

# 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><b>Right! We clapped two times, so there are two syllables in <i>flower</i>.</b></p> <p><b>Now it's your turn. I'll watch you clap and count the syllables in <i>flower</i>.</b> (<i>Watch the student respond.</i>)</p> <p><b>Nice job, there are two syllables in <i>flower</i>.</b></p> <p><b>Let's try a new word: <i>under</i>. Say <i>under</i> slowly and I'll watch you clap to count the syllables.</b> (<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><b>Error Correction</b></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><b>That's not quite right. My turn: <i>flow—er</i>.</b> (<i>Say it slowly, emphasizing the syllables while you clap.</i>)</p> <p><b>Now say it with me: <i>flow—er</i>.</b> (<i>Say it slowly, emphasizing the syllables while you clap with the student.</i>)</p> <p><b>Now you say <i>flower</i> and clap to count the syllables.</b> (<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><b>Instructional Recommendations</b></p>	
	<ul style="list-style-type: none"> <li>▪ 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/.</li> <li>▪ Say “stop sounds” quickly and precisely, without adding /uh/ to the end of the sound.</li> </ul>

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>