

Date: _____

Blending: Putting Syllables Together

PLAN

Component: Phonological Awareness

Instructional Activity: Blending: Putting Syllables Together

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 put the two parts of a compound word together to make the whole word. Now you will learn how to put two parts of a word together to make a whole word. These are chunks called *syllables*. 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 put the syllables together to make a new word 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 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 /*ī*/ two times: /*pī*īk/ /*nī*īk/. 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 two syllables. I will use my fists to show the two chunks.

Then, I'm going to say the two syllables quickly together to make one word. I will bump my fists together when I say the new word.

Listen carefully. The syllables are *mu... ..sic*. If you are facing your students, put your *right* fist out, palm down, when saying the first syllable /mū/ and your *left* fist out, palm down, when saying the second syllable /zīk/ so they see the word being built left-to-right. When it's their turn, students should use their left hand for the first word and their right hand for the second word.

Now, I put them together to make one word. Bump your fists together and say: *music*.

The syllables *mu... ..sic* make *music*!



If students need support with:	Then try this:
Putting the parts of the word together...	Try using with two pieces of small paper, such as a square that represents one syllable and another square that represents the second syllable.

WE DO IT!

Provide guided practice.

Let's try it together!

Repeat after me. Hold your fist out for each syllable:

num... Students: *num...*

...ber Students: *...ber*

Put them together. Teacher and students bump their fists together and say: *number*.

Yes, *number*.

Repeat the routine with the word winter (win... ..ter).

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YOU DO IT!

Provide independent practice.

Your turn.

This time, you'll put the words together without my help.

Repeat after me. Hold your fist out for each syllable:

can... Students: *can...*

...dy Students: *...dy*

Put them together. Students ONLY bump fists together and say: *candy*.

Yes, *candy*.

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

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 /ǘ/ or /ĩ/. For example, in the word basket, the last syllable sounds more like /kĩt/ than /kět/. So, when saying the syllables, you should say /bas/ /kĩt/.

You already learned how to put two words together to make a compound word! Today you learned how to put two syllables together to make a word! You're doing great!

Word List:

ti... ..ger (tiger)

mo... ..ment (moment)

ham... ..ster (hamster)

chap... ..ter (chapter)

mon... ..ster (monster)

bas... ..ket (basket)

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 are mastering this skill quickly, consider moving them to three syllable words!