

SYLLABLES

Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Learning about syllables
2. Learning about counting words in multisyllabic words

Objectives

Students should be able to;

- Students will be able to use knowledge of syllabication rules to divide and read multisyllabic words that contain vowel digraphs.
- become knowledgeable of syllables, their importance in reading and speech, as well as how to diagram words according to their syllables.

Assessment Activity

1. Ask students to complete the worksheet Syllabication Evaluation.
2. Rotate around the room and listen to students as they read the words aloud
3. The teacher will throughout the lesson look for signs of understanding from the student.
4. The student will be considered making progress

Activity Starter/Instruction

1. The teacher will write the name of the book (Chocolate Fever) on the board and ask the student to tell her the name of the book.
2. The teacher will then proceed to define the concept of syllables and pronounce the word by syllables.
3. The teacher will emphasize the fact that understanding the syllables in word make a difference in how the word is pronounced.

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. The teacher will distribute the list of vocabulary words to the student and allow her time to look them over.
2. The teacher will then give the student a worksheet with the same vocabulary words on it.
3. The student's task will be to determine how many syllables each word has and record the number.
4. Then the student will break down the word into syllables and write the syllables each in a different color.

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. The teacher will take a word from the vocabulary list and write it on the board.
2. The teacher will then say the word correctly and ask the student to repeat it.
3. The teacher will then demonstrate how to clap out the number of syllables.
4. The teacher will perform a think aloud of how she determines how to break the syllables apart at this time.
5. For example; the word CARGO would receive two claps.
6. The student would then repeat the clapping with the same word.
7. As the student claps, the teacher will underline the syllable on the board to reinforce the understanding visually.
8. The teacher will repeat this with several words until she feels the student has sufficient understanding.

Materials Required

- Class set of the Syllable Break-up worksheet
- Class set of the Syllabication Evaluation worksheet
- 5 sentence strips with one teacher modelling word written on each strip (entertain, appearance, committee, approach, widower)
- Pipe cleaners or popsicle sticks
- 5 sentence strips with one guided practice word written on each strip (container, reasonable, guarantee, reproach, burrow) -- one set per group of students

Additional Resources

- <https://www.teachervision.com/lesson/cou/syllables-words>
- <https://www.brighthubeducation.com/lesson-plans-grades-3-5/101433-mini-lessons-for-tl-grade-with-syllable-activities/>
- <https://teachers.net/lessons/posts/3159.htm>
- <https://www.scholastic.com/teachers/lesson-plans/teaching-content/decoding-multisyllabic-words/>

Additional Notes

if she can recognize the presence of syllables and improves her pronunciation of the words.

Summary

1. Using a combination of words from the lesson, name a word and ask the students to explain how the word can be broken apart.
2. Erase the board while doing this

5. For example: CARGO 2 CAR in red Go in blue.
6. The student will complete this for the ten vocabulary words that she is given.
7. To determine how many syllables each has, the student is allowed to use the clapping technique and/or the underlining that the teacher has already demonstrated.
8. The teacher will also make herself available to help the student at any time and provide praise for correct answers and correction for any mistakes.

Teacher Guide

Day 3/ Lesson 3: 15 Mins

1. Ask students to share what strategies they can use to read words.
 2. Tell the students that sometimes knowing certain spelling patterns can help us divide and read words that have multiple syllables
 3. (if necessary, remind students that syllables are the units in a word).
 4. Tell the students that they will be learning how to read multisyllabic words with the vowel patterns of ea, ee, ai, oa, and ow.
 5. Using selected words (e.g. entertain, appearance,), show the students how to locate the digraphs (ea, ee, ai, oa, ow)
 6. Also, show them how to subdivide the words to read accurately.
 7. Use the sentence strips and pipe cleaners to demonstrate this process of dividing words into syllables and reading the words.
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Teacher Guide

Day 4/ Lesson 4: 15 Mins

1. Divide students up into small groups of three or four students.
2. Distribute guided practice words and popsicle sticks to each group.
3. Invite the students to work on dividing the words into syllables as a group, using the pipe cleaners or popsicle sticks.
4. Circulate around the room, assisting students as needed, and ask them to read the words using their