

Blend Syllables in Multisyllabic Words

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Language Objectives

- Blend syllables to form multisyllabic words.

Building Literacy

Blending syllables in words helps children become familiar with word parts.

- Blending word parts helps children understand the concept of a word.
- Learning to blend syllables prepares children for blending individual sounds.
- Blending is a skill that is necessary for reading.

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.

snowman	teacher	rain
goldfish	children	broom
gold	chicken	kangaroo
goat	tiger	bear
bread	turkey	strawberry
toothbrush	key	straw
tooth	bee	thumb
cape	bag	elephant
cupcake	baby	umbrella
cake	pond	triangle
bell	turtle	tricycle
barn	tulips	anchor
baseball	rabbit	
beach	bib	



ENGLISH LANGUAGE LEARNERS

English language learners who can't produce certain syllables accurately may not have one or more of the sounds in their native language. For example, the sound /r/ in the featured words in this lesson has no equivalent in Spanish, Vietnamese, Cantonese, Hmong, Filipino, or Korean. Work one-on-one to help with specific sounds.

➔ show me

Read this sentence to children:

We made a funny snowman out of big snowballs.

Have children point to the star with the 1 in it on p. 17 of the Targeted Lessons Student Book. Briefly discuss the illustration and how a snowman is made. *We can break long words into syllables, or parts. Listen as I say the two syllables in snowman. Slowly say the syllables: snow . . . man. Now I will blend the two syllables together to say the whole word: snow . . . man, snowman.* Reread the sentence. *Listen as I say two syllables: funn . . . y. You say it: funn . . . y. Now say the whole word. (funny)* Repeat with *snow . . . balls, snowballs.* Practicing blending syllables will help you learn to blend sounds when you read.

➔ guide me

Blend Syllables in Compound Words Have children point to the apple with the 2 in it. *Point to each picture as I say the name: goldfish, gold, goat.* Listen closely as I say the syllables of a word: *gold . . . fish.* I blend the two syllables to say the whole word: *goldfish.* Say it with me: *gold . . . fish, goldfish.* Circle the picture of the goldfish.

Now put your finger on the fish with the 3 in it. *Point to each picture as I say the name: bread, toothbrush, tooth.* I'll say the two syllables of a word. Blend them together to make a new word. Say the following, pausing between the syllables: *tooth . . . brush.* *Now say the whole word.* Guide children to say *toothbrush.* Then have them circle the picture of the toothbrush.

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Blend Syllables in Multisyllabic Words

➔ show me

1

➔ guide me

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PHONOLOGICAL AND PRINT AWARENESS 17

TEACHING STRATEGIES

Blending compound words is a good way to introduce blending because children can recognize the individual words as well as the compound. If children have difficulty blending, provide more practice. Use compounds made of one-syllable words, such as *upstairs, popcorn, breakfast, skateboard, eyelash.* Say each syllable and have children blend the two parts to make the compound word.

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22 PHONOLOGICAL AND PRINT AWARENESS

work time

Have children look at p. 18 from the Targeted Lessons Student Book and point to the heart with the 4 in it. **Point to each picture as I say the name: *cape, cupcake, cake*. I will say the two syllables of a word. Blend the syllables together to make the word. Pause between the syllables as you say the following: *cup . . . cake*. Blend the syllables together to make a new word. What word did you make? (*cupcake*) Which picture shows the word?** Repeat the syllables, then guide children in blending to say *cupcake*. **Circle the picture of the word you made.** Continue similarly with the next row: *bell, barn, baseball*. Have children blend the syllables *base . . . ball* and circle the picture that shows the word.

guide me

Blend Syllables in Non-Compound Words **Point to the mug with the 6 in it. I'm going to say a sentence. Say the following sentence, segmenting the syllables in *teacher*: I'm a teach . . . er. Listen: *teach . . . er*. Blend the syllables. What word did you make? Find the picture of the word and circle it.** Guide children to circle the teacher.

Point to the tree with the 7 in it. I'm going to say a sentence. Say the following sentence, segmenting the syllables in *children*: You are chil . . . dren. Listen: *chil . . . dren*. Blend the syllables. What word did you make? Find the picture of the word and circle it. Guide children to circle the children.

5 Blend Syllables in Multisyllabic Words

work time

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18 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Children may find blending non-compound words more difficult. To help, begin by pausing entirely between syllables, then pause only briefly, then blend the syllables to make the word: *chil . . . dren, chil-dren, children*.

work time













Have children look at p. 19 from the Targeted Lessons Student Book. Help children name the pictures: *tiger, turkey, key, bee, bag, baby, pond, turtle, tulips, rabbit, bib, rain*. Point to the flag with the 8 in it. I will say the two syllables of a word: *tur . . . key*. Blend the syllables. What word did you make? Find the picture of the word and circle it. (turkey)

Continue by having children blend each of the following segmented words and circle the corresponding picture:

9. *ba . . . by, baby*.
10. *tur . . . tle, turtle*.
11. *rab . . . bit, rabbit*.

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work time

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PHONOLOGICAL AND PRINT AWARENESS 19

guide me

Blend Syllables in Longer Words Have children look at p. 20 in the Targeted Lessons Student Book. Help children name the pictures: *broom, kangaroo, bear, strawberry, straw, thumb, elephant, umbrella, triangle, tricycle, anchor*. Have them point to the mitten with the 12 in it. Listen as I say a word with three syllables: *kan . . . ga . . . roo*. Blend the syllables. What word did you make? Guide children to blend the syllables to say the word *kangaroo*. Find the picture that shows the kangaroo and circle it.

work time

Point to the butterfly with the 13 in it. Listen as I say a word with three syllables: *straw . . . ber . . . ry*. Blend the syllables. Guide children as they blend the syllables to make *strawberry*. What word did you make? (*strawberry*) Circle the picture that shows the word.

Continue by having children blend each of the following segmented words and circle the corresponding picture:

14. *um . . . brel . . . la, umbrella.*

15. *tri . . . an . . . gle, triangle.*

check for understanding



In this lesson, you blended syllables to make words. Listen as I say the syllables of some words. Blend them together and say the whole word. *Pop . . . corn.* (*popcorn*) Continue with these segmented words: *in . . . side, inside; por . . . cu . . . pine, porcupine; yes . . . ter . . . day, yesterday.*

reflect




Have children turn and talk to a partner about what they have learned. What did you learn about blending syllables? If time permits, challenge partners to take turns saying the syllables of familiar words while the other child blends the syllables to say the word.


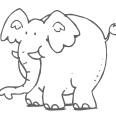

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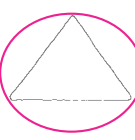


guide me

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work time

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Blend Syllables in Multisyllabic Words

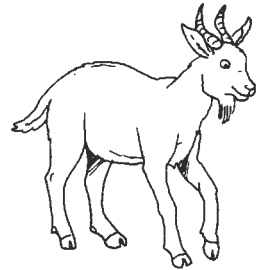
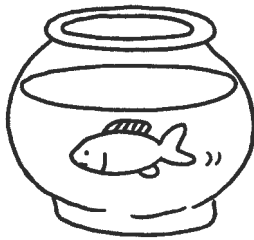
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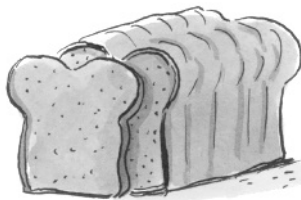


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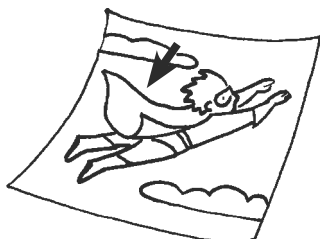
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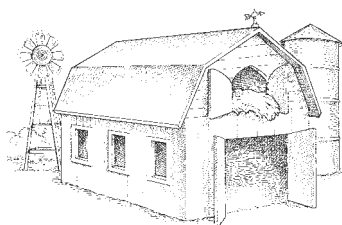
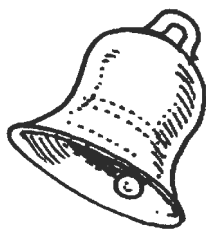
5 Blend Syllables in Multisyllabic Words

work time

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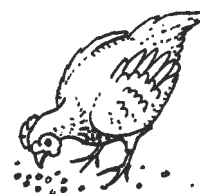
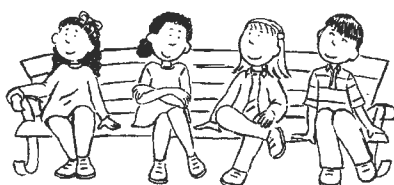


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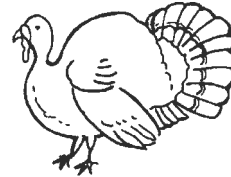
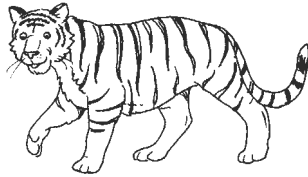


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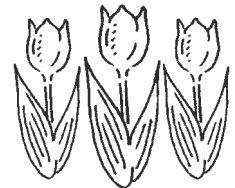
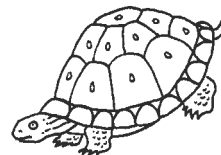
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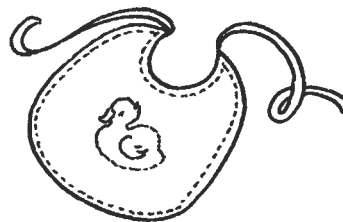
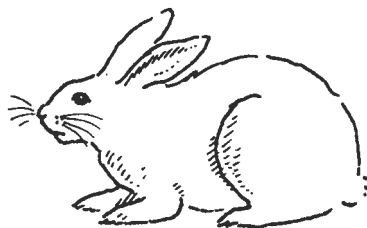
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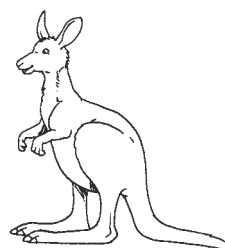
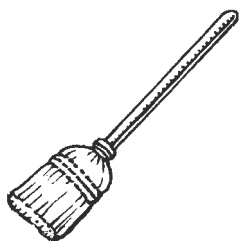
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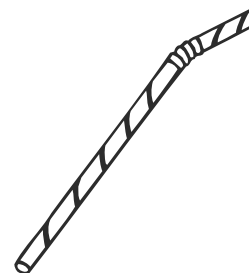
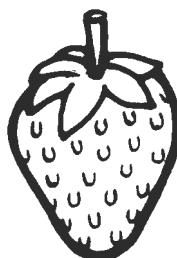
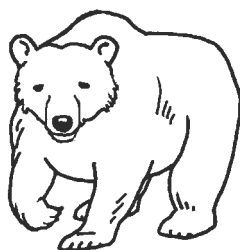
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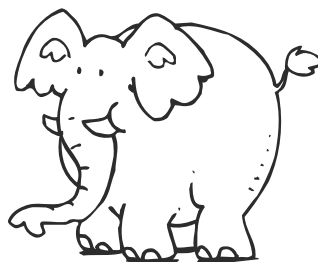


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