



Description

This lesson is designed to give students practice blending syllables to create words. This activity helps build understanding of the fundamental concept that words are made of smaller speech units called syllables. A syllable includes one vowel sound and can be thought of as corresponding to a single beat within a spoken word.


TEACHER TIPS

The following steps show a lesson in which students blend two-syllable words. You can adapt this lesson based on individual student needs by substituting other two-syllable words or using words with three syllables.


Direct Instruction

 Today we are going to learn about syllables in words. Listen to this word: **cupcake**.


Clap your hands as you say each syllable.

 This word has two parts or beats that we call syllables. When we say words out loud, we can hear the syllables and clap out the beats as we say the word. Listen: **cupcake**.

Clap your hands as you say each syllable.

 I'm going to name something that I can see in the classroom. But I'm not going to say the word all at once. Instead, I'm going to say the word part by part, or syllable by syllable. Listen: **book...case**.

Clap your hands as you say each syllable.

 Listen again: **book...case**. Let's say the whole word together: **bookcase**. Listen to another word as I say it in parts or syllables. **Pen...cil**.

Clap your hands as you say each syllable.

 Now I'll say it faster: **pen/cil**. Pencil! I know that word!


Hold up a pencil.

 Here's a pencil to write with.


Guided Practice

 Now, let's say some words in parts and try to blend the syllables back together to make a word we know.

Suggested words: **pa/per, clos/et, num/ber, car/pet, jack/et, win/dow, stand/ing**

 Listen to these syllables: **pa...per**. They make a word we know. Say the syllables with me: **pa...per**.

For each word, first say it aloud syllable by syllable, with a one-second pause between the syllables. Have students clap and say the syllables with you.

 Now, let's say the syllables faster. Let's blend them together: **pa/per**. When you know the word, raise your hand.

Say the word again with a shorter pause between the syllables. Clap your hands and repeat the syllables as needed until students identify the word. After saying the whole word, students should express their understanding of meaning by pointing to the object or telling about it.

Independent Application

say I'll say a word syllable by syllable. Repeat the syllables after me. When you know the whole word, raise your hand and say the word.

Say the word aloud syllable by syllable, with at least a one-second pause between the syllables. Suggested words: **pea/nut, air/plane, sea/shell, mag/net, ti/ger, mu/sic, ta/ble, thun/der**

Wrap-up

Check students' understanding.

say What did you learn today? (Syllables are parts of words that we can clap out and blend together.)

Use students' responses to guide your choice of activities in the Adaptations section below.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Repeat the lesson using pictures or classroom objects to support the auditory task. Allow students to point to the picture or object instead of having to name the word.

Option 2: Focus on two-syllable compound words that are within students' speaking vocabulary. Choose words in which both syllables get equal stress. Examples:

note/book, door/bell, sail/boat, foot/ball

- Have students clap the syllables with you as you say them.
- Offer support as needed by blending the syllables and having students echo you.
- Encourage students to use words and actions to show their understanding of the long word they made.

FOR STUDENTS READY TO MOVE ON

Option 1: Adapt the lesson to focus on three-syllable words. Use examples of objects or actions that students can point to or demonstrate after they have blended the syllables and said the word. Examples of words to use: **stor/y/book, whis/per/ing**

Option 2: Play a syllable-blending guessing game using the names of students and other familiar people. For example,

say I'm thinking of someone in our class. Here are the syllables in her name: **oh/liv/ee/uh**. Who is she? (Olivia)

I'm thinking of someone in our school. His name is **mis/ter bah/ring/ton**. Who is he? (Mr. Barrington)

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.