

# Phonics Foundation Skills

## Syllables

Use the following activities to regularly teach syllables. Repeat and recycle phonics foundation skills by completing one or more of these activities every week.

### E.1 Syllable Name Game

Teach students about syllables. Use your own name and names of students in the class to demonstrate clapping out the number of syllables in a name. Clap and count the number of syllables in each student's name.

Have all of the students at one table stand up. Clap out a syllable pattern and have the class guess which student's name you are clapping. Have that student sit down and continue clapping out other patterns until the whole group is seated. Repeat with other tables or groups of students.

### E.2 Clap and Count Syllables

*abc English: Book Two, pages 22-23*

**You will need:** Projector and digital copy of *abc English: Book Two* and/or copies of *abc English: Book Two* for each student

Refer to pages 22-23 in *abc English: Book Two* for groups of words with more than one syllable. Say a word and have the class clap and count the syllables in the word. After you have introduced all of the words with listening, clapping, and counting, use a projector to show a large image of page 22-23 on the screen (or open books to page 22-23). Point to each word and sound out the syllables.

### E.3 Circle the Syllable

Write a three, four, or five syllable word on the board in large letters. (See list below for ideas). Call on a student to come to the board and give him a marker. Give him directions to find and circle one syllable in the word at a time. Hold up two or three fingers to help student know how many letters are in the syllable. For example, for the word watermelon:

"Circle /me/"

"Circle /ter/"

"Circle /lon/"

"Circle /wa/"

Try these words: watermelon, banana, wonderful, secretary, visitor, September, hamburger, yesterday, Wednesday, potato, avocado, America, Canada, hospital, computer, supermarket, Saturday, tomorrow, elementary, University, family, seventy, library, disability, macaroni, capital.

### E.4 Cut the Syllables

**You will need:** Word strip cards prepared with words from one of the multi-syllable word lists in *abc English: Book Two*, pages 24-41; scissors and tape or magnets

Choose one of the multi-syllable word lists in *abc English: Book Two*, pages 24-41. The lists build upon each other, so teach words in the first lists before continuing on to the more difficult lists. Write each word in large letters on a word strip or strip of paper. (Note: Tagboard "word strips" or "sentence strips" are available at teacher supply stores or at [www.amazon.com](http://www.amazon.com) and work very well for this activity)

Show the class one of the word strips. Have the class identify and mark the vowels. Choose a student to use the scissors to cut the card between the vowels to separate the syllables. Use the instructions below to teach students how to cut words apart. Help the class read the syllables separately and then together. Mix up the syllables and tape them in random places all over the board. Repeat with the rest of the words in the list. When finished, dictate a word and have a student come find the syllables to put the word back together.

Instructions for cutting up words:

1. (Closed Syllables -- Lists on pages 24, 25, 26) If there are two letters between the vowels, cut between the two letters.
2. (Open and Mixed Syllables -- Lists on pages 27, 28, 29) If there is only one letter between the vowels, cut to the left of the letter.
3. (Extra Sounds and Blends -- Lists on pages 30 and 31) Extra sounds such as /ch/, /sh/, /th/ and blends such as /bl/, /cr/, /sw/ stay together. Underline the extra sounds or blends and don't cut between them. Cut to the left if the extra sound or blend is in the middle of a word.
4. (Words that end in -y -- Lists on pages 32 and 33) When /y/ is at the end of the word, it acts as a vowel and makes the sound /ee/. Mark /y/ as a vowel along with the other vowels. Cut between the vowels.
5. (Double Vowels -- List on page 34) When two vowels are next to each other, the first one will be long and the second one will be silent. Sometimes two vowels next to each other make a special sound such as /oo/, /ou/, or /ow/.
6. (Silent e -- List on page 35) When there is only one letter between an e and another vowel, the first vowel is long and the e is silent.
7. (Soft c, Soft g, and ph -- Lists on page 36 and 37) When "c" is next to "i" or "e" it makes the sound /s/. When "g" is next

to “i” or “e” it makes the sound /j/. When “ph” is together, it makes the sound /f/.

8. (Words that end in -le -- List on page 38) When a word ends in “le”, the “le” will take the letter next to it to make the last syllable.
9. (i + vowel -- List on page 39) When there are two vowels next to each other and the first one is an “i”, cut between the two vowels.
10. (Words that end in -tion -- Lists on pages 40 and 41) “tion” makes the sound /shun/. Draw a line under “tion” and keep the syllable together.

Note: For more information on marking and splitting words with more than one syllable, see [www.readinghorizons.com](http://www.readinghorizons.com).

## E.5 Syllables - Nonsense Words

**You will need:** Post-it notes in three different colors

Write these syllables on Post-it notes of three different colors. Syllables in the same column should be on the same color:

Sep	tem	ber
dep	rem	ger
lep	fem	ter
rep	wem	der

Place the Post-it notes on the board and have the class practice sounding out the rhyming syllables. In a separate area on the board, place the syllables “Sep”, “tem”, “ber” together to form a word. Sound out the word and review the meaning. Call on a student to come to the board and give him instructions such as “Take ‘ger’, put it on top of ‘ber’”. Have the class sound out the new word. Keep changing the syllables one at a time and sounding out the nonsense words.

Other possible syllable sets to form nonsense words are:

to	ma	to
go	ra	fo
so	pa	mo
no	ta	po

Ca	na	da
fa	ba	la
ra	ga	sa
ta	ma	pa

com	pu	ter
tom	du	ser
gom	lu	ger
bom	ru	per

hos	pi	tal
mos	li	wal
gos	ti	fal
pos	ri	sal

## E.6 Slideshow - Missing Syllable

**You will need:** Projector and Internet connection

Go to [www.teachabcenglish.com](http://www.teachabcenglish.com), click on Book 2 Activities, and choose Activity E.6, Missing Syllable. Use a projector to show the slideshow on a whiteboard. Help the class sound out each syllable. Have the class guess the missing syllable. Choose a student to come write in the missing syllable.

The words are: potato, November, computer, avocado, tomato, America, macaroni, supermarket, Canada, supervisor, banana, yesterday, tomorrow, Saturday, application, graduation.

## E.7 Corners Game

**You will need:** The following words written on slips of paper and mixed up in a cup; four Post-it notes

Write each of these words on a small slip of paper and mix them up in a cup or bowl:

bag hat shoe sock shirt dress	necklace jacket button backpack glasses bracelet	umbrella appointment telephone computer president hospital	elevator supervisor application supermarket America Somalia
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Use four Post-it notes to label four corners of the classroom with the numbers one through four. Show the class the numbers and have the students read the numbers. Check for understanding by asking “Where is number 3?” and having students point “over there!”. Once students are familiar with the numbered corners, tell the class that you want some students to stand next to number 1, some students to stand next to number 2, some students to stand next to number 3, and some students to stand next to number 4. It is not OK if everybody is next to the same number. Have the students stand up and go stand next to any number they choose. Mix up the slips of paper in the cup, choose one, and read it to the class. Ask the students to count the syllables. If there are three syllables, every student standing next to number 3 needs to sit down. The rest of the students should move around to a new numbered corner. Choose a new slip of paper, have the class count the syllables, and have all of the students in that corner sit down. Repeat until one student is left standing. Play the game again with the winning student choosing the cards from the cup.