### **LESSON 2: Sammy Syllable's Blend-It Game**

### **OBJECTIVES**

### **Student will**

- Learn how to listen carefully to the separate sounds of two- to three-syllable words
- Blend two to three syllables together to say words "the fast way"

### **Teacher will**

- Model blending of two- to three-syllable words
- Guide students to hear and blend separate word parts
- Teach children a board game that practices syllable blending in an enjoyable format
- Watch each student's success and provide multisensory supports as needed

### RHYMES, SONGS, AND FINGERPLAYS

"Milkman, Milkman"

"I Say—You Say"

### **MATERIALS**

Large nursery rhyme book with "Milkman, Milkman" Five large picture cards depicting two- and three-syllable professionals, including a doctor and a firefighter

Tokens for behavior/participation

## Sammy Syllable's Blend-It



- ☑ Game board (see Appendix D on the CD-ROM)
- ☑ Game cards (see Appendix D on the CD-ROM)
- ☑ One game piece (see Appendix D on the CD-ROM)
- ☑ Word list (see Appendix D on the CD-ROM)



TASK 1

Nursery rhyme to begin the lesson (approximately 3 minutes)

**INTRODUCE** the lesson and review the big idea: syllable blending.



**Turn On Your Ears** 

**SAY** the rhyme and point to the words in nursery rhyme book while reciting the rhyme.

Say the following to the group after settling the children together at a table. You have been learning how to listen to the word parts, or syllables, of words and blend them together to say the word the fast way. Today we will blend syllables in some longer words and learn a new syllables game to play.

First, I will say a nursery rhyme called "Milkman, Milkman." It is about a man who delivers bottles of milk, like the milk we get delivered to the cafeteria. But this milkman fell into the river. Let's see if he got cold in the river. Listen up.

Milkman, milkman, where have you been?

In Buttermilk Channel up to my chin.

I spilled my milk and I spoiled my clothes.

And I got a long icicle hung from my nose. Repeat rhyme once.

Oh, the poor milkman got something on his nose. Listen while I say the name of what was on his nose. I will say the word in three parts and see if you can guess the word.

Listen. I-ci-cle. Say it fast.

### ► Children's response: Icicle.

Yes, icicle. He got a long icicle, made of ice, on his nose. Do you think he was cold?

### ► Children's response: Yes.

Yes, he must have been very cold if he had a frozen icicle on his nose. Good job hearing the syllables in a word from our nursery rhyme. Let's see if you can guess another word from the nursery rhyme. Listen. But-ter-milk. Say it fast.

#### **ACTIVITY SET**

# 7.2

### ► Children's response: Buttermilk.

Yes, buttermilk. The milkman fell into a channel, or river, of buttermilk. I'll say the rhyme once more. You can try to say it with me. Repeat the nursery rhyme, encouraging the children to say it too.

# LESSON

### TASK 2

### Sammy Syllable's Blend-It Game (approximately 12–14 minutes)

**LINK** the transition rhyme to syllable blending.

Good job blending words in our nursery rhyme. You listened to words that have two or three word parts, or syllables. Now, let's listen to some more words that have two or three syllables. Here's a clue: these words tell about jobs that people have.

Listen. This person works in a hospital. She is a doc-tor. What word did I just say?

► Children's response: Doctor.

Yes, doctor. Show a picture of a doctor. You heard two word parts in doctor and you said them the fast way to make the word (point to picture) doctor.

**INTRODUCE** the skill of listening to three separate syllables that can be blended together.

Next word. This person helps to put out fires. He is a fire-fight-er. What word did I just say?

► Children's response: Firefighter.

Yes, firefighter. Show a picture of a firefighter. You heard three word parts in fire-fighter and you said them the fast way to make the word (point to picture) fire-fighter.

**PRACTICE** blending three-syllable words, without pictures.

Continue with three or four more examples of two- and three-syllable professions, following the previous format. However, withdraw visual supports. Let's practice some more. I will say words in three parts. Listen carefully to see if you can guess what word I am saying. Bull-do-zer. Say it the fast way.

► Children's response: Bulldozer.

Yes, bulldozer.

Next word: bi-cy-cle. Say it the fast way.

Use these optional examples:

president farmer dentist hairdresser carpenter ► Children's response: Bicycle.

Yes, bicycle. Continue with six to eight more examples of three-syllable words, following the previous format.

\*Correction procedure: Guide the child to say it accurately and more quickly each time until he or she can hear the word and say it smoothly.

Listen. Tel-e-phone. Say the word parts with me.

► Child's response: Tel-e-phone.

Say it again.

► Child's response: Tel-e-phone. Say it with the child.

Now, let's say it faster.

► Child's response: Tel-e-phone.

Again.

► Child's response: Tel-e-phone. Practice several more times until firm.\*



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PLAY the game.



See Appendix D on the CD-ROM for the Sammy Syllable's Blend-It Game instructions, board, cards, and word list.



TASK 3

Rhyme to end the lesson: "I Say—You Say" (approximately 3 minutes)

**END** the lesson with a transition rhyming activity.

**INTRODUCE** the rhyme.

Now we are going to say our rhyme called "I Say—You Say." Get ready to guess what my rhyme will be! Listen to my rhymes and you can figure out what body parts I'm talking about. You can point to them. We will do the first one together. Watch where I point my finger, to help you find the rhyming answer:

When I say bed, you say \_\_\_\_\_. Point to your head.

### ► Children's response: Head!

Say the rhyme; wait for children to respond. Yes, head! Bed—head! Again, bed—head! Rhyme reinforcement: If students cannot guess the missing word, then provide the first sound.

New one: When I say rose, you say \_\_\_\_. Point to your nose.

► Children's response: Nose!

Say the rhyming pair twice.

### ► Children's response: Rose—nose! Rose—nose!

Continue with 5–8 more rhymes, following the same format. Be sure to include several two-syllable options. Be sure to build in the 2-second pause.

When I say fly, you say \_\_\_\_\_. (Point to your eye.)

When I say week, you say \_\_\_\_\_. (Point to your cheek.)

When I say dear, you say \_\_\_\_\_. (Point to your ear.)

When I say *chair*, you say \_\_\_\_\_. (Point to your hair.)

When I say *peck*, you say \_\_\_\_\_. (Point to your neck.)

When I say *linger*, you say \_\_\_\_\_. (Point to your finger.)

When I say jelly, you say \_\_\_\_\_. (Point to your belly.)

When I say colder, you say \_\_\_\_\_. (Point to your shoulder.)

When I say rankle, you say \_\_\_\_\_. (Point to your ankle.)

**DO** the exit task to demonstrate skill mastery.

Good job saying some rhyming pairs of words! Now get ready to show me who can hear word parts and guess the word all by yourself.

\_\_\_\_\_ (insert child's name), your turn. Listen. Spa-ghet-ti. Say it fast.

### ► Child's response: Spaghetti.

**REINFORCE** word meanings.

Yes, spaghetti. Let's have spaghetti for dinner. Let each child have one turn. Use the following words, following the previous format. After the child blends a three-syllable word successfully, use the word in a meaningful short sentence.

**Straw-ber-ry.** (Yes, strawberry. A strawberry is good to eat.)

Prin-ci-pal. (Yes, principal. The principal is in charge of the school.)

Wall-pa-per. (Yes, wallpaper. There is pretty wallpaper on the wall.)

Pa-jam-as. (Yes, pajamas. Put on your pajamas and go to bed.)

**O-ver-coat.** (Yes, overcoat. I wear my overcoat when it's cold out.)

END Lesson 2.

You all did a good job today. Everyone now gets their winnings for blending syllables to say words the fast way and for working hard. *Give out token rewards to each child.* 

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