

# EMPOWERING TEACHERS

## Phonemic Awareness Instructional Routine: Syllables

Preparation/Materials: Words with one to four syllables



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say

- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Sounds are noted using / /

### TEACHER EXPLAINS TASK

We are going to count the syllables in a word.

### TEACHER MODELS TASK

Listen.

flower

I'm going to clap for each syllable I say.

flow...er

I clapped two times so there are two syllables in the word 'flower.'

### TEACHER & STUDENTS PRACTICE TASK TOGETHER

Say flower with me.

- flower

Now say flower slowly and clap one time for each syllable.

- flow...er

How many syllables are in flow...er?

- two

Yes, there are two syllables in flower.

### STUDENTS PRACTICE TASK

Your turn.

Say flower slowly and clap one time for each syllable.

flow...er

How many syllables are in flower?

two

Yes, there are two syllables in flower.

### INDEPENDENT PRACTICE

When students consistently count the number of syllables in the word, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.

### SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are clapping one time per syllable. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, present a compound word (e.g., cup...cake, air...plane) to make it easier for the student to hear the different syllables.

### Adaptations using this Instructional Routine:

- Use words with three and four syllables.
- Use other manipulatives (e.g., arm tapping, moving index cards) to demonstrate the number of syllables in a word if students struggle with clapping.

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at [http://www.fcrr.org/curriculum/pdf/GK-1/PA\\_Final\\_Part2.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/PA_Final_Part2.pdf)

- PA.020
- PA.021
- PA.022
- PA.023