



Skill Card: Blend Syllables

Purpose: Students listen to a sequence of separately spoken syllables and blend them together to form a word.

Steps:

1. Use **Touch and Say** to demonstrate the procedure for blending syllables.
2. Distribute felts or other manipulatives to students. Use squares for individual sounds and rectangles for word parts.
3. Model: Blend syllables using felts and **Touch and Say**.

I do: “We are going to tap our felts each time we hear a syllable. Watch as I **Touch and Say** the syllables in the word *baseball*.”



(Tap one rectangular felt for each syllable and then slide finger under all felts while blending the syllables to form the word *baseball*.)

We do: “Let’s **Touch and Say** the syllables in the word *cowboy*.” /*cow*/ /*boy*/ “Now say the whole word.” (*cowboy*)

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- Felts, colored tiles, plastic disks, or other manipulatives
- Teacher word list for blending syllables
- Optional: Picture cards may be used.

Skill: Blend Syllables

- **Level 1** – Compound words or 2-syllable words
dog•house = doghouse
- **Level 2** – 3-syllable words
won•der•ful = wonderful
- **Level 3** - 4-syllable words
mis•un•der•stand = misunderstand

Blending can be used with: syllables, onset and rime, and phonemes



Skill Card: Segment Syllables

Purpose: Students will listen to a spoken word and segment the word into syllables.

Steps:

1. Choose a PA strategy to demonstrate the procedure for segmenting syllables. (**Touch and Say** or **Quiet Yell**)
2. Distribute manipulatives to students, if needed. Quiet Yell does not require manipulatives.
3. Model: Segment syllables using **Quiet Yell**.

I do: “I’m going to place my hands beside by mouth and pretend to **shout** a word across the room. I want you to listen for the number of syllables you hear in the word. The word is *tiger*.” (Demonstrate **Quiet Yell**.) “I felt two pushes of air, so there are two syllables in *tiger*?”

We do: “Let’s **Quiet Yell** the word *lipstick*. How many pushes of air did you feel?” (2) “What are the syllables in the word *lipstick*?” /lip/ /stick/

You do: Allow students to practice independent of your voice. Repeat steps with additional words.



Suggested Materials:

- Felts, colored tiles, plastic disks, or other manipulatives
- Teacher word list for segmenting syllables
- Optional: Picture cards may be used.

Skill: Segment Syllables

- **Level 1** – compound words or 2-syllable words
popcorn - *pop•corn* *table* - *ta•ble*
- **Level 2** – 3-syllable words
neighborhood - *neigh•bor•hood*
- **Level 3** – 4-syllable words
supermarket - *su•per•mar•ket*)

Segment can be used with: syllables, onset and rime, and phonemes

*For the purpose of demonstrating scaffolded instruction - “I do, We do, You do” – the **Quiet Yell** strategy was utilized. See the **Touch and Say** Strategy Card for procedures on another strategy that could be used.



Skill Card: Delete Syllables

Purpose: Students will delete a syllable from a word or word part(s) to make a new word.

Steps:

1. Use **Touch and Say** to demonstrate the procedure for deleting syllables.
2. Distribute felt squares or other manipulatives to students. Use squares for individual sounds and rectangles for word parts.
3. Model: Delete syllables using felt squares and **Touch and Say**.

I Do: “We are going to delete a syllable from a word or word part to make a new word. The word is *mailbox*.” (**Touch and Say** the word parts using two rectangular felts.) “Now I am going to say *mailbox* without *mail*.” (Pick up the first rectangular felt and **Touch and Say** the remaining word.) “The word is *box*.”



We do: “Let’s do one together. Say the word *table*. **Touch and Say** the word parts using your felts. Now say *table* without *ble*. **Touch and Say** the remaining word part.” (*ta*)

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- felts, colored tiles, plastic disks, or other manipulatives
- Teacher word list for deleting phonemes
- Optional: Picture cards may be used.

Skills: Delete Syllables

- **Level 1** – Delete first or last syllable in compound words. “Say the word *rainbow*. Now say the word *rainbow* without *rain*.” (*bow*)
- **Level 2** - Delete first or last syllable in 2-syllable words. “Say the word *window*. Now say the word *window* without *dow*.” (*win*)
- **Level 3** - Delete first or last syllable in words with three or more syllables. “Say the word *helicopter*. Now say the word *helicopter* without *ter*.” (*helicop*)

Manipulation (Delete) can be used with: syllables and phonemes



Skill Card: Add Syllables

Purpose: Students will add a syllable to a word or word part(s) to make a new word.

Steps:

1. Use **Touch and Say** to demonstrate the procedure for adding syllables.
2. Distribute felts or other manipulatives to students. Use squares for individual sounds and rectangles for word parts.
3. Model: Add syllables using felt squares and **Touch and Say**.

I Do: “We are going to add a syllable to a word or word part to make a new word. The word is *dog*.” (Touch a rectangular felt.) “I am going to add *house* to the end of *dog*.” (Put down another rectangular felt next to the first one.) “The word is *doghouse*.” (Sweep your finger under the felts and **Touch and Say** the whole word.)



We do: “Let’s do one together using our felts. Say this word part: *ta*. Add *ble* to the end. **Touch and Say** the word parts, and then say the whole word.” (*table*)

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- **Suggested Materials:**
- Felts, colored tiles, or other manipulatives
- Teacher word list for adding syllables or phonemes

Skill: Add Syllables

- **Level 1** - Add first or last syllable in compound words. “Say this word part: *rain*. Add *bow* to the end. What is the new word?” (*rainbow*)
- **Level 2** - Add first or last syllable in 2-syllable words. “Say this word part: *dow*. Add *win* to the beginning. What is the new word?” (*window*)
- **Level 3** - Add first or last syllable in words with three or more syllables. “Say these word parts: *helicopt*. Add *ter* to the end. What is the new word?” (*helicopter*)

Manipulation (Add) can be used with: syllables and phonemes



Skill Card: Substitute Syllables

Purpose: Students will listen to a spoken word and substitute a syllable with another one to make a new word.

Steps:

1. Use **Touch and Say** to demonstrate the procedure for substituting syllables.
2. Distribute felts or other manipulatives to students. Use squares for individual sounds and rectangles for syllables.
3. Model: Substitute syllables using rectangular felts and **Touch and Say**.

I do: Place two rectangular felts on the table and tell students, “I am going to change a syllable and replace it with another syllable to make a new word. The word is *doorbell*.” (Touch felts to show parts.) “Now change *bell* to *knob*.” (Pick up the felt for *bell* and add another one for *knob*.) “The new word is *doorknob*.”



We do: “Let do another one. The word is *sister*. **Touch and Say** the syllables in the word - /sis/ /ter/. Now change *sis* to *mis*. Pick up the felt square for *sis* and add another one for *mis*. Touch the felts and say the new word.” (*mister*)

You do: Allow students to practice independent of your voice. Repeat steps with additional words.

Suggested Materials:

- Felts, colored tiles, plastic disks, or other manipulatives
- Teacher word list for substituting syllables and phonemes
- Optional: Picture cards may be used.

Skill: Substitute Syllables

- **Level 1** – Substitute first or last syllable in compound words.
“Say *doghouse*. Change *dog* to *club*. What is the new word?” (*clubhouse*)
- **Level 2** – Substitute first or last syllable in 2-syllable words.
“Say *motion*. Change *mo* to *frac*. What is the new word?” (*fraction*)
- **Level 3** - Substitute first or last syllable in words with three or more syllables.
“Say *replaying*. Change *re* to *dis*. What is the new word?” (*displaying*)

Manipulation (Substitution) can be used with: syllables and phonemes