Summary for Syllable/suffix tutorial prototype

Concept for syllable tutorial: There are practiced steps learners can master to assist in decoding/reading longer words. The more proficient the learner becomes in mastering these steps, the easier reading becomes. As decoding becomes a solid strategy, the learner can focus on comprehension of the text. The syllabic decoding steps are simplistic by design and can be universally applied. There are always exceptions to the rules, but this tutorial will only address consistent, rule-following words. This tutorial will focus on suffixes. Only 4 suffixes will be addressed: -ly, -ful, -less, -ness.

Objectives:
- Learners will add suffixes to words and practice strategies for decoding multi-syllabic words.
- Learners will apply knowledge by writing own sentences using newly created words as the suffix dictates syntax and definition.
- Learners will categorize words according to suffix

Target Audience: This tutorial is to develop decoding strategies for larger words that contain suffixes (word endings). It is appropriate for a learner who is at the multi-syllabic stage of reading development. Typically, this stage is a third/fourth grade learner with the capability to write coherent paragraphs on a single topic. It is also appropriate for early readers as the steps are universal and individual reading ability varies. This tutorial can also be used with delayed learners as a simplistic model with practiced steps. The focus is the strategic steps for decoding.

Technology supported learning: Utilizing online presentation keeps the learner focused with minimal distractions from the practiced steps. Automaticity with these steps will enable learners to read more sophisticated materials. Online delivery will assist success with the help of seeing the steps and hearing the steps at the same time. Followed by application of the new words for better retention. Learners may go at their own pace to complete the tutorial.

Assessment: As this is a tutorial, no pre-assessment will be given. Prior knowledge will be activated before completing the tutorial. All feedback will be given directly to the learner for self-assessment
- Learners will write sentences.
- Learners will be given feedback for correct response throughout the tutorial.
- Learners will not advance until the task is completed correctly.
- Learners will categorize words according to suffix which evaluates the ability to recognize word endings.

Appealing to intermediate age learners:

Graphics: The graphics should not be too juvenile or cutesy. Utilize pictures for images instead of cartoon illustrations or clip art. Feature animals instead of people in order to remain gender neutrality and to appeal to a wider age range.

Fonts: Use Arial and Arial bold for font.
Colors: Use muted blues, oranges, and yellows. Avoid loud or garish colors. The focus should be on the text with a clear, clean interface.

Effects: As the learner is learning how to sound out words, the audio and the text will need to be in sync. For example: show the word. Then as the narrator sounds out the word, the letters should emphasize as the sound is given. This demonstration is key to connecting the skills of left to right decoding and correct pronunciation. Proper effects with this tutorial is very important.

Also, several slides have components that disappear/reappear as it is teaching a multi-step process. Again, as the narration explains the steps, the slide may change in accordance with the step being practiced.

Storyboard thumbnails:

Slide Number: 1 Title/home page
Objective: Introduce the topic. Get learner started (T1)
Provide global navigation bar (H1)
Ask for user name (D1)

Global Navigation bar:

| Home | Syllable Steps | Lessons | Sentence Work |

User Name text entry box:

Drop menu
- -ly
- -ful
- -less
- -able/-ible

Graphics: (G1)

Color suggestions use muted blues, oranges and yellows as backgrounds and highlights. Use realistic animal pictures or photos not clip art or drawings.

Use similar graphic full screen with heading across top. Directions and get started instructions center/bottom of screen.

Connect to slide 2
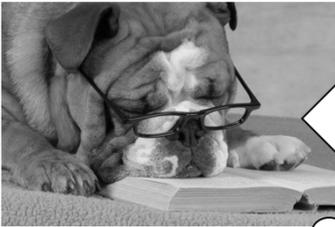
Let's get started

Text: Use Arial font.

heading

Syllable Work

When I come to a word I don't know, I look for the chunks I do know and sound out the rest.

Directions Get started

Want to be a better reader? Learn the steps for sounding out longer words. Enter your name and then click the Let's get started button when you are ready (Have arrow to both the User name box and the let's get started button that takes the learner to the next slide)

Audio/narration: Good readers have strategies that help them sound out unfamiliar words. One strategy is to look at the word for chunks, or pieces of the word, you recognize. Prefixes, word beginnings, and suffixes, word endings, are easy to recognize because they tend to be the same. You already know *that* piece of the word. Focus on sounding out the rest of the word. Find the vowel sound, then sound out the word- left to right adding the suffix as the ending chunk. Don't be afraid of big words. The word is several pieces put together. Let's practice and get you ready for reading success! Enter your name to keep track of your work in this tutorial.

Slide Number: 2 – (T2) present slide show of three screen changes
Objective: Activate prior knowledge (T2). The learner will type the letters of the alphabet into a grid.
The learner will watch a demonstration of the importance of vowels in words.

Global Navigation bar:

Home	Syllable Steps	Lessons Drop down	Sentence Work

User Name *from first screen

Graphics: slide show of three screens with effects

Text: Static header: **Every word needs a vowel!**

Start with a 26 square grid/text entry boxes.

The learner needs to type in the correct sequence of the alphabet into the the corresponding square. Have the letter a in the first box to get them started. Allow 3 attempts before giving the correct letter for the box.

Vanish the grid. The letters should lift off the grid and be rearranged into two categories: **Vowels consonants**

a e i o u y

Vowels move to the top of the page while the consonants dissolve. Have last text appear.

Connect to slide 3

Now you are ready!

Type the letters of the alphabet in the correct order in the boxes.

vowels	consonants
a e i	b c d f g h j k
o u y	l m n p q r s t
	v w x z

a e i o u y

Vowels are the super stars of the alphabet! Without vowels the word has no *voice*.

Pat
Pt

Hey Pt, wait up!
Hey Pat, wait up!

Audio/narration:

First graphic: Let's review the basic building blocks of words, letters! Type the alphabet. Enter one lower case letter per square. The first letter /a/ has been done for you.

Second: The alphabet consists of vowels: a e i o u and y. The other letters are called consonants. We want to focus on the vowels to improve our reading. These vowels are going to help us recognize syllables and sound out unfamiliar words.

Third: Every word or syllable needs a vowel. This says Pat. Without the vowel, it says Pt. Call your friend, Pt to get his attention. Not so hot. Now call Pat. Can you hear the difference? The vowel gives the word *volume*. Now Pat can hear you call out to him. Every word or syllable needs a vowel.

Slide Number: 3 (D3) Syllable Steps
Objective: Learners read through syllable steps and prepare to use this strategy for decoding words with suffixes

Global Navigation bar:

Home	Syllable Steps	Lessons Drop menu	Sentence Work

Connect this slide to tab.

User Name *from first slide

Graphics

Read through narration notes to understand effects of emphasizing decoding steps.

Helpful

Helpful

Help

H e l p ful

Helpful

Connect to slide 4

Now you are ready!

Text:

When I come to a word I don't know, I look for the chunks I do know and sound out the rest.

Syllable Steps

1. Mark the vowels.
2. Underline any chunks you know
3. Mark lines to divide syllables.
   (Start syllables with a consonant if you can).
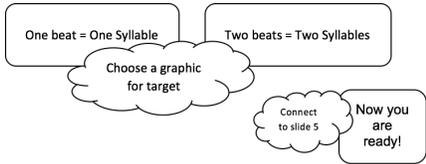4. Sound out left to right, adding suffixes as whole chunks.

Audio/narration: When I come to a word I don't know, I look for the chunks I do know and sound out the rest. Follow these easy steps to sound out longer words. (walk learner through actions with screen casting) Look at this word. (show helpful). Click on the vowels to highlight (enlarge vowel and highlight with mouse rollover). Are there pieces of the word that you recognize? Is there a suffix at the end that you know? (emphasize ful) Underline ful. Focus on the part of the word you don't know. (fade ful) Find the vowel /e/ (emphasize e). Now sound out the letters left to right adding the suffix as a chunk at the end, /h/ /e/ /l/ /p/ /ful/, helpful. (emphasize the letters as audio is giving the sounds).

Slide Number: 4 (Q4) (show the "beats" or syllables with colored squares - see effects notes on next page for further explanation)
Objective: learners will categorize words by number of syllables.

| Home | Syllable Steps | Lessons (drop menu) | Sentence Work | | User Name *from first page |

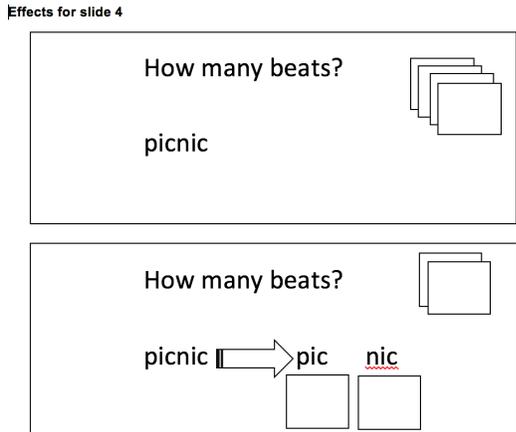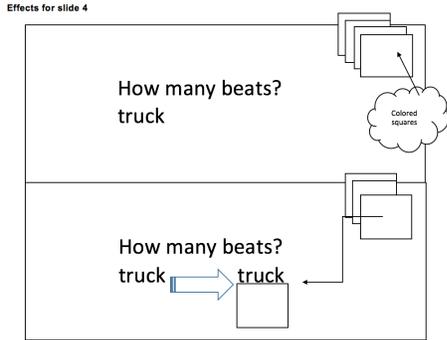**Graphics: See effect notes on the next pages.**

Drag and Drop activity
Present the words one at a time. Read the word as it is presented. As you read the word /truck/ a colored square should appear to the right of the word. Move the word above the square. If the word has two syllables, two squares should appear to the right of the word. Move the syllables above the squares so the learner can hear and see the two syllables. Then have learner drag the word to the correct target:

One beat = One Syllable   Two beats = Two Syllables

Choose a graphic for target

Connect to slide 5   Now you are ready!

Text:

How many beats or syllables do you hear?

truck
picnic
dark
starfish
bookend
ink
frog
batman
basket
chin

Audio/narration: Read the word. How many beats does the word have? Truck. Truck has one beat. When you say /truck/ your jaw drops once. Say the word, truck. Drag the word to the correct basket: one beat or two? One beat is one syllable. Two beats are two syllables.

Effects for slide 4

How many beats?
truck

Colored squares

How many beats?
truck → truck

Effects for slide 4

How many beats?

picnic

How many beats?

picnic → pic   nic

Slide Number: 6 (D6)- present one word at a time for the learner
Objective: learner adds –ly to root words and reviews definitions.

Global Navigation bar:
| Home | Syllable Steps | Lessons Drop menu | Sentence Work |

-ly

User Name

Graphics:

Present word pieces on puzzle parts. Have learner type ly on second puzzle piece. As the learner enters ly, join the puzzle pieces together to form one word. Read the word and give the definition.

quick	___	quickly	In a quick way
brave	___	bravely	In a brave way
loud	___	loud	In a loud way
slow	___	slowly	In a slow way
final	___	finally	In a slow way

Connect to next slide

Now you are ready!

Text

When I come to a word I don't know, I look for the chunks I do know and sound out the rest.

Add ly to each word

Audio/narration: (When the two puzzle pieces come together and the word is presented as one whole word. Read the word and give the definition):
quickly, in a quick way – bravely, in a brave way – loudly, in a loud way – slowly, in a slow way – finally, in a final way.

Slide Number: 7 (Q7) (F7) (D7)
Objective: Learner will read example sentence and choose correct usage of the word. Learner will use words correctly in own sentences. Challenged learners may copy example sentence into text entry box.

Global Navigation bar:
| Home | Syllable Steps | Lessons Drop menu | Sentence Work |

-ful

User Name

Graphics: Fill in the blank question slide.

User variable: Text entry box for learner's sentence. This box needs to connect with the final slide: Sentences.

User variable: Text entry box for learner's sentence. This box needs to connect with the final slide: Sentences.

User variable: Text entry box for learner's sentence. This box needs to connect with the final slide: Sentences.

Connect to next slide

Keep going!

Text:

Read the sentences. Select the correct word. Then write your own sentence with the word in the box.

During recess, the round, yellow tennis ball bounced (quickly) over the fence. (racket, really, quickly)

The lean, tall swimmer stood (bravely) at the edge of the high dive. (bravely, loudly, jumped)

The rowdy, large crowd cheered (loudly) when the team scored a goal. (quietly, loudly, hardly)

(Give the learner a selection of words to choose from. Give correction if the wrong word is chosen, such as, "Whoops, read that sentence again. Would a crowd cheer quietly? Try again." Do not allow the learner to move on without choosing the correct word. Prevent writing a sentence with the wrong word)

Audio/narration: When a word ends in –ly it is an adverb that modifies the verb. Ly words tell HOW. Read the sentences. Choose the correct word for the blank. Reread the sentence to make sure it makes sense. Write your own sentence using the "ly" word in the box below the example sentence. Or copy the example sentence into the box being very careful with your spelling and punctuation.