

Instructional Scripts: Teaching Phonological Awareness

INTRODUCTION OF SYLLABLE AWARENESS

Purpose: To support the development of phonological awareness through syllable awareness tasks

Materials: Multi-colored chips or tokens, blending sheets, picture cards (optional)

Note: When working with younger students, compound word picture cards can be used in place of colored manipulatives.

SYLLABLE BLENDING INSTRUCTION: Compound Words

Teacher: Today, we are going to blend two small words together to make a new word. Watch me. The first word is *rain*. I will place one colored chip on the blending sheet. The next word is *bow*. I will place another colored chip on the blending sheet. *Teacher places one red chip on the blending sheet for 'rain' and one blue chip to the right of the red chip for 'bow.'*

This is *rain*. This is *bow*. The new word is *rainbow*. *Teacher taps each chip while saying each word, then slides the two chips together while saying the compound word.*

Now let's try it together, *cup*. *Teacher places one chip on the blending sheet. This is cup. Now on your blending sheet, show cup.*

Students: *cup* *Students say the word and place one chip on their blending sheets.*

Teacher: Good. The next word is *cake*. Together now, show *cake*.

Students and Teacher: *cake* *Teacher and students say the word and place another chip on the blending sheet to the right of the first chip.*

Teacher: Good. Now let's slide the two words together and say the new word.

Students and Teacher: *cup, cake, cupcake* *Teacher and students tap each chip while saying each word, then slide the two chips together while saying the compound word.*

Teacher: Which is *cake*? *Students tap the right chip. Which part is this? Teacher points to the left chip.*

Students: *cup*

Teacher: Good. Let's tap and say them in order, left to right.

Students and Teacher: *cup, cake* *Teacher and students tap the chips while saying the words.*

Teacher: What's the new word?

Students: *cupcake*

Teacher: Way to go! Now I'll say some words for you to blend on your own.

Teacher repeats the activity with additional compound words for students to practice blending independently and provides guided questioning and support as needed.

SYLLABLE SEGMENTATION INSTRUCTION: Compound Words

Teacher: Today, I'm going to say a word that has two parts. Each part will be a small word. Watch me. The word is *milkshake*. I can separate or segment the word *milkshake* into two smaller words, *milk* and *shake*. I will place one colored chip on the blending sheet for *milk*. and I will place another chip for *shake*. *Teacher places one red chip on the blending sheet for 'milk' and one blue chip to the right of the red chip for 'shake.'*

This is *milk*. This is *shake*. When I say the two parts together, the whole word is *milkshake*. *Teacher taps each chip while saying each word, then slides the two chips together while saying the compound word.* Now let's try one together! The word is *starfish*. Say it with me.

Students and Teacher: *starfish*

Teacher: Let's segment the word *starfish* into two smaller words. The first part of *starfish* is *star*. *Teacher places one chip on the blending sheet.* Now on your blending sheet, show *star*.

Students: *star* *Students say the word and place one chip on their blending sheets.*

Teacher: Good. The last part of *starfish* is *fish*. Together now, show *fish*.

Students and Teacher: *fish* *Teacher and students say the word and place another chip on the blending sheet to the right of the first chip.*

Teacher: Good. Now let's say the two words together.

Students and Teacher: *starfish* *Teacher and students tap each chip while saying each word, then slide the two chips together while saying the compound word.*

Teacher: Very nice! Each word part is called a syllable. What do we call each word part?

Students: a syllable

Teacher: Good. Let's tap and say the syllables together in order, left to right.

Students and Teacher: *star, fish* *Teacher and students tap the chips while saying the words.*

Teacher: What's the whole word?

Students: *starfish*

Teacher: What word do we have if we take *fish* away from *starfish*? *Teacher slides the right chip off the blending sheet and points to the left chip.*

Students: *star* *Students tap the left chip on their blending sheets while saying the word.*

Teacher: And what word do we have if we take *star* away from *starfish*? *Teacher slides the left chip off the blending sheet and points to the right chip.*

Students: *fish* *Students tap the right chip on their blending sheets while saying the word.*

Teacher: Way to go! Now I'll say some words for you to break apart and segment into syllables on your own.

Teacher repeats the activity with additional compound words for students to practice segmenting independently and provides guided questioning and support as needed.

SYLLABLE BLENDING INSTRUCTION: Two-Syllable Words

Teacher: Today, we are going to blend two small word parts together to make a new word. Watch me. The first word part is /tī/. I will place one colored chip on the blending sheet. The next word part is /gər/. I will place another colored chip on the blending sheet. *Teacher places one red chip on the blending sheet for /tī/ and one blue chip to the right of the red chip for /gər/.*

This is /tī/. This is /gər/. The new word is *tiger*. Each part /tī/ and /gər/ is a syllable. The word *tiger* has two syllables. *Teacher taps each chip while saying each syllable, then slides the two chips together while saying the two-syllable word.*

Now let's try it together! /lōb/ *Teacher places one chip on the blending sheet. This is /lōb/. Now on your blending sheet, show /lōb/.*

Students: /lōb/ *Students say the syllable and place one chip on their blending sheets.*

Teacher: Good. The next syllable is /stər/. Together now, show /stər/.

Students and Teacher: /stər/ *Teacher and students say the syllable and place another chip on the blending sheet to the right of the first chip.*

Teacher: Good. Now let's slide the two syllables together and say the new word.

Students and Teacher: /lōb/, /stər/, *lobster* *Teacher and students tap the chips while saying the syllables, then say the two-syllable word.*

Teacher: Which is /stər/? *Students tap the right chip. Which syllable is this? Teacher points to the left chip.*

Students: /lōb/

Teacher: Good. Let's tap and say the syllables in order, left to right.

Students and Teacher: /lōb/, /stər/ *Teacher and students tap the chips while saying the syllables.*

Teacher: What's the new word?

Students: *lobster*

Teacher: How many syllables are in the word *lobster*?

Students: 2

Teacher: Way to go! Now I'll say some syllables for you to blend on your own.

Teacher repeats the activity with additional two-syllable words for students to practice blending independently and provides guided questioning and support as needed.

SYLLABLE SEGMENTATION INSTRUCTION: Two-Syllable Words

Teacher: Today, I'm going to say a word that has two parts or two syllables. Watch me. The word is *number*. I can separate or segment the word *number* into two syllables, /nŭm/ and /bər/. I will place one colored chip on the blending sheet for /nŭm/ and I will place another chip for /bər/. *Teacher places one red chip on the blending sheet for /nŭm/ and one blue chip to the right of the red chip for /bər/.*

This is /nŭm/. This is /bər/. The whole word is *number*. *Teacher taps each chip while saying each syllable, then slides the two chips together while saying the two-syllable word.*

Now let's try one together! The word is *eagle*. Say it with me.

Students and Teacher: *eagle*

Teacher: The first syllable in *eagle* is /ē/. *Teacher places one chip on the blending sheet. Now on your blending sheet, show the first syllable.*

Students: /ē/ *Students say the syllable and place one chip on their blending sheets.*

Teacher: Good. Together now, what's the last syllable in *eagle*?

Students and Teacher: /gəl/ *Teacher and students say the syllable and place another chip on the blending sheet to the right of the first chip.*

Teacher: Good. Now let's tap and say the syllables together in order, left to right.

Students and Teacher: /ē/, /gəl/ *Teacher and students tap each chip while saying each syllable.*

Teacher: What's the whole word?

Students: *eagle*

Teacher: Way to go! Now I'll say some words for you to segment into syllables on your own. The first word is *napkin*. Say it with me.

Students: *napkin*

Teacher: What's the first syllable in *napkin*?

Students: /năp/ *Students say the syllable and place one chip on their blending sheets.*

Teacher: Good. What's the last syllable in *napkin*?

Students: /kən/ *Students say the syllable and place another chip on the blending sheet to the right of the first chip.*

Teacher: What are the two syllables in *napkin*?

Students: /năp/, /kən/ *Students tap the chips left to right while saying the syllables.*

Teacher repeats the activity with additional two-syllable words for students to practice segmenting independently and provides guided questioning and support as needed.

Phonological Awareness: Segmenting and Blending Multisyllabic Words

Activity: Segmenting and Blending Multisyllabic Words

Objective: Practice orally segmenting and blending multisyllabic words

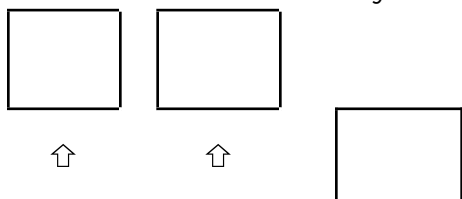
Materials: Blank note cards

Instructions:

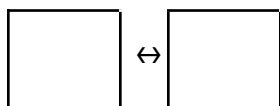
1. Give students 2 - 5 blank note cards and place them in a single line on the student's workspace.



2. Orally recite a word such as “mailman” and have the student physically slide one card up for each spoken syllable. For example, mailman is segmented “mail/man,” moving each card as the student utters each syllable.



3. Push the syllable cards together to blend the word, “mailman.”



Tips and extensions:

- Use content vocabulary
- Be mindful of dialectal differences. For example, “Crayon” can be pronounced with 1- or 2-syllables depending on the dialect.
- Have students identify the stressed syllable.

Sample list of multisyllabic words: *note this list is not a suggested scope and sequence

contrast, con/trast
reject, re/ject

unit, u/nit
inform, in/form

detail, de/tail
fable, fa/ble