

## Explicit Instruction for Phonological Awareness Intervention

Skill: Syllables

Instructional Day: One

Materials: For Reference: Syllable Word List-(Attached )

Section	Instructional Routine	Time
Set Purpose	<b>Today we are going to learn...</b> <u>Chin Drop and Finger Counting</u> <b>The reason we are learning this is ...</b> <u>whole words are made up of smaller parts called syllables.</u>	2 min.
State Objective	<b>At the end of this lesson you will be able to..</b> <u>break whole words into syllables</u>	1 min.
Connect to and Review Previous Learning	<b>Yesterday, you...</b> learned that rhyme means that words end with the same sound. Let's review, thumbs up if the words rhyme and thumbs down if the words don't rhyme. Say, "Do pie and fly rhyme?" Check for thumbs up. Say, " Do low and slow rhyme?" Check for thumbs up. Say, "Do nice and now rhyme?" Check for thumbs down. Say, "Do bench and cinch rhyme?" Check for thumbs up.	1 min.
Teach New Concept/ Skill (I Do)	<b>Watch me and listen to me as</b> I say a word. Say, "Moses" Did you notice how my chin dropped? How many times did my chin drop? Show me by lifting a finger for each syllable or how many times my chin dropped. <b>Model,</b> Say "Moses" put one back of hand under chin and with other hand lift a finger for each syllable. Our chin will drop for each syllable. Place the back of your hand under chin and say "pop". Remind scholars to watch your chin. Ask," How many times did my chin drop? Show me by lifting a finger for each syllable. (1) Place the back of your hand under chin and say "weasel". How many times did my chin drop? (2) Show me by lifting a finger for each syllable.	3 min.
Guide Practice (We Do)	<b>Now, let's try this together.</b> We will use our names to watch our chins drop for each syllable. <b>Let's Practice:</b> Ask a scholar to say their first name, with the back of their hand under their chin, while the other scholars watch and lift a finger for each syllable. Ask another scholar to say their first name, with the back of their hand under their chin, while the other scholars watch and lift a finger for each syllable. Continue until all scholars have an opportunity to say their first name, with the back of their hand under their chin, while the other scholars watch and lift a finger for each syllable.	3 min.
Assess Scholar Application (You Do)	<b>Now, let's see you try this on your own.</b> We will put one hand under our chin and we will lift a finger on our other hand to count the number of syllables.Say " Anna ," Watch scholars to see if they have one hand under chin and using other hand to count number of syllables. Say "Joshua" Watch scholars to see if they have one hand under chin and using other hand to count number of syllables.	3 min.
Independent Practice	<b>I want to give you a chance now to show that you can do this independently.</b> When you're working independently today, I would like you to ... say " Noah ," put back of your hand under your chin, with other hand lift a finger to count number of syllables .Watch scholars to see if they have one hand under chin and using other hand to count number of syllables. Continue process four times, using these names: Hannah, Rebecca, Sara, Joel	2 min.
Return to Purpose	<b>Tell your partner what you learned and practiced today.</b>	2 min.

## Explicit Instruction for Phonological Awareness Intervention

Skill: **Syllables**

Instructional Day: **Two**

Materials:

Section	Instructional Routine	Time
Set Purpose	<p><b>Today we are going to learn...</b> <u>Arm Blending with syllables</u></p> <p><b>The reason we are learning this is</b> ...<u>whole words are made up of smaller parts called syllables.</u></p>	2 min.
State Objective	At the end of this lesson you will be able to.. <u>break whole words into syllables.</u>	1 min.
Connect to and Review Previous Learning	<p><b>Yesterday, you</b>...learned that if we hold the back of our hands under our chins, then say a word. Our chin will drop for each syllable. Let's practice.</p> <p>Place the back of your hand under chin and say "pop". How many times did your chin drop? (1) Place the back of your hand under chin and say "weasel". How many times did your chin drop? (2)</p>	1 min.
Teach New Concept/ Skill (I Do)	<p><b>Watch me and listen to me as I</b> ...<i>Arm blend</i> Extend your left arm. Say," Hannah" Using my right hand, I will touch my shoulder for the first syllable "Han," and touch my elbow for the second syllable "nah", then I will sweep my right hand over my left arm from shoulder to elbow to demonstrate blending the syllables back together to make a word. Say "blend "Hannah"</p> <p>Extend your left arm. Say "Rebecca" Using your right hand, I will touch my shoulder for the first syllable, "Re" elbow for the second syllable, "bec" and wrist for the third syllable, "a" then I will sweep my right hand over my left arm from shoulder to wrist to demonstrate blending the syllables back together to make a word. Say blend, "Rebecca"</p>	3 min.
Guide Practice (We Do)	<p><b>Now, let's try this together.</b> Ask scholars to extend their left arm. Say, "Sarah" Using your right hand, touch your shoulder for the first syllable, "Sar"elbow for the second syllable, "ah", then sweep your right hand under your left arm from shoulder to wrist to demonstrate blending the syllables back together to make a word. Ask scholars to extend their left arm. Say, "Joshua" Using your right hand, touch your shoulder for the first syllable, "Josh"elbow for the second syllable, "u", and wrist for the third syllable, "a" then sweep your right hand under your left arm from shoulder to wrist to demonstrate blending the syllables back together to make a word. Say blend, "Joshua"</p>	3 min.
Assess Scholar Application (You Do)	<p><b>Now, let's see you try this on your own.</b> Say "Daniel" Watch scholars to see if the they are following the arm blending process. Say "Tabitha" Watch scholars to see if the they are following the arm blending process.</p>	3 min.
Independent Practice	<p>I want to give you a chance now to show that you can do this independently.</p> <p>When you're working independently today, I would like you to ... extend your left arm, say your name , begin by touching your shoulder for first syllable, (if they have two syllable name) elbow for second syllable and (if they have three syllable name) wrist for third syllable. Then sweep your right hand over your left arm and blend your name.</p>	2 min.
Return to Purpose	Tell your partner what you learned and practiced today.	2 min.

## Explicit Instruction for Phonological Awareness Intervention

Skill: **Syllables**

Instructional Day: **Three**

Materials: **3 blocks or 3 small squares of paper for each scholar and instructor list of words to use for syllable practice**

Section	Instructional Routine	Time
Set Purpose	<b>Today we are going to learn...</b> <u>how to show number of syllables with blocks or small squares of paper</u> <b>The reason we are learning this is ...</b> <u>whole words are made up of smaller parts called syllables.</u>	2 min.
State Objective	<b>At the end of this lesson you will be able to...</b> <u>break whole words into syllables.</u>	1 min.
Connect to and Review Previous Learning	<b>Yesterday, you...</b> learned how to ARM BLEND. Extend your left arm. Say “Rebecca” Using your right hand, I will touch my shoulder for the first syllable, “Re” elbow for the second syllable, “bec” and wrist for the third syllable, “a” then I will sweep my right hand over my left arm from shoulder to wrist to demonstrate blending the syllables back together to make a word. Say blend, “Rebecca”	1 min.
Teach New Concept/ Skill (I Do)	<b>Watch me and listen to me as I ...</b> push out a block for each word part as I say a word. “clock” and push out a block. “com-pu-ter” and push out one block for each syllable. “ap-ple” and push out two blocks.	3 min.
Guide Practice (We Do)	<b>Now, let’s try this together.</b> Give each scholar three blocks. We will push out a block for each syllable as we say a word. Say “big” together and all push out one block. Say “pretty” and all push out two blocks, one at a time. Say “four” and push out one block. Say “today” and push out two blocks, one at a time.	3 min.
Assess Scholar Application (You Do)	<b>Now, let’s see you try this on your own.</b> Say “number” Watch scholars to see how many blocks they push out. Say “found” Watch scholars to see how many blocks they push out	3 min.
Independent Practice	I want to give you a chance now to show that you can do this independently.  When you’re working independently today, I would like you to ... say your name and push the number of blocks for each syllable., say your friend’s name and push the number of blocks for each syllable.	2 min.
Return to Purpose	Tell your partner what you learned and practiced today.	2 min.

## Explicit Instruction for Phonological Awareness Intervention

Skill: **Syllables**

Instructional Day: **Four**

Materials: Syllable pictures (Attached) and basket to use for cards

Section	Instructional Routine	Time
Set Purpose	<p><b>Today we are going to learn...</b> <u>syllables</u></p> <p><b>The reason we are learning this is</b> ... <u>whole words are made up of smaller parts called syllables.</u></p>	2 min.
State Objective	<p><b>At the end of this lesson you will be able to.</b> <u>break whole words into syllables then blend and segment into words</u></p>	1 min.
Connect to and Review Previous Learning	<p><b>Yesterday, you....</b> learned how push out a block for each syllable as we say a word. We say “big” together and we all pushed out one block. We say “pretty” and we all pushed out two blocks, one at a time. Say “four” and we pushed out one block. Say “today” and we pushed out two blocks, one at a time.</p>	1 min.
Teach New Concept/ Skill (I Do)	<p><b>Watch me and listen to me as</b> I ...speak like a robot. I will say “cow-boy” like a robot and you will blend the word together and say the word. I say “hot-dog” and you say _____ (hotdog) I say “bas-ket-ball” and you say, _____ basketball. I will draw a picture card , I will say the name of the picture like a robot and you will say the word.</p>	3 min.
Guide Practice (We Do)	<p><b>Now, let’s try this together.</b> Scholars will each draw a picture card, take turns saying the name of the picture in robot talk. Other scholars will blend the word. Allow scholars to interpret the picture’s meaning. For example, if scholar draws the cheerleader card, they may respond in robot talk with “ex-cit-ed” or “cheer-lead-er” or any other reasonable interpretation. Allow scholars to explain how they interpret the card’s meaning if it seems unreasonable.</p>	3 min.
Assess Scholar Application (You Do)	<p><b>Now, let’s see you try this on your own.</b> Allow scholars to draw a card, say the name of the card as a robot, then blend the word. Watch and listen to each scholar to make sure they are mastering robot talk and blending syllables into words.</p>	3 min.
Independent Practice	<p>I want to give you a chance now to show that you can do this independently.</p> <p>Let scholars continue to draw cards, speak like a robot, then blend syllables into words.</p>	2 min.
Return to Purpose	<p>Tell your partner what you learned and practiced today.</p>	2 min.

## Explicit Instruction for Phonological Awareness Intervention

Skill: **Syllables**

Materials Needed: Syllable Picture Cards – Numbered Cards 1-5 (Attached)

Instructional Day: FIVE

Section	Instructional Routine	Time
Set Purpose	<p><b>Today we are going to learn...</b> <u>syllables</u></p> <p><b>The reason we are learning this is ...</b><u>whole words are made up of smaller parts called syllables.</u></p>	2 min.
State Objective	<b>At the end of this lesson you will be able to..</b> <u>break whole words into syllables.</u>	1 min.
Connect to and Review Previous Learning	<b>Last meeting, you learned how to as ...</b> speak like a robot. When I said“cow-boy” like a robot and you blended the word together and said the word. I said “hot-dog” and you said hotdog. I said “bas-ket-ball” and you said basketball	1 min.
Teach New Concept/ Skill (I Do)	<b>Watch me and listen to me as</b> draw a picture card and use ARM BLENDING or CHIN DROP and FINGER COUNT to learn number of syllables. Then I will put the card by number of syllables. If I draw a horse then I will chin drop and finger count,as I say horse. I know that horse has one syllable. so I will put the horse by the number one.	3 min.
Guide Practice (We Do)	<b>Now, let’s try this together.</b> We will draw a card, either do Arm Blending or Chin Drop and Finger Count and put by the number of syllables. Watch scholars as they complete activity together to make sure they are counting syllables correctly and placing card by correct number.	3 min.
Assess Scholar Application (You Do)	<b>Now, let’s see you try this on your own.</b> You and a partner will draw a card, either do Arm Blending or Chin Drop and Finger Count and put by the number of syllables. Watch scholars as they complete activity with a partner to make sure they are counting syllables correctly and placing card by correct number.	3 min.
Independent Practice	<p><b>I want to give you a chance now to show that you can do this independently.</b></p> <p>You will draw a card, either do Arm Blending or Chin Drop and Finger Count and put by the number of syllables. Watch scholars as they complete activity independently to make sure they are counting syllables correctly and placing card by correct number.</p>	2 min.
Return to Purpose	Tell your partner what you learned and practiced today.	2 min.

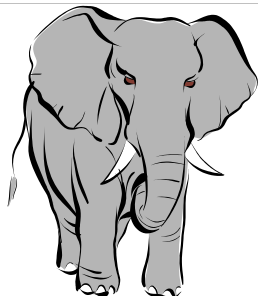
SYLLABLE PICTURE CARD



SYLLABLE PICTURE CARD



SYLLABLE PICTURE CARD



SYLLABLE PICTURE CARD



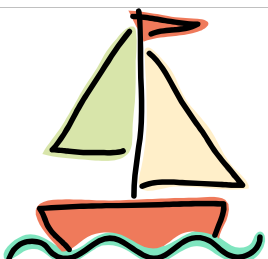
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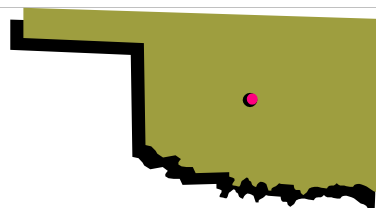
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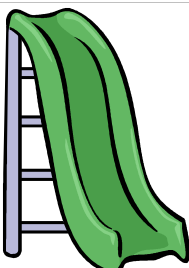
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SYLLABLE PICTURE CARD

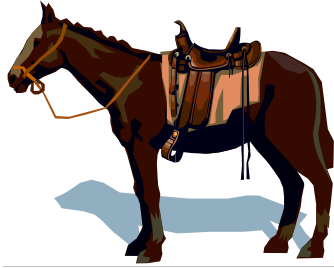


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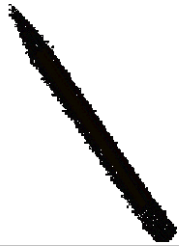


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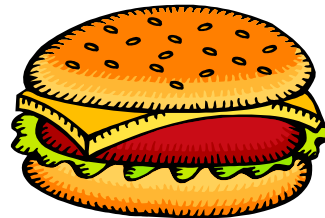
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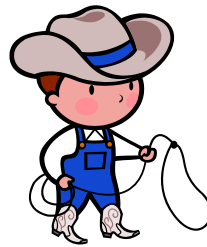


SYLLABLE PICTURE CARD



SYLLABLE PICTURE CARD



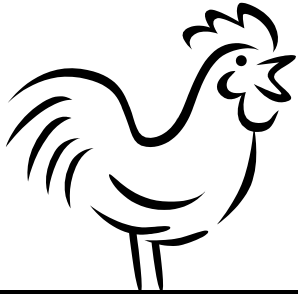


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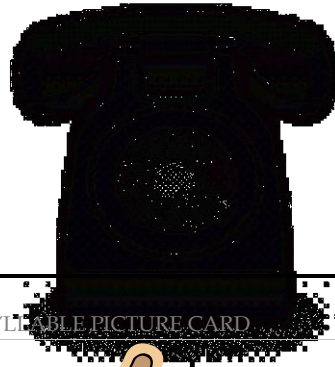




LLABLE PICTURE CARD



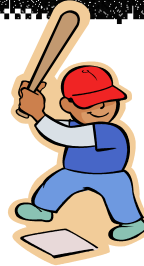
SYLLABLE PICTURE CARD



SYLLABLE PICTURE CARD



SYLLABLE PICTURE CARD



SYLLABLE PICTURE CARD



SYLLABLE PICTURE CARD

3

SYLLABLE PICTURE CARD

1

SYLLABLE PICTURE CARD

4

SYLLABLE PICTURE CARD

2

SYLLABLE PICTURE CARD

5

## One Syllable Words

act			
add	bend	brand	chaff
alp	bent	brass	chance
am	best	bred	chant
amp	bet	brick	chap
an	bib	bridge	chat
and	bid	brim	check
ant	big	bring	chef
apt	bill	brink	chess
as	bin	brisk	chest
ash	bit	bronze	chick
ask	black	broth	chill
asp	bland	brush	chimp
at	blank	bud	chin
ax	blast	budge	chink
back	blend	bug	chip
bad	bless	bulb	chop
badge	blink	bulge	chuck
bag	bliss	bump	chug
ban	blob	bun	chunk
band	block	bunch	clam
bang	blond	bus	clamp
bank	blot	bust	clan
bash	bluff	buzz	clap
bask	blunt	cab	clash
bass	blush	camp	clasp
bat	bob	can	class
batch	bog	cap	cliff
bath	bomb	cash	cling
bed	bond	cask	clip
beg	boss	cast	clock
belch	box	cat	clod
bell	brag	catch	clog
belt	bran	cell	cloth
bench	branch	cent	club

**One Syllable Words**

cluck	cut	drink	film
clump	dab	drip	fin
clung	dad	drop	finch
clutch	damp	drum	fish
cod	dance	duck	fist
cog	dash	dug	fit
come	deck	dull	fix
con	den	dumb	fizz
cop	dent	dump	flack
cost	depth	dun	flag
cot	desk	dung	flank
cough	did	dusk	flap
crab	dig	dust	flash
crack	dim	dwell	flask
craft	din	ebb	flat
cram	dip	edge	fled
cramp	disc	egg	fledge
crash	dish	elf	flesh
crept	disk	elk	flex
cress	ditch	elm	flick
crest	dock	end	fling
crib	dodge	fact	flint
cringe	dog	fad	flip
crisp	doll	fan	flock
crop	done	fang	flog
cross	dot	fast	flop
crumb	dove	fat	fluff
crunch	drab	fax	flung
crush	draft	fed	flush
crust	drag	fell	fog
crutch	drank	felt	fond
cub	dredge	fence	font
cud	drench	fend	fox
cuff	dress	fetch	frank
cup	drift	fib	fresh
	drill	fig	frill

**One Syllable Words**

	glum	hand	hush
fringe	gnat	hang	hut
frock	god	has	hutch
frog	golf	hat	if
from	gone	hatch	ill
front	got	have	imp
frost	grab	held	in
froth	gram	helm	inch
fudge	grand	help	ink
fun	grant	hem	inn
fund	graph	hen	is
fuss	grasp	hence	it
fuzz	grass	hid	itch
gag	grid	hill	its
gang	grill	hilt	jab
gap	grim	him	jack
gas	grin	hinge	jam
gash	grip	hint	jazz
gasp	grit	hip	jest
gel	grub	his	jet
gem	grudge	hiss	jig
get	grump	hit	jinx
gift	guess	hitch	job
gig	guest	hog	jog
gill	guilt	hop	jot
gin	gulf	hot	judge
gist	gull	hub	jug
give	gulp	huff	jump
glad	gum	hug	junk
glance	gun	hull	just
gland	gush	hum	jut
glass	gut	hump	keg
glen	hack	hunch	kept
glimpse	had	hung	kick
gloss	hag	hunk	kid
glove	ham	hunt	kill

**One Syllable Words**

	less	mask	neck
	let	mass	nest
kiln	lick	mast	net
kilt	lid	mat	next
kin	lift	match	nil
king	limb	math	nip
kiss	limp	melt	nod
kit	link	men	none
knack	lip	mend	not
knit	lisp	mesh	notch
knob	list	mess	nudge
knock	lit	met	numb
knot	live	milk	nun
lack	lob	mill	nut
lad	lock	mince	odd
lag	lodge	mint	of
lamb	loft	miss	off
lamp	log	mitt	on
lance	long	mob	opt
land	lop	mock	ox
lap	loss	mom	pack
lapse	lost	monk	pact
lash	lot	month	pad
lass	love	mop	pal
last	luck	moss	pan
latch	lull	moth	pant
laugh	lump	much	pants
lax	lunch	muck	pass
led	lung	mud	past
ledge	lunge	mug	pat
left	lush	mumps	patch
leg	lust	munch	path
lend	mad	must	peck
length	man	mutt	peg
lens	map	nag	pelt
lent	mash	nap	pen

**One Syllable Words**

	prompt	ridge	scoff
pest	prong	rift	scrap
pet	prop	rig	scratch
pick	puck	rim	script
pig	puff	ring	scrub
pill	pulp	rinse	scruff
pin	pulse	rip	scum
pinch	pump	risk	sect
ping	pun	rob	self
pink	punch	rock	sells
pip	pus	rod	send
pit	putt	rot	sense
pitch	quack	rough	sent
plan	quench	rub	set
plan	quest	rug	shack
plank	quick	rum	shaft
pledge	quill	rump	shag
plod	quilt	run	shed
plot	quit	rung	shelf
pluck	quiz	rush	shell
plug	rack	rust	shift
plum	raft	rut	shin
plump	rag	sack	ship
plunge	ram	sad	shock
plus	ramp	sag	shop
pod	ranch	sand	shot
pond	rank	sang	shove
pop	rap	sank	shred
pot	rash	sap	shrill
prank	rat	sash	shrimp
press	red	sat	shrink
prick	rent	scab	shrub
prim	rest	scalp	shrug
prince	rib	scan	shun
print	rich	scat	shut
prod	rid	scent	sick

**One Syllable Words**

sift	slop	splash	stuck
silk	slot	splint	stuff
sill	sloth	split	stump
silt	slug	sponge	stun
sin	slum	spot	stung
since	slump	sprig	stunk
sing	smack	spring	stunt
singe	smash	sprint	such
sink	smell	squid	sulk
sip	smog	squint	sum
sit	smudge	stab	sun
six	smug	stack	sung
sketch	snack	staff	sunk
skid	snap	stag	swam
skill	snatch	stamp	swell
skim	sniff	stand	swept
skin	snip	step	swift
skip	snob	stick	swim
skull	snug	stiff	swing
skunk	sob	still	swish
slab	sock	stilts	switch
slack	soft	sting	swum
slam	solve	stink	swung
slang	some	stitch	tab
slant	son	stock	tack
slap	song	stop	tact
slash	sop	strap	tag
sled	span	strength	tan
slept	spat	stretch	tang
slick	speck	strict	tank
slid	spell	string	tap
slim	spend	strip	task
slip	spent	strong	tax
slit	spill	struck	tell
slog	spin	strut	ten
	spit	stub	tend

**One Syllable Words**

tense	toss	up	wig
tent	tot	us	will
test	tough	valve	wilt
text	track	van	win
thatch	tract	vast	winch
theft	tramp	vat	wind
thick	trap	vent	wing
thin	trash	vet	wink
thing	trek	vex	wish
think	trench	wag	wit
this	trend	wax	witch
thrash	trick	web	with
thrill	trim	wedge	won
throb	trip	weld	wrap
throng	trot	well	wrath
thrush	trough	welt	wreck
thrust	truck	went	wren
thud	trudge	wept	wrench
thug	trunk	west	wring
thumb	trust	wet	wrist
tick	tub	whack	wrong
till	tuck	when	wrung
tilt	tuft	which	zap
tin	tug	whim	zest
tint	tusk	whip	zinc
tip	twig	whisk	zip
ton	twin	whiz	
top	twist	wick	
	twitch	width	



## Two Syllable Words

absence	captive	duckling	gadget
absent	cement	dungeon	gambling
abstract	census	dwelling	gifted
accent	challenge	edit	gimmick
accept	chemist	epic	glasses
access	chestnut	eldest	glisten
active	chicken	emblem	glutton
actress	scholars	en gine	granite
admit	chipmunk	end less	graphic
advance	christen	essence	habit
advent	citrus	exact	handed
album	civil	except	handbag
angling	classic	excess	happen
anthem	clinic	exchange	hatch et
annex	column	exist	hectic
attic	conduct	exit	helmet
banish	construct	ex pand	helpless
basket	consult	expect	hiccup
backpack	credit	expel	impact
bandit	crescent	express	impress
banquet	cricket	extent	impulse
band stand	custom	extinct	immense
baptism	culprit	ex tract	in cense
bathtub	dampness	fabric	index
bedding	dandruff	famine	indulge
blacken	denim	fasten	insect
blanket	den tist	finish	insist
bracket	digit	fidget	inspect
bucket	discus	filling	instinct
budget	discuss	fitness	instruct
butt on	dismiss	fitted	insult
ca bin	distinct	flatten	intact
casket	district	fragment	intend
cactus	drastic	frantic	intense
campus	duchess	function	invent

<b>Two</b>	obstruct	rigid	talcum
<b>Syllable</b>	panic	ridden	tan dem
<b>Words</b>	pa stel	rubbish	tan gent
invest	packet	rugged	tantrum
inning	pamphlet	sadden	tepid
jacket	pellet	sand wich	tennis
jagged	piglet	select	thick en
justice	picnic	seven	thicket
judgment	pick et	segment	timid
kidnap	pilgrim	sel fish	ticket
kitchen	planet	sen tence	traffic
kitten	plastic	sep tic	transmit
landed	plan ted	sett ing	transplant
leggings	plumbing	ship wreck	triplet
lettuce	practice	sick en	trinket
limit	premise	skep tic	trumpet
linen	presence	slugg ish	un less
liquid	present	spec trum	until
listen	princess	splen did	un wrap
living	pro duct	sta tic	up hill
lipstick	publish	sta tus	up on
manic	punish	sub tract	up set
madness	pulpit	suc cess	vanish
magnet	pumpkin	suffix	vel vet
massive	puppet	suggest	vi sit
mattress	quilted	sullen	wedd ing
metric	rabid	summit	wick ed
mimic	radish	summon	wind mill
minute	rapid	sunset	wit ness
mistrust	rabbit	suntan	zig zag
mitt en	racket	tablet	
napkin	relish	talent	
nugget	rest less	tactics	

### Three Syllable Words

apricot	di mi nish	happening	medicine
accident	di sci pline	imagine	me tall ic
adjective	do me stic	implement	ob jec tive
admission	e di tion	impre	opposite
angelic	e le ment	ssion	petition
benefit	e vi dence	imprison	po si tion
cabinet	eff ec tive	in finite	po sitive
citizen	ex a mine	in habit	pre sident
coll ec tion	ex cell ent	in jection	pri vi lege
coll i sion	ex cep tion	inscription	re giment
con di tion	ex hi bit	in spec tion	re primand
con fi	ex pan sion	in ten tion	re si dence
dence	ex pen sive	in ven tion	resident
con gestion	ex pre	ja ve lin	sen si tive
con ti nent	ssion	ki logram	telephone
connec	ex ten sive	magnetic	ve ni son
tion	fantastic	mechanic	

**Four Syllable Words**

alligator

calculator

combination

definition

delivery

expedition

graduation

harmonica

kindergarten

microscopic

necessary

television

understanding

watermelon

**Five Syllable Words**

accumulation

capitalism

characteristic

curiosity

hippopotamus

neurological

observatory

qualification

refrigerator

undeniable