

Language Objectives

- Add and delete syllables in two-syllable words.

Building Literacy

Syllable recognition is a level of phonological awareness that bridges word recognition and phoneme recognition. Manipulating syllables involves deleting and adding syllables to produce new words.

- When deleting from a two-syllable word, children segment the syllables, drop one syllable, and say the remaining word.
- When adding to a one-syllable word, children add a second syllable to the beginning or end of the word and then say the resulting two-syllable word.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each or using gestures to make sure the English learners have these words in their vocabulary.

napkin	elbow	baby
nap	bow	sand
monkey	cabbage	sandwich
key	cab	row
pumpkin	pup	robot
pump	puppet	ten
rocket	pen	mitten
rock	pencil	tree
acorn	bee	country
corn		



ENGLISH LANGUAGE LEARNERS

Speakers of monosyllabic languages, including Cantonese, Hmong, Khmer, Korean, and Vietnamese, may have difficulty understanding that two-syllable words are single words. Stress to children that they are working with single words by pointing to a picture and saying the whole word smoothly before segmenting the syllables.

➤ show me

Have children point to the 1 on p. 33 of the Targeted Lessons Student Book. Look at the picture by the 1. This is a napkin. Say *napkin*. Say and clap the syllables: *nap . . . kin*. The word *napkin* has two syllables, *nap* and *kin*. If I drop the last syllable, I get the word *nap*! Say *nap*. Put your finger on the picture for *nap*.

Sometimes when we drop a syllable, we get another word.

➤ guide me

Delete Syllables Have children point to the 3. What does this picture show? Say *monkey*. Say and clap it with me: *mon . . . key*. Now let's drop the first syllable. What word do you get? (*key*) Draw a line from the monkey to the key.

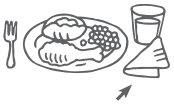
Have children point to the 4. What does this picture show? Say *pumpkin*. Say and clap it with me: *pump . . . kin*. Now let's drop the last syllable. What word do you get? (*pump*) Draw a line from the pumpkin to the pump.

9


Manipulate Syllables

➤ show me

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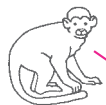



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➤ guide me


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PHONOLOGICAL AND PRINT AWARENESS 33

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TEACHING STRATEGIES

If children have difficulty manipulating syllables in two-syllable words, using two-syllable compound words can help children more easily identify the syllables. Examples of two-syllable compound words include *raincoat*, *doghouse*, *toothbrush*, *sailboat*, *cookbook*, *doorbell*, and *sidewalk*.

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work time

Have children look at p. 34 from the Targeted Lessons Student Book. Have them name the pictures they see in the first column (*rocket, acorn, elbow, cabbage*) and in the second column (*corn, cab, rock, bow*).

Say the name of the picture by the 5. Say and clap the syllables with me: *rock . . . et*. Now drop the last syllable of the word. Say the new word. Draw a line from the rocket to the new word.

Continue the procedure by dropping a from *acorn* to make *corn*, *el* from *elbow* to make *bow*, and *bage* from *cabbage* to make *cab*.

9 Manipulate Syllables

work time

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34 PHONOLOGICAL AND PRINT AWARENESS



guide me

Add Syllables Have children point to the 9 on p. 35 of the Targeted Lessons Student Book. Look at the picture by the 9. This is a pup. Say *pup*. If I add *pet* to the end of *pup*, I get the word *puppet*! Say *puppet*. Put your finger on the picture of the *puppet*.

Sometimes when we add a syllable to a word, we get another word.

Have children point to the 11. What does this picture show? Say *pen*. Now let's add the syllable *cil* to the end of *pen*. What word do you get? Yes, the new word is *pencil*. Draw a line from the pen to the pencil.

Have children point to the 12. What does this picture show? Say *bee*. Now let's add the syllable *bay* to the beginning of *bee*. What word do you get? Yes, the new word is *baby*. Draw a line from the bee to the baby.

Manipulate Syllables 9

guide me

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PHONOLOGICAL AND PRINT AWARENESS 35

TEACHING STRATEGIES

Both deletion and addition activities in this lesson result in words. Children might also enjoy creating nonsense words by deleting and adding syllables. For example, delete *rock* from the beginning of *rocket* to make *et* or add *row* to the beginning of *sand* to make *rosand*.

work time

Have children look at p. 36 from the Targeted Lessons Student Book. Have them name the pictures they see in the first column (*sand, row, ten, tree*) and in the second column (*robot, country, sandwich, mitten*).

Say the name of the picture by the 13. (*sand*) Now add the syllable *wich* to the end of *sand*. What word do you get? Draw a line from the *sand* to the new word. Continue the procedure, adding *bot* to the end of *row* to make *robot*, *mit* to the beginning of *ten* to make *mitten*, and *cun* to the beginning of *tree* to make *country*.

check for understanding

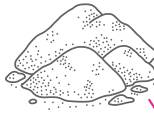
In this lesson, you separated words into their syllables. Sometimes you dropped a syllable from a word to make another word. Sometimes you added a syllable to make another word. Say and clap *pilot*. (*pi . . . lot*) What do you get when you drop the last syllable? (*pie*) Say the word *win*. What do you get when you add *doe* to the end of *win*? (*window*)


reflect


Have children turn and talk to a partner about what they have learned. What did you learn about saying the syllables of a word? If you drop a syllable from a word, what might you get? If you add a syllable to a word, what might you get? If time permits, challenge pairs to take turns saying a word and having their partner drop or add a syllable. Allow children to create nonsense words.


9 Manipulate Syllables

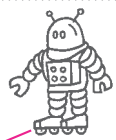
work time


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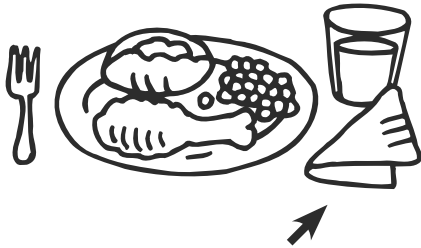


36 PHONOLOGICAL AND PRINT AWARENESS

Manipulate Syllables

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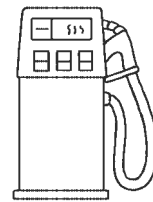
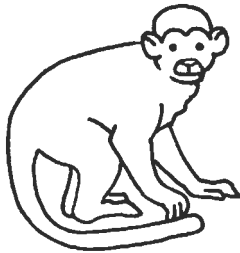


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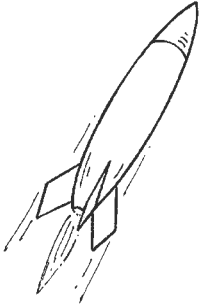


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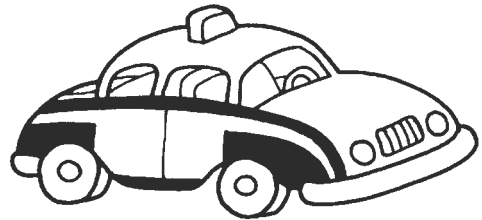
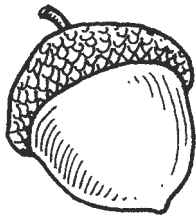


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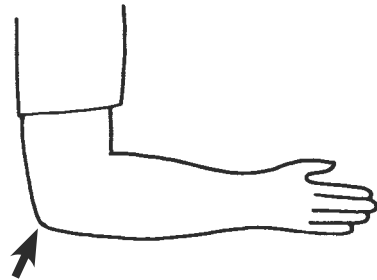
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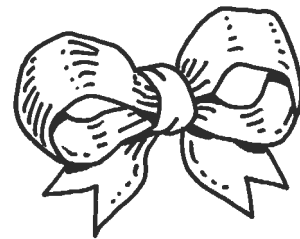
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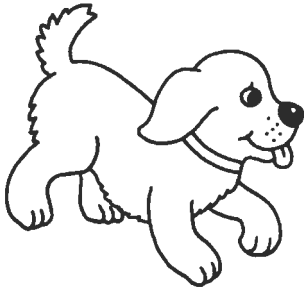


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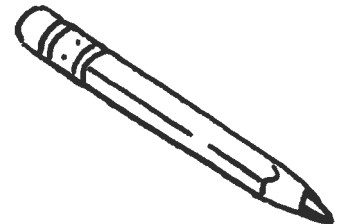
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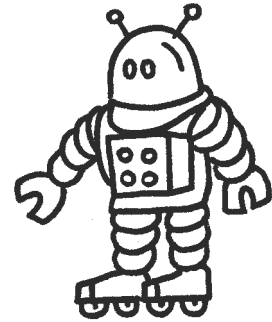
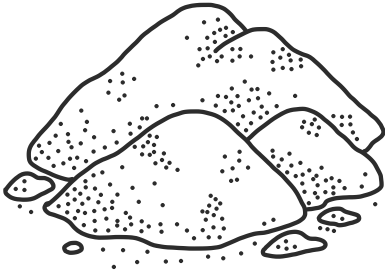


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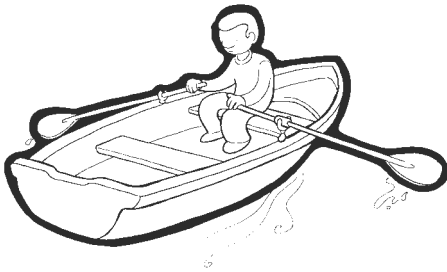


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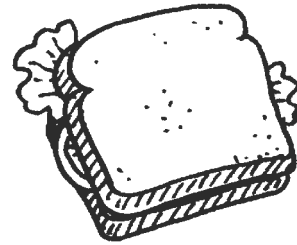
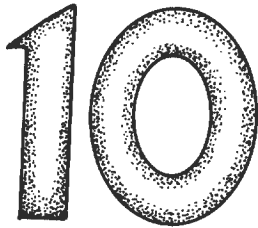
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