



Phonological Awareness: Syllables in Words

Students will practice orally segmenting, counting, and pronouncing syllables.

Prepare

Use the word bank at the end of the activity.

Warm-Up



We are going to play Syllable Step-n-Say. Words can be broken up into smaller word parts called syllables. We will take a step at the same time that we say each part of the word, or syllable. Then, we will say the whole word again.

Modeling



Watch me. The first word is *pencil*. I'll say *pen* and take one step (take one step forward), **and then *cil* and take another step** (take one step forward). **I took two steps, one for each syllable.** Now, I will put the syllables back together and say, *pencil*.

Model for students.

Guided Practice



Let's do one together. We will always start with our right foot. Say the word with a very slight pause between syllables. **Our new word is *monkey*.** Let's take a step for each syllable. ***Mon* (step), *key* (step).** **How many steps did we take?** Students should respond *two*. **How many parts, or syllables, do you hear in the word *monkey*?** Students should say *two*. **That's right. The word *monkey* has two syllables.** Now, put it back together: ***monkey*.**

If Correct: Good job. You took two steps. The word "monkey" has two syllables, "mon" and "key."

If Incorrect: Watch me and try to do what I do. Step with me as we say each part together: "mon" (*step*), "key" (*step*). Great work! The word "monkey" has two syllables: "mon-key," so you took two steps. Now you try it. Take one step for each syllable and then say the word again.

Step and say with the students.

Correct Answer:
mon... key, two
syllables: monkey

Try to get a correct response before proceeding.

Practice



Now, it's your turn to play Step-n-Say. Try it with the word *carpet*.

Provide wait time so that all students participate and then call on one student.

Students should take two steps: car (step), pet (step).

Take a step for each syllable while saying the part aloud. Student should take two steps. **How many syllables are in the word *carpet*?** Student should say *two*. **Put the syllables back together again.** Student should say *carpet*.

If Correct: Good job! You're ready for some more words.

If Incorrect: Try it with me. Say the syllables in the word "carpet" with me. Car-pet. Now, take a step with me as we say each part together: "car" (*step*), "pet" (*step*). How many steps did you take? *Student should say "two."* How many syllables in the word "carpet?" *Student should say "two."* Put the syllables back together and say the word again. *The student should say "carpet."*

If students are unable to say the syllables, you may need to practice orally segmenting some words together before proceeding with the rest of the activity.

To encourage full participation and allow assessment of individual students, you will want to provide wait time and switch unpredictably between inviting a response from the whole group or from individual students.

Support
Continue to help students say syllables slowly, then with a pause, then with a longer pause.

Challenge
Choose words with more syllables.

Word Bank

Word	Syllables
apples	ap-ples
flower	flow-er
chicken	chick-en
cookies	cook-ies
circle	cir-cle
elephant	el-e-phant

Word Bank *Continued*

Word	Syllables
crocodile	croc-o-dile
rabbit	rab-bit
octopus	oc-to-pus
astronaut	as-tro-naut
paper	pa-per
trampoline	tram-po-line
ladder	lad-der
doctor	doc-tor
alien	a-li-en
feather	feath-er
parachute	par-a-chute
dog	dog
pizza	piz-za
pelican	pel-i-can

Wrap-Up



Great work today. Remember that we can divide some words into smaller parts called syllables.