

Date: _____

Segmenting: Breaking Syllables Apart

PLAN

Component: Phonological Awareness

Instructional Activity: Segmenting: Breaking Syllables Apart

Materials Needed: N/A



Approximate Time:

5 minutes



Click here for video example

✓ Individual

✓ Small Group

✓ Large Group

OBJECTIVE

State the objective(s).

You know how to break a compound word apart to say each word. Now you will learn how to break the syllables in a word apart. Being able to know the parts of a word is important when you are learning to read and spell. You'll know you have it when you can break apart the syllables of words by yourself.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

A *syllable* is a chunk of a word that contains one vowel sound. There may also be consonant sounds before and after the vowel sound, but there is only *one* vowel sound in a syllable. For example, in the word *picnic* I hear the vowel sound /*īīī*/ two times: /*pīīīk*/ /*nīīīk*/. That means the word *picnic* has two *syllables*.

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I DO IT!

Demonstrate. *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

My turn.

First, I'm going to say the whole word. I put both of my fists out in front of me so the thumbs are touching.

Then, I'm going to move one fist away as I say the first syllable in the word, then the other fist away as I say the last syllable in the word.

Listen carefully. The word is *baby*. Put both fists in front of you, thumbs touching, as you say the word. **Now, I'll break the syllables apart:** **ba...** Move right fist away. **...by** Move left fist away.

NOTE: If you are facing your students, move your right hand away when saying the first syllable /bā/ and your left hand away when saying the second syllable /bē/ so students see the word being segmented from left-to-right. When it's their turn, students should use their left hand for the first syllable and their right hand for the second syllable.

Provide guided practice.

Let's try it together!

Repeat after me. Put your fists in front of you, thumbs touching.

The word is *turkey*. What word? Students: *turkey*

Take it apart:

Students and teacher: ***tur*...** (move one fist away)

Students and teacher: ***...key*** (move the other fist away)

*Repeat the routine with the word *super* (su... ..per).*



If students need support with:

Then try this:

Breaking the parts of the word apart...

Have them put their hand under their chin and 'feel' how many times it goes down while saying the word.

WE DO IT!

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YOU DO IT!

Provide independent practice.

Your turn. This time, you'll break the words apart without my help.

Repeat after me. Hold your fists out in front of you, thumbs touching.

The word is **robot**. What word? Students: *robot* (Students hold both fists out, thumbs touching.)

Break it apart! Students: *ro...* (move left fist away) *...bot* (move right fist away)

Repeat the routine using words from the list. Do NOT answer with the students.

You did it! You learned how to break words apart! You're getting so good at this!

Teacher tip: Say each syllable the way it would sound if you were saying the whole word. Multisyllabic words in English often contain one or more unaccented, or unstressed, syllables. The vowel sound in these syllables changes to the schwa sound when we speak, which usually sounds like /ü/ or /i/. For example, in the word basket, the last syllable sounds more like /küt/ than /kët/. So, when saying the syllables, say /bas/ /küt/.

Word List:

zebra (ze... ...bra)

purple (pur... ...ple)

over (o... ...ver)

also (al... ...so)

sister (sis... ...ter)

ASSESS

Assess students (formally or informally). Determine the level of mastery for the stated objective.

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/
EXTEND

Enrichment/Extension. Provide enrichment and extension activities for students who need less support.

If students can effectively break apart words with two syllables, they might be ready to move on to words with three syllables!