

## Phonemic Awareness

### Syllable Segmentation

- ◆ Place in a box **Pocket Chart Picture Cards** of objects with differing numbers of syllables in their names. See the Materials section for a suggested set of **Picture Cards** to use. The picture names' syllable counts range from one to four.
- ◆ Have a student reach into the box, remove a picture, and name the object shown. Say the name of the object as you clap out the syllables: *mon / ster*. Have students say the name, and then have them clap out the syllables as you did. *monster*
- ◆ Ask them to tell you how many parts they heard in the word. *two* Explain that they can tell by counting the number of times they clapped. Clap out the syllables of the object named once more, counting aloud.
- ◆ Repeat with other **Picture Cards**:
 

one syllable:	47—dice	99—kite	195—white
two syllables:	13—ap-ple	72—gui-tar	89—in-fant
three syllables:	56—en-ve-lope	116—news-pa-per	185—um-brel-la
four syllables:	187—veg-e-ta-bles	193—wa-ter-me-lons	

## How the Alphabet Works

- ◆ Tell students anything that can be pronounced can be spelled with the letters of the alphabet.
- ◆ Ask a volunteer to give you a word. Tell them you know how to spell that word, and write it on the board. Point to the letters, spell the word, and say the word again. Show them the word contains the letters shown on the **Alphabet Sound Wall Cards**.
- ◆ Create opportunities for students to help you. For instance, if the word is *man*, say *I think this word starts with a m. Which letter is a m?* Point to the appropriate **Alphabet Sound Wall Card**.
- ◆ When you are finished, have students spell the word again, letter by letter, and then say the word. Continue, encouraging students to come up with some “big” words.

## Monitor Progress

### to Differentiate Instruction Formal Assessment

**Syllable Segmentation** Note how easily students segment syllables in words.

#### APPROACHING LEVEL

**IF ...** students are having difficulty, **THEN ...** work with them to complete **Reteach** page 47.

#### ON LEVEL

**IF ...** students need more practice, **THEN ...** have them work in small groups to organize the **Picture Cards** by number of syllables.

#### ABOVE LEVEL

**IF ...** students are comfortable, **THEN ...** use the **eSkills** activity for this unit.



## Teacher Tip

**HOW THE ALPHABET WORKS** These lessons will help students understand that letters work together in a systematic way to connect spoken language to written words. The lessons were created to engage students in experiences that will help them develop some fundamental understandings, including the following:

- Words are composed of sounds, and letters represent those sounds.
- Letters and sounds can be used to identify words.
- Anything that can be pronounced can be spelled.
- A limited number of letters combine in different ways to make many different words.
- Meaning can be obtained by using letters and sounds to determine words.