



## Phonological Awareness Skill Sequence

- Rhyming & Alliteration
- Segmenting Sentences into Words
- Blending Syllables into Words
- **SEGMENTING WORDS INTO SYLLABLES**
- Beginning Sounds
- Blending Sounds into Words
- Segmenting Words into Sounds
- Ending Sounds
- Sound Manipulation

### Curriculum Connection

Collect pictures or objects that represent vocabulary and concepts that students have learned. Place one on each student's desk. Have students name the picture or object, segment the word into syllables, and then use the word in a sentence.

## Segmenting Words into Syllables

Phonological awareness refers to the ability to analyze and manipulate the sound structure of language. As students develop this awareness, they recognize that words can be segmented into smaller units called syllables. A syllable includes one vowel sound and corresponds to a single "beat" within a spoken word.

### Classroom Ideas

#### Teach or Review

As necessary, teach or review the concept that words are made up of syllables. Say a word, such as *crayon*, aloud and tell students that it is made of two syllables, *cray* and *on*. Model this by moving a token or block for each syllable in the word, saying the word one syllable at a time, and then blending the entire word back together. Have students continue to practice this with additional words that contain two or three syllables.

#### Listening Lab

Show students various ways to practice separating words into syllables. As they segment presented words, they can move beads along a string, hold up fingers, tap individual tokens, or use a marker to dot on piece of paper. Have students blend the word back together once they have segmented the syllables.

#### Mystery Word

Play a word-completion game. Have students listen to and repeat a familiar two syllable word, such as *playground*, and clap the syllables. Then, say the first syllable of the word (*play*), and have students tell what part is missing (*ground*). Repeat the activity with other two syllable words.

#### Get Moving

Label three areas of the room with number 1, 2, or 3. Give each student a picture card that represents a single or multisyllabic word. Have students move to the corner of the room that represents the number of syllables in their word. After moving to the correct area, students should work together to come up with additional words with the same number of syllables.

#### Super Sort

Provide a pair of students with a deck of picture cards. Have students flip over one card at a time, say the word, segment it into syllables, and count the number of syllables. Students can then sort each card into groups based on the number of syllables.



Sample Words		
Two Syllable Compound Words	Two Syllable Words	Three Syllable Words
pan-cake	pen-cil	pep-per-mint
door-mat	bas-ket	co-co-nut
milk-shake	can-dy	bum-ble-bee
tooth-brush	ban-jo	val-en-tine
back-pack	mar-ket	kan-ga-roo
tea-spoon	pa-per	straw-berr-y
post-card	can-dle	an-i-mal
gold-fish	jack-et	grand-moth-er
grape-fruit	sneak-er	as-tro-naut
sun-shine	base-ment	ba-na-na
sea-shore	lock-er	ra-di-o
down-town	buck-et	in-stru-ment