

Phonological Awareness: Syllable Isolation

College- and Career-Ready Standard Addressed: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Count, pronounce, blend, and segment syllables in spoken words.

Objective: Increase students’ ability to identify syllables in words.

Materials

Use manipulatives to count syllables such as arm tapping, moving blocks, or tokens if students have difficulty clapping.

Suggested Schedule and Group Size

Schedule: Daily, no more than five minutes per session

Recommended group size: Individual or small group (up to five students)

Note: The following script is intended as a model. Adjust the difficulty of words and increase independent practice opportunities as students become more proficient.

Activity

Intervention Principle

Use precise, simple language to introduce key concepts and procedures.

Use explicit instruction, including modeling and joint practice opportunities.

Sample Script and Procedures

Today we are going to count the syllables—or parts--we hear in words. We’re going to CLAP for each syllable we hear.

Listen and watch me: *flower*

I’m going to clap the syllables in *flower*.

Flow–er. (Clap along with each syllable.)

How many times did I clap? (Students should say “2.”)

Good counting! I clapped two times, so there are two syllables in *flower*.

Now let’s do it together. We’ll say *flower* slowly and clap one time for each syllable: *flow–er*. (Make sure students clap along with each syllable.)

How many syllables in *flower*? (Students should say “2.”)

<p>Provide concrete, repeated opportunities to correctly practice the skill and receive feedback.</p>	<p>Right! We clapped two times, so there are two syllables in <i>flower</i>.</p> <p>Now it's your turn. I'll watch you clap and count the syllables in <i>flower</i>. (<i>Watch the student respond.</i>)</p> <p>Nice job, there are two syllables in <i>flower</i>.</p> <p>Let's try a new word: <i>under</i>. Say <i>under</i> slowly and I'll watch you clap to count the syllables. (<i>Watch the students respond and provide feedback. Practice with additional words such as camper, running, wander. To make the task more difficult, practice with 3-, and 4-syllable words (e.g., telephone, elephant, alligator) Include students' names, objects in room, common words, and so on.</i>)</p>
<p>Error Correction</p>	
<p>Provide immediate and explicit error correction. If needed, provide hand-over-hand assistance by helping the student clap the syllables while saying them. Have the student practice the correct response.</p>	<p>That's not quite right. My turn: <i>flow—er</i>. (<i>Say it slowly, emphasizing the syllables while you clap.</i>)</p> <p>Now say it with me: <i>flow—er</i>. (<i>Say it slowly, emphasizing the syllables while you clap with the student.</i>)</p> <p>Now you say <i>flower</i> and clap to count the syllables. (<i>Repeat as needed. If the student continues to struggle, use compound words like cupcake, airplane, or cowboy to make it easier for the student to distinguish each syllable.</i>)</p>
<p>Instructional Recommendations</p>	
	<ul style="list-style-type: none"> ▪ Hold continuous sounds for a few seconds. These are sounds you can hold without distorting, like /sss/, /mmm/, /aaa/. Stop sounds are sounds you <i>cannot</i> hold without distorting them, like /t/. ▪ Say “stop sounds” quickly and precisely, without adding /uh/ to the end of the sound.

Source: Adapted with permission from *Phonemic awareness instructional routine: Syllables, Kindergarten level*. Tallahassee, FL: Florida Center for Reading Research. Copyright 2007. Available at <http://www.fcrr.org/assessment/ET/routines/routines.html>