:

- *-able/-ible**
- *re-*
- *-s/-es**

Note: Not all of these affixes will be used in every Breaking Words lesson during this module, but students should have access to the affix cards to experiment with during this section of the lesson. Cards will be used again in future lessons.

*Write these affix pairs on two sides of the same notecard.

Note: For each part of the lesson, refer back to the BW prompt card. As soon as possible, encourage students to use the card to lead the group through the steps.

Warm up	There is no warm up today because it is the first day of the module.	
Phase	Word 1: <i>refugee</i>	approx. 5 minutes
Count It	<p>“Today we are going to work with a few words related to our learning about animal immigration. The first word is <i>refugee</i>. For example, we learned that a <i>refugee</i> is a person who may have to leave their home because it is no longer safe for them to live there. Some refugees have to move to other countries far away from their homes. Let’s start with Count It on our prompt card. How many syllables are in the word <i>refugee</i>?”</p> <p>[Do this without showing the written word to students; this prompts them to think about it based on phonology (sound)]</p> <p>Students: Three</p> <ul style="list-style-type: none"> ● <i>Note: if students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable. Also, the teacher can help them clap through the “rhythm” of the word: “Think about how it</i> 	

	<p><i>sounds as we say it and the movement of your chin up and down with each syllable”</i></p> <p>“You’re right! <i>Refugee</i> has three syllables. Let’s clap it out to make sure.”</p>
Read It	<p>Now let’s move on Read It (place the word card in front of the student). Can you read this word aloud?”</p> <p>Students: <i>refugee</i></p>
Use It	<p>“Next, let’s Use It. How would you use <i>refugee</i> in a sentence about immigration?”</p> <p>Students: <i>A refugee faces many challenges when they move to a new country. (Note: give two students an opportunity to contribute a sentence)</i></p>
Divide It	<p>“Now it’s time for Divide It. How would we divide this word? We said it has three syllables. Where can we divide them?”</p> <p>Students: re/fu/gee OR ref/u/gee [either one produces logical pronounceable chunks without misrepresenting any syllable generalizations]</p> <p>Students mark these breaks on the card. If they mark a break in a place that is not logical, the teacher provides support.</p> <p>“Let’s check each syllable to make sure it has exactly one vowel sound. RE has /eh/, FU has /yoo/, and GEE has /ee/. Awesome! We are going to cut this word into three pieces.”</p>
Assemble It	<p>“Ok, time to Assemble It. How do we put this word back together?” Scramble the cards and have students put it back together. Repeat.</p>
Write It	<p>“Next we’re going to Write It. Without looking, how do you write <i>refugee</i>? Think about the three syllables we found to help you spell it.”</p> <p>Students take a moment to write the word on the whiteboards. If students need assistance, prompt them to think about what they noticed/learned in previous parts of the lesson to help them write it correctly.</p>
Transform It	<p>“Last but not least, let’s Transform It.</p> <p>“While we are learning about immigration, we are going to pay attention to a set of word parts that can be added to a lot of our words, though not all of them will work. I have already made cards for these parts so that we can add them to our words.</p> <p><i>Show the students the affixes for this module: -able/-ible, re-, and -s/-es.</i></p> <p>“These word parts add meaning to our words. For example, if I add the word</p>

	<p>part <i>-s</i> to <i>refugee</i>, I get the word <i>refugees</i>. The <i>-s</i> ending adds meaning to the word <i>refugee</i> by giving more information about <u>how many</u>, meaning more than one. In this example, <i>refugees</i> means that there is more than one refugee.</p> <p>“Does adding <i>-s</i> create another syllable?”</p> <p>Students: No. It does not add another syllable.</p> <p>“How could you use <i>refugees</i> in a sentence about immigration?”</p> <p>Students: <i>Refugees sometimes leave their countries when they do not feel safe.</i></p> <p>“Awesome. Now, does that word work in that sentence? Does it make sense?”</p> <p>Students: <i>Yeah, it makes sense because a refugee is someone like Sangoel, who flees his home country to find a new, safe place to live.</i></p> <p>“Let’s try another one of our word parts. Let’s add <i>-able</i> where we just had <i>-s</i>. (Physically lay the <i>-ed</i> card next to the base word you cut out during <i>Divide It</i>.) What new word do we have?”</p> <p>Students: <i>refugeeable</i></p> <p>“Does this word make sense?”</p> <p>Students: <i>No. This does not sound like a real word.</i>”</p> <p>“You’re right. The suffix <i>-able</i> means ‘capable of being’. If it was a real word, would the syllable count change?”</p> <p>Students: <i>If it was a real word, it would now have five syllables.</i></p> <p>“Great work! I’m going to start building a word deck of the words we create in Breaking Words lessons during this module. I’m going to write <i>refugee</i> and <i>refugees</i> on two word cards for us to practice later. I’m not going to make a word card for <i>refugeeable</i>, because we decided this was a nonsense word.</p> <p>“Let’s move on to our next word.”</p>	
	Word #2: <i>resettled</i>	approx. 5 minutes
Count It	<p>“Our next word is <i>resettled</i>. We have learned that refugees must be <i>resettled</i> or get settled or situated again, once they move to a new country. Let’s start with Count It on our prompt card. How many syllables are in the word <i>resettled</i>?”</p> <p>[Do this without showing the written word to students; this prompts them to think about it based on phonology (sound)]</p>	

	<p>Students: Three</p> <ul style="list-style-type: none"> • <i>Note: if students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable. Also, the teacher can help them clap through the “rhythm” of the word: “Think about how it sounds as we say it and the movement of your chin up and down with each syllable”</i> <p>“You’re right! <i>resettled</i> is a three syllable word.”</p>
Read It	<p>“Now let’s move on Read It (<i>place the word card in front of the student</i>). Can you read this word aloud?”</p> <p>Students: <i>resettled</i></p>
Use It	<p>“Next, let’s Use It. How would you use <i>resettled</i> in a sentence about immigration?”</p> <p>Students: Refugees get resettled into their new home once they have moved. (<i>Note: give two different students an opportunity to contribute a sentence</i>)</p>
Divide It	<p>“Now it’s time to Divide It. How would we divide this word?”</p> <p>Students: re/set/tled</p> <p>“Awesome! We are going to cut this word into three pieces, re/set/tled.”</p>
Assemble It	<p>“Ok, time to Assemble It. How do we put this word back together?” Scramble the cards and have students put it back together.</p>
Write It	<p>“Next we’re going to Write It. Without looking, how do you write <i>resettled</i>?” Students take a moment to write the word on the whiteboards. If students need assistance, prompt them to think about what they noticed/learned in previous parts of the lesson to help them write it correctly.</p>
Transform It	<p>“Last but not least, let’s Transform It. Let’s start by looking at the end of the word. It has the word part <i>-ed</i>, which means to do something in the past. Let’s actually take off <i>-ed</i> and work just with the word <i>resettle</i>.”</p> <p><i>Show students the affix cards again: -able/-ible, re-, and -s/-es.</i></p> <p>“What if we added <i>-s</i> to this word? What is the word now? (<i>Physically lay the -s card next to the word resettle.</i>“ What new word do we have?”</p> <p>Students: <i>resettles</i></p> <p>“If the word part <i>-s</i> means something happens in the present tense, what do you</p>

think *resettles* could mean?”

Students: *To settle into a country again, in the present.*

“Does adding *-s* add a syllable?”

Students: *No, it is still three syllables.*

“How could you use *resettles* in a sentence about immigration?”

Students: *Sangoel resettles into his new home in America.*

“Great! Now, does that word work in that sentence? Does it make sense?”

Students: *Yes, it makes sense because it means that Sangoel is currently settling into a new home.*

“Let’s I see the word *resettles* has another one of our word parts attached to it. Let’s take away *re-* at the beginning of the word and leave the suffix *-s* at the end. What word we are left with now?”

Students: *settles*

“If the word part *-s* makes our word plural or shows that something happens in the present tense, what do you think the word *settles* means?”

Students: *to put into place or establish*

“Does taking away the prefix *-re* also take away a syllable?”

Students: *Yes, now it is two syllables.*

“How could you use *settles* in a sentence about immigration?”

Students: *Sangoel settles into his new home.*

“Great work! I’m going to make word cards for these new words for us to review later.”