

Phonemic Awareness Strategy

Strategy: Jumping Syllables. The students will identify and manipulate syllables.
Appropriate Grade Level: K-2
Materials Needed: <ul style="list-style-type: none">• None
Procedures/Steps: Review with students that words can be separated into syllables, and that each syllable contains a vowel. Give examples by orally separating a few words into syllables. Then, using one of the example words, <ol style="list-style-type: none">1. Direct students to identify the syllables in that word, and then to move one of the syllables to a different part of the word. (For example, in the word <i>pencil</i>, the students would move pen to the end of the word, making the word <i>cilpen</i>.)2. Explain to the students that by making the syllables “jump” to different places in the word, they are making a new silly word that has no meaning.3. Give the students another word, have them identify the syllables, and orally move one syllable to another place in the word. Ask them to say the new silly word.4. Continue giving the students different words and directing them to move a syllable to make new silly words.
Comments/Tips: <ul style="list-style-type: none">• Begin with compound words for students who are having difficulty. Two-syllable words will be easier for students who are new to this activity or skill.• Manipulate syllables from multisyllabic words, providing game chips to represent syllables. The students can move the chips to form new words.• For <i>English language learners</i>, be sure to discuss the meaning of a word before manipulating the syllables, and clarify that the new word is a nonsense or silly word.
Source: Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice.