

Syllables

basket

table

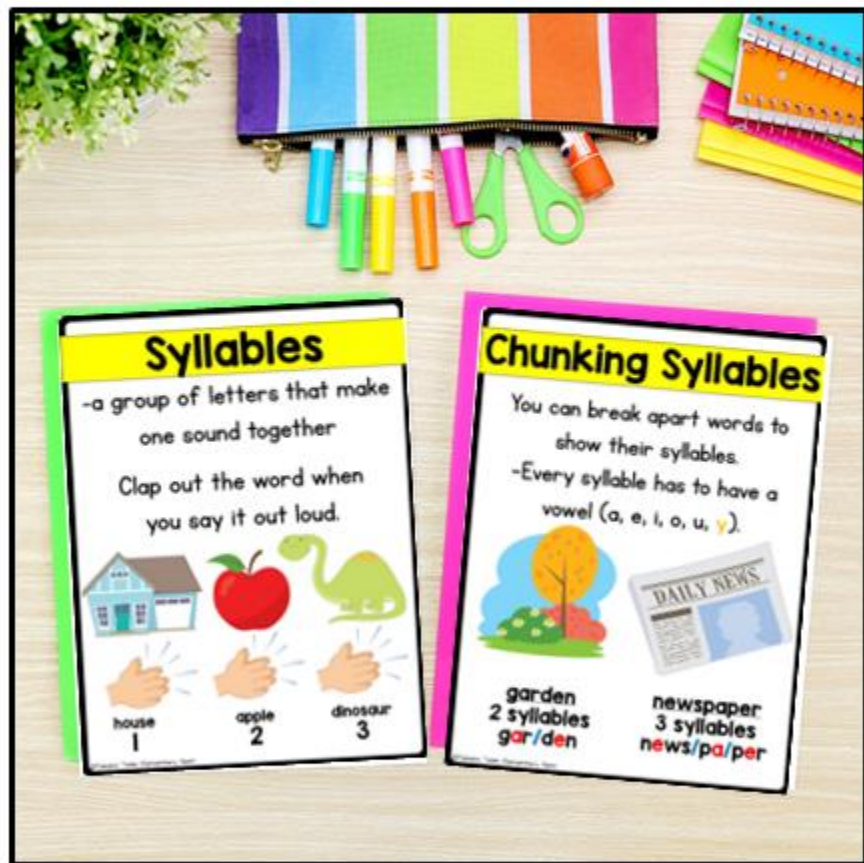
stolen

2 Syllable Words

bathtub			
ruler			
burger			
chicken			
coffee			
starfish			

Aligned with Common Core & Science of Reading

What Teachers Have Said...



"Units are always so simple to teach the way they are broken down and really make it understandable for my students. Breaking up multi-syllable words in 1st is a hard concept but this unit provide plenty of way to practice and makes it easier."

"This was a great resource for helping my first graders understand syllables."

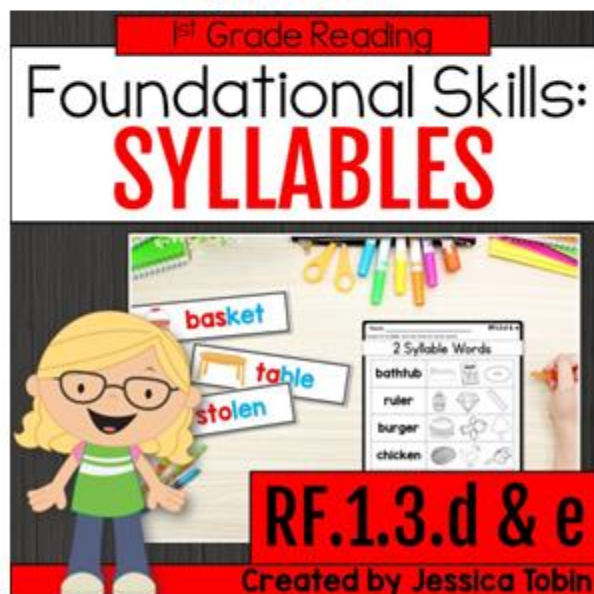
"Love how clear and colorful each pages is. I love the anchor charts included in each unit."

"Great resource. Very helpful and such a time saver!"

RF.1.3.d and e

This ELA unit provides resources to use while teaching the standard **RF.1.3.d and e**, which states that students will be able to

"Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word." and "Decode two-syllable words following basic patterns by breaking the words into syllables."



Using This Unit

Let's look at the structure of this unit.

Pre-Assessment

- There is one-page assessment included at the beginning of this unit. It also comes with a script and structured directions so that you can assess the students on the true skill and not their reading comprehension.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your ELA block. For Foundational Skills, I suggest at least 10 minutes for your mini lesson at least twice a week, then 15-20 minutes+ for practice time (which can be done during small group, centers, or learning stations). Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Hands-On Centers

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Interactive Notebook Pieces

- Use these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is two-page assessment included at the end of this unit. It also comes with a script and structured directions so that you can assess the students on the true skill and not their reading comprehension.

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Lesson Plan #1

There is a lesson plan outline in this unit. Each lesson plan comes with 3-4 activities. They vary from whole group to partner to independent activities.

1st Grade Foundational Skills Lesson
RF.1.3.d & e - Lesson 1
4 can identify how many syllables are in a word.
4 can decode two-syllable words.

Mini-Lesson Focus: How many syllables are in a word?

Activities to Teach:
Step 1: Teacher will introduce a syllables chart (or create their own larger and smaller). During the creation, the teacher will find many syllables are in words by clapping out with the students.
Step 2: Students will participate in a picture activity. The teacher will show a picture. The students will mix up around the room with a new partner, and share how many each word has. Repeat for all words.
Step 3: Students will draw a word and with a partner to say the word aloud. The line for every syllable they hear. Their partners with a nearby group.

Syllables
-a group of letters that make one sound together
Clap out the word when you say it out loud.

alligator
basketball
calendar
computer

Stack of syllable counting cards with illustrations: helicopter, juice, shirt, kangaroo, juice, dinosaur, ladybug, dinosaur, juice.

Lesson Plan #2

1st Grade Foundational Skills Lesson

RF.1.3.d & e- Lesson 2

4 can identify the syllables in a word.

4 can divide two-syllable words into syllables.

Use knowledge that every syllable has a vowel to determine the number of syllables in a word.

Decode two-syllable words by breaking them into syllables.

Mini Lesson Focus

Activities to Teach

Step 1: Teacher will introduce a syllable and create their own larger anchor chart. The teacher will focus on breaking words into syllables by checking for vowels.

Step 2: As a follow-up share group model how to sound the syllables to separate the syllables, then divide the word into syllables.

Step 3: With a marker, students will write a word on a card. Their partner will write a checkmark for each correct syllable.

Step 4: Students will work with a partner to write a word on a card. They will determine if it is correct or not by using the word strip up on the correct syllables.

Chunking Syllables

You can break apart words to show their syllables.

-Every syllable has to have a vowel (a, e, i, o, u, y).

garden
2 syllables

newspaper
3 syllables
news/pa/per

pumpkin

pic/nic

doctor

rep/tile

penci/l

can/dle

l/emon

j

Correct Syllables

t

kitten

magnet

reptile

bu/ckle

pide/r

/abbit

/atter

Incorrect Syllables

Lesson Plan #3

1st Grade Foundational Skills Lesson

RF.1.3.d & e- Lesson 3

4 can identify how many syllables are in a word.
4 can decode two-syllable words following the words into.

d. Use knowledge that every syllable determine the number of syllables in a word.
e. Decode two-syllable words following the words into.

Mini-Lesson Focus: Finding the

Activities to Teach

Step 1- Teacher and students will read step 1 anchor chart. They will discuss and are split up must have a vowel within.

Step 2- Students will work with a partner word card and read the word aloud. number of syllables out in each word. mark a slash where they think the word is separated. To prove their syllable, circle the vowel in each syllable. (For example.)

Step 3- Students will work in pairs. In the word chart, they will circle the first syllable in the square around the second syllable. First will be done for them as an example.

Syllables

You can break apart words to show their syllables.

-Every syllable has to have a vowel (a, e, i, o, u, y).



garden
2 syllables
gar/den



newspaper
3 syllables
news/pa/per

Name: _____

Let's Code Our Words

☐ 1st Syllable ☐ 2nd Syllable

backpack	pretty	somewhere
eagle	quickly	jacket
purple	birdhouse	giant
wooden	kitchen	open
trumpet	shovel	backyard
wallet	shadow	

pretzel

sunshine

rainfall

muf/fin

Lesson Plan #4

1st Grade Foundational Skills Lesson

RF.1.3.d & e- Lesson 4

4 can identify how many syllables are in a word.
4 can divide two-syllable words.

d. Use knowledge that every syllable has a vowel to determine the number of syllables in a word.
e. Decode two-syllable words for the words.

Mini Lesson Focus: Open & Closed Syllables

Activities to Teach





Step 1: Teacher will introduce open and closed syllables to students. This will help students understand why a word is long or short. They will discuss the whole group and discuss the examples on the chart.


Step 2: Students will work as a pair to read examples of open and closed syllables. Teacher will display words and students will read them aloud. The students will discuss the reasons why it's open or closed and affects the vowels.

Step 3: Students will participate in a partner activity. Teacher will write words on the board. The students will pair up with a new partner, read the words, and identify if it's an open or closed syllable.


Open & Closed

Syllables can either be open or closed.


Open	Closed
First syllable ends with a single vowel. (The vowel will be long and say its name)	First syllable ends with a consonant. (The vowel will be short)
 pā/per	 bās/ket
 rō/bot	 mit/ten




winter




helmet




jungle




cabin




tiger




robin




dentist




music




pencil




basket




table




stolen



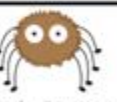
monkey



spider



table



spider

Lesson Plan #5

3rd Grade Foundational Skills Lesson

RF.1.3.d & e- Lesson 5

4 can identify how many syllables are in a word.
4 can decode words.

4 Use knowledge that every syllable determines the number of syllables in a word.
e Decode two-syllable words following the words into.

Mini-Lesson Focus:

Activities to Teach:

Step 1: Teacher will introduce a syllable and create their own larger anchor chart. The teacher will focus on the six types of syllables.

Step 2: Students will participate in a partner activity. The teacher will put a word on a card and students will mix up around the room, partner, and share with their partner and what type of syllable the word is.

Step 3: Students will create a fold-out card. They will cut the paper along the bold line and then they will cut the words apart or underline syllable. They will glue that correct flap.

Step 4: Students will work together to determine what type of syllable was. Then, the teacher will ask the students to tell the teacher in each chunk to circle them. Then, with a partner to determine what.

Syllable Types

Open
• ends in a vowel
• usually long vowel



me ro/bot

Closed
• ends in a consonant
• usually short vowel



hut bas/ket

Magic e
• vowel + consonant + e
• long vowel
• ends with silent e



kit cup/cak

Vowel Team/ Diphthong
• teams or diphthongs



rain rain/coat

R-Controlled
• vowel + R
• or, er, ir, or, ur



ea/gle mar/ble

Consonant + LE
• c-le as final syllable
• in 2-syllable words



ea/gle mar/ble

The 6 Syllable Types

Open

Closed

Magic E

R-Controlled

Vowel Teams & Diphthongs

Consonant + -le

bur/get	ta/ble	hi	un/cle
ake	float	twig	
/man	ladd/er	pump/kin	
sut	puzz/le	tad/pole	
e	hi	un/cle	
	float	twig	
n	ladd/er	pump/kin	
	puzz/le	tad/pole	



burger



silent



paper



yo/gurt



boat



rep/tile



mar/ker

Centers

For even more practice, you can use these centers to use during your unit or throughout the year as spiraling review.

Center 1: Students will say the word aloud, then draw an X for every syllable they hear. RF.1.3.6 & 4

Center 1 cards include: Horseshoe, xylophone, calculator, watch, firefighter, and a red worm. Each card has a blank line for drawing an X.

Center 2: Break the words apart into syllables and then match the picture. RF.1.3.6 & 4

Center 2 cards include: labels, student, pony, baby, lemon, biggest, odor, and anatomical diagrams (lungs, heart, stomach).

Correct Separation

Correct Separation cards include: picnic, hotel, upset, chipmunk, insect, market.

Incorrect Separation

Incorrect Separation card includes: a thumbs down icon.

Has an Open Syllable

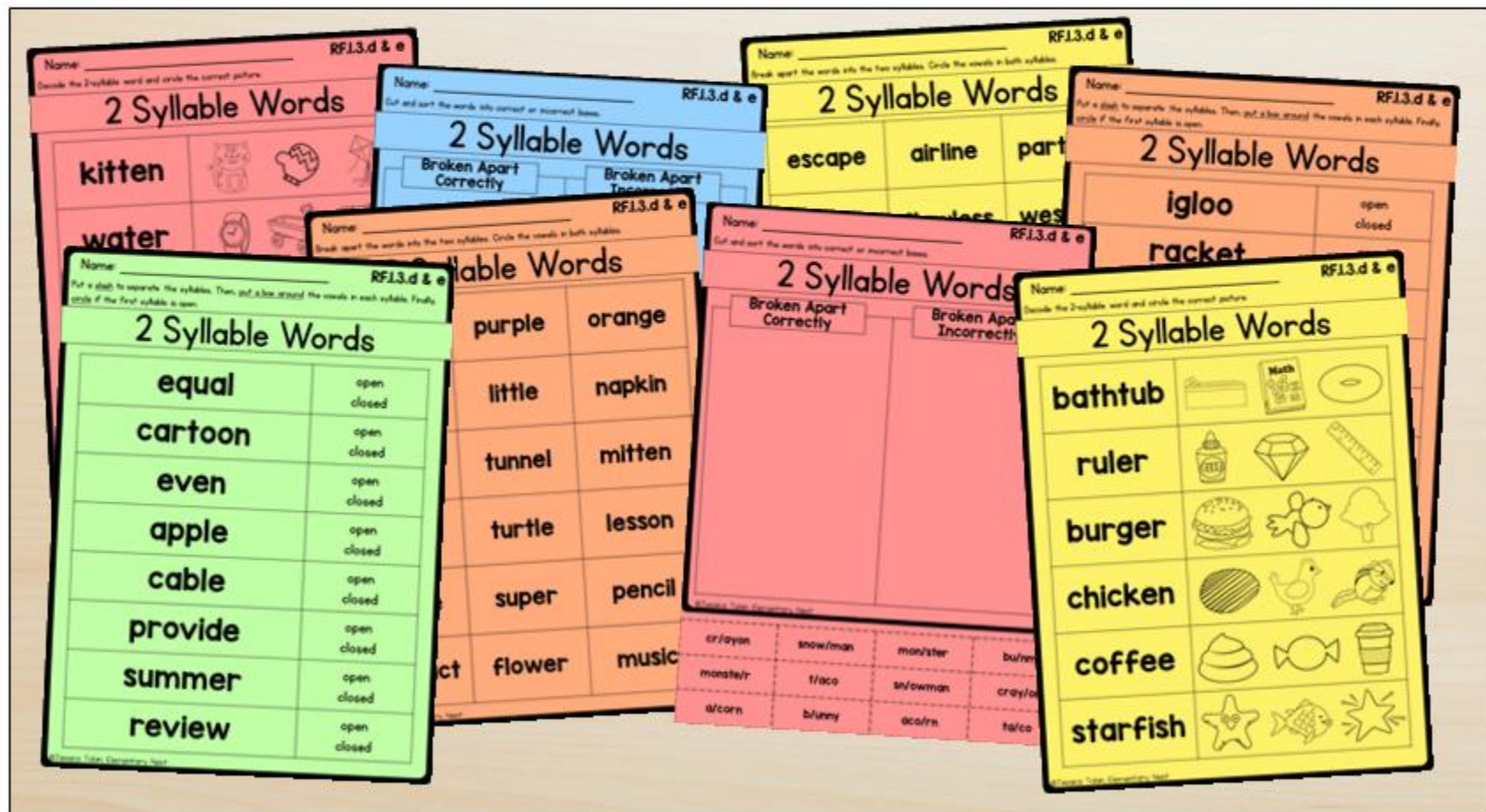
Open Syllable cards include: laptop, secret, clover.

Has a Closed Syllable

Closed Syllable cards include: secret, clover.

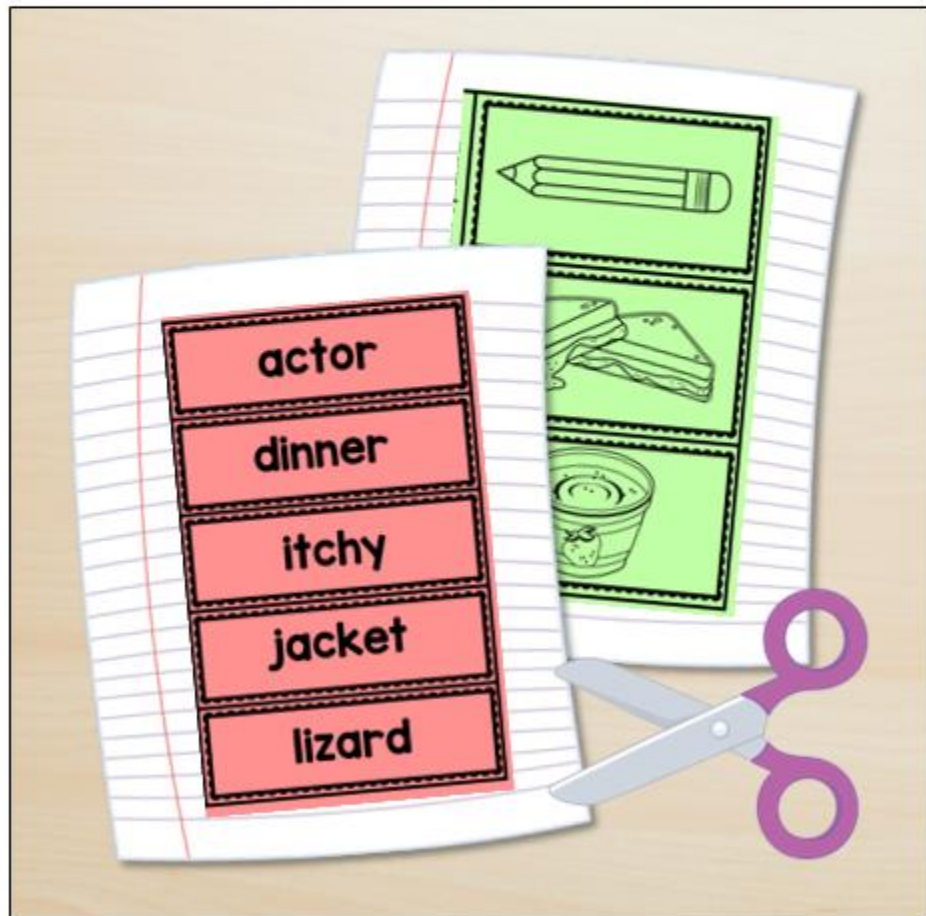
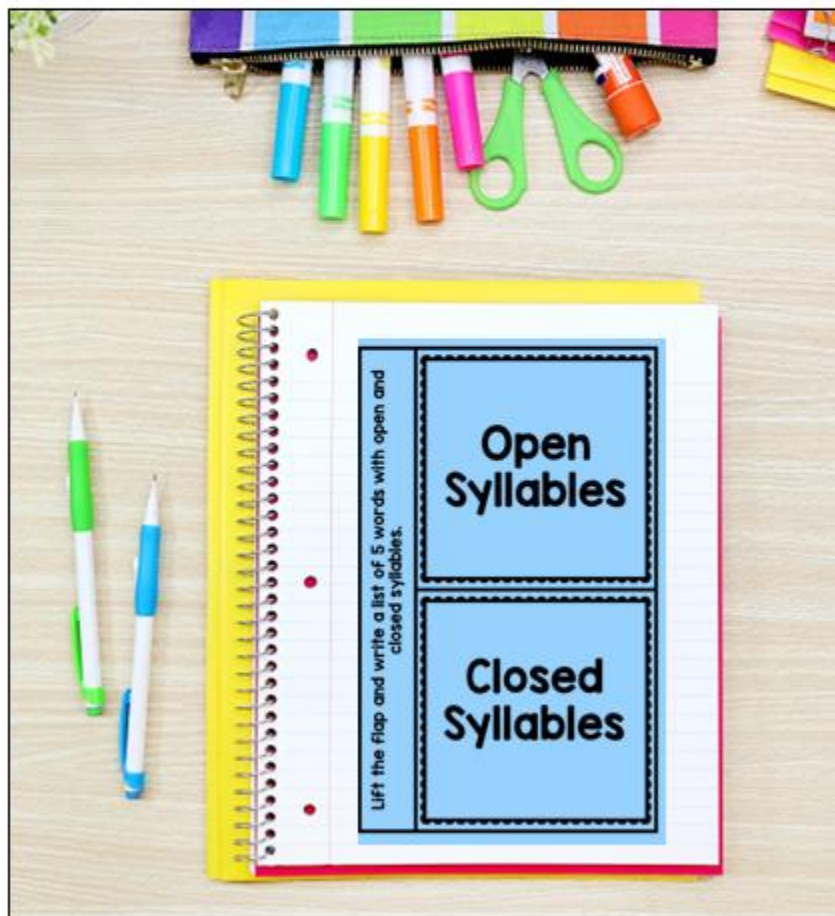
Graphic Organizers

You're also provided with graphic organizers to use during your unit, as assessments, as morning work, or throughout the year as review.



Interactive Notebook Pieces

You're also provided with interactive notebook pieces to use within your grammar notebook. This will be cut and glued into a notebook.



Assessment

This comes with a pre- and post-assessment. Each come with a script and an answer key.

RF.1.3.d & e

Name: _____

RF.1.3.d/e Pre-Assessment SCRIPT

Put your finger on the star. In this box, we are going to identify how many syllables are in each word. As I say each word, clap the syllables out on your own, then circle the number of syllables. The first picture is a basketball. Clap out basketball and circle how many syllables you hear. Next is a star. Clap out star. How many syllables do you hear? Then, we have a nickel. How many syllables do you hear?

Put your finger on the dot. In this box, we are going to put a slash in between the two syllables in each word. The first word is yogurt. Clap out yogurt and separate the two syllables. Next is a snowman. Clap out snowman and separate the two syllables. Then, we have a tiger. Clap out tiger and separate the two syllables. Finally, we have a zipper. Clap out zipper and separate the two syllables.

Put your finger on the triangle. In this box, we are going to read each word and separate the two syllables. The first word is flower. Clap out flower and separate the two syllables. Next is a pillow. Clap out pillow and separate the two syllables. Then, we have a pumpkin. Clap out pumpkin and separate the two syllables. Finally, we have a perfect. Clap out perfect and separate the two syllables.

Put your finger on the square. In this box, we are going to read each word and separate the two syllables. The first word is fever. Clap out fever and separate the two syllables. Next is a chapter. Clap out chapter and separate the two syllables. Then, we have a magnet. Clap out magnet and separate the two syllables. Finally, we have a donut. Clap out donut and separate the two syllables.

Put your finger on the diamond. In this box, we are going to read each word and separate the two syllables. The first word is pencil. Clap out pencil and separate the two syllables. Next is a table. Clap out table and separate the two syllables. Then, we have a robot. Clap out robot and separate the two syllables. Finally, we have a music. Clap out music and separate the two syllables.

RF.1.3.d & e

Name: _____

RF.1.3.d & e Pre-Assessment

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RF.1.3.d & e

Name: _____

Syllables Assessment SCRIPT

Put your finger on the star. In this box, we are going to identify how many syllables are in each word. As I say each word, clap the syllables out on your own, then circle the number of syllables. The first picture is an elephant. Clap out elephant and circle how many syllables you hear. Next is a car. Clap out car. How many syllables do you hear? Then, we have a diamond. Clap out diamond. How many syllables do you hear?

Put your finger on the dot. In this box, we are going to put a slash in between the two syllables in each word. The first word is salsa. Clap out salsa and separate the two syllables. Next is a winter. Clap out winter and separate the two syllables. Then, we have a lion. Clap out lion and separate the two syllables. Finally, we have a mermaid. Clap out mermaid and separate the two syllables.

Put your finger on the triangle. In this box, we are going to read each word and separate the two syllables. The first word is pumpkin. Clap out pumpkin and separate the two syllables. Next is a trophy. Clap out trophy and separate the two syllables. Then, we have a napkin. Clap out napkin and separate the two syllables. Finally, we have a perfect. Clap out perfect and separate the two syllables.

Put your finger on the square. In this box, we are going to read each word and separate the two syllables. The first word is outfit. Clap out outfit and separate the two syllables. Next is a teacher. Clap out teacher and separate the two syllables. Then, we have a wagon. Clap out wagon and separate the two syllables. Finally, we have a zebra. Clap out zebra and separate the two syllables.

Put your finger on the diamond. In this box, we are going to read each word and separate the two syllables. The first word is social. Clap out social and separate the two syllables. Next is a robot. Clap out robot and separate the two syllables. Then, we have a table. Clap out table and separate the two syllables. Finally, we have a pencil. Clap out pencil and separate the two syllables.