

6

Segment Syllables in Multisyllabic Words

Language Objectives

- Identify syllables in multisyllabic spoken words.
- Segment and count syllables in multisyllabic spoken words.

Building Literacy

Being able to segment multisyllabic words into syllables is an important aspect of phonemic awareness.

- Segmenting multisyllabic words into syllables helps children hear the sounds in longer words.
- Segmenting and counting syllables helps children focus on individual parts of words.
- Being able to hear individual syllables in words leads to noticing and identifying phonemes in words.

Focus on Language

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

clock	robot
basketball	potatoes
puppet	computer
jacket	helicopter
envelope	alligator
butter	caterpillar
butterfly	kangaroo
bake	aquarium
bakery	elevator
dinosaur	



ENGLISH LANGUAGE LEARNERS

Be aware that over-enunciating the syllables in some words can distort the word's pronunciation. For example, the word *camera* has three syllables: *cam . . . er . . . a*, but we are more likely to pronounce two: *cam . . . ra*. After segmenting words, be sure to blend them for ELLs. Point out any words in which the pronunciation of the blended syllables is different from the individual syllables.

show me

Have children look at the top of p. 21 from their Targeted Lessons Student Book and point to the 1. **What do you see in the picture?** (a clock) Say these lines from the nursery rhyme "The Clock."

There's a neat little clock,
In the schoolroom it stands,
And it points to the time
With its two little hands.

Ask children to say the rhyme with you. **What do you know about syllables?** Review that syllables are word parts and that we can separate words into syllables. **We learned that one way to figure out how many syllables are in a word is to clap for each part we hear.** Say *little*, clapping once for each syllable: *lit . . . tle*. Ask children to say *little* with you, clapping once for each syllable. Repeat. **How many syllables are in *little*?** (2) Continue with *clock* and *schoolroom*.

guide me

Segment Syllables in Two- and Three-Syllable Words

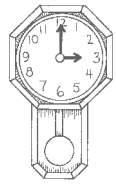
Have children point to the 2. **Point to each picture as I name it: *basketball*, *puppet*.** Say *basketball*, clapping the syllables (*bas . . . ket . . . ball*). **Say and clap *basketball* with me.** How many syllables are in *basketball*? (3) **Say and clap *puppet* with me (*pup . . . pet*).** How many syllables are in *puppet*? (2) **Which word has three syllables: *bas . . . ket . . . ball* or *pup . . . pet*?** Guide children to circle the picture of the basketball.

Point to the 3. **Point to each picture as I name it: *jacket*, *envelope*.** Now you say *jacket*, clapping each syllable: *jack . . . et*. Clap with children as they say the word. **Say *envelope*, clapping each syllable: *en . . . ve . . . lope*.** Clap with children as they say the word. **Which word has three syllables: *jack . . . et* or *en . . . ve . . . lope*?** Circle it. Guide children to understand that *envelope* has three syllables.

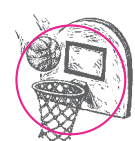

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Segment Syllables in Multisyllabic Words

show me

1. 

guide me

2.  

3.  

PHONOLOGICAL AND PRINT AWARENESS 21

TEACHING STRATEGIES

If children have difficulty clapping the syllables, practice clapping two-syllable words. Say the words slowly, emphasizing the syllables and clapping once for each. Repeat, and have children clap and say the syllables with you. Ask them to identify the number of syllables. Use familiar words such as *little*, *today*, *outside*, and *flower*.

work time


Task 1 Have children look at p. 22 from their Targeted Lesson Student Book and point to the 4. **What are the pictures in this row? (butter, butterfly) I will say one of the words, clapping the syllables.** Say and clap the syllables of *butterfly* (*but . . . ter . . . fly*). **Now, you say and clap the word: *butterfly*. How many syllables did you clap? (3) Circle the butterfly.** Continue with the next row (*bake, bakery*). Then say and clap the syllables of *bakery* (*bak . . . er . . . y*). Guide children to circle the picture of the bakery.

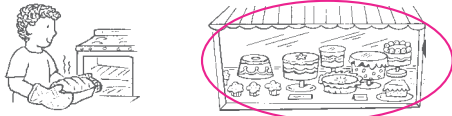
Task 2 Point to the 6. **What picture do you see by the 6? (dinosaur) I will say the word and clap each syllable. Put an X in a box for each syllable you hear. *Di . . . no . . . saur*.** Check that children put an X in three boxes going from left to right. Repeat the word and clap the syllables as needed. **Count your Xs. How many syllables are in *di . . . no . . . saur*? (3)**


Continue the procedure with 7, saying and clapping *robot* (*ro . . . bot*). **How many syllables are in *ro . . . bot*? (2)**

6 Segment Syllables in Multisyllabic Words

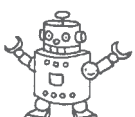
work time

4. 

5. 

6. 

X	X	X
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7. 

X	X	
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22 PHONOLOGICAL AND PRINT AWARENESS

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TEACHING STRATEGIES

Singing familiar songs may help some children hear the syllables in words. For example, sing "Row, Row, Your Boat" with children. Clap once for each syllable. First, sing the entire song with children clapping once for the one-syllable words, then twice for *gently*, and three times for *merrily*. Repeat a word from the song and have children identify how many syllables they heard. Repeat with other familiar songs as needed.

guide me

Segment Syllables in Multisyllabic Words Have children look at p. 23 from the Targeted Lessons Student Book. Have them point to the 8. I will say the picture name, clapping the syllables. Say it with me, putting an X in a box for each syllable you hear. Say and clap *potatoes* (po . . . ta . . . toes). Guide them to put an X in a box for each syllable from left to right. Then have them count the Xs. How many syllables are in po . . . ta . . . toes? (3) Have them write 3 on the line.


Now put your finger on the 9. I will say and clap the picture name: com . . . pu . . . ter. Say *computer*, clapping for each syllable. Put an X in a box for each syllable you hear. Count the Xs. Write the number of syllables on the line. (3)

work time

Task 1 Tell children that some words have four, five, or even more syllables. They can count the syllables the same way, by clapping each syllable they hear. Have children point to the 10. Say and clap *helicopter* (hel . . . i . . . cop . . . ter). Then have children say and clap with you. Say and clap the word one more time and tell children to put an X in a box for each syllable from left to right. Count your Xs. How many syllables are in *helicopter*? (4) Write the number 4 on the line. Continue the procedure with *alligator* (al . . . li . . . ga . . . tor).


Segment Syllables in Multisyllabic Words 6

guide me

8. 

X	X	X	
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 3

9. 

X	X	X	
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 3

work time

10. 

X	X	X	X
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 4

11. 

X	X	X	X
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 4

PHONOLOGICAL AND PRINT AWARENESS 23

6 Segment Syllables in Multisyllabic Words

Task 2 Have children turn to page 24 of the Targeted Lessons Student Book. Have them point to the 12. Say and clap the syllables of *caterpillar* (cat . . . er . . . pil . . . lar). Then have children say and clap cat . . . er . . . pil . . . lar with you. Say and clap the word one more time, and tell children to put an X in a box for each syllable from left to right. Put an X in a box for each syllable you hear. How many syllables are in cat . . . er . . . pil . . . lar? (4) Continue with *kangaroo* (kan . . . ga . . . roo, 3), *aquarium* (a . . . quar . . . i . . . um, 4), and *elevator* (el . . . e . . . va . . . tor, 4).

check for understanding


Let's see what you learned about syllables. I will say a word. Clap the syllables as I say it: *vanilla* (va . . . nil . . . la). How many syllables are in *vanilla*? (3) Continue with *animal* (an . . . i . . . mal, 3), *funny* (fun . . . ny, 2), *remember* (re . . . mem . . . ber, 3), *impossible* (im . . . pos . . . si . . . ble, 4).

reflect

Have children turn and talk to a partner about what they have learned. What did you learn about syllables and words? How is finding syllables in long words the same as finding syllables in short words? If time permits, have partners look through a picture book or picture dictionary, taking turns naming a picture and counting the syllables.

6 Segment Syllables in Multisyllabic Words

work time


12. 

X

X

X

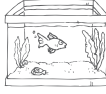
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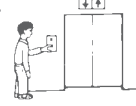
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24 PHONOLOGICAL AND PRINT AWARENESS

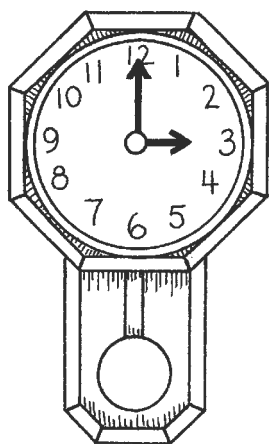
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Segment Syllables in Multisyllabic Words

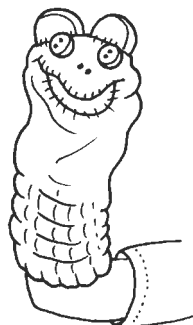
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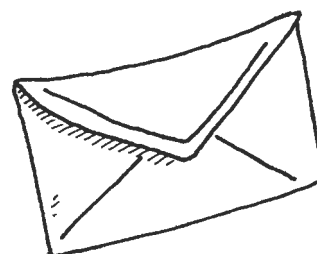
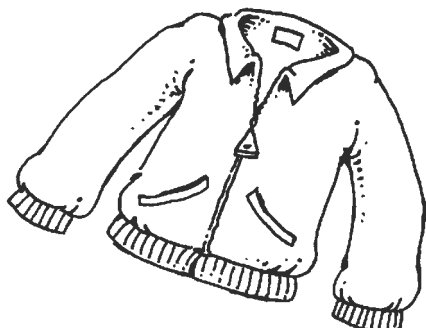


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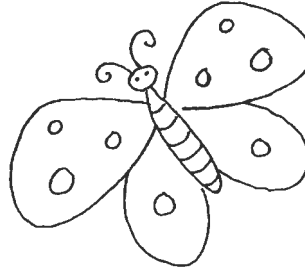
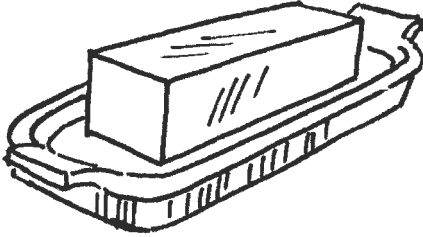


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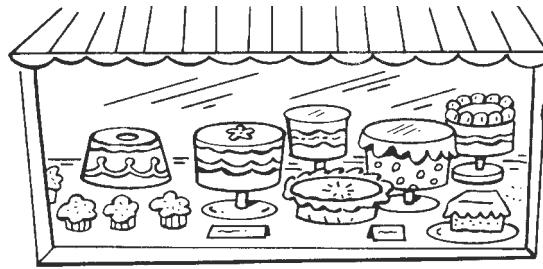


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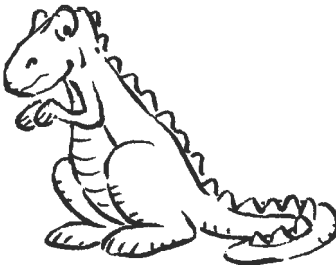
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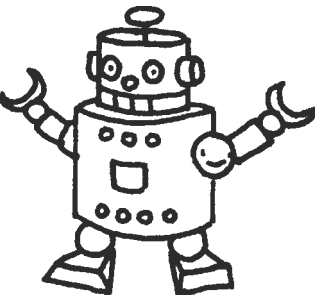


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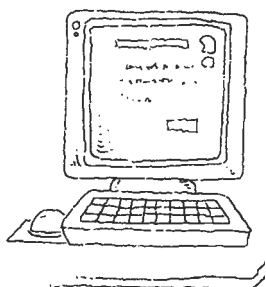
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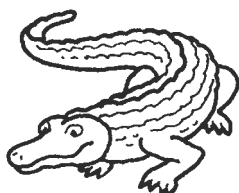
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work time

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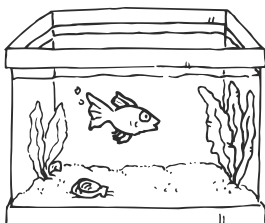
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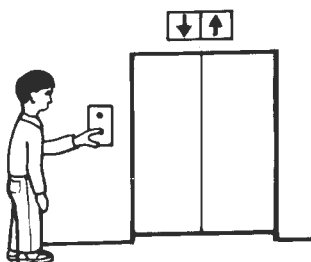
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