

Multi-Syllable Words Kit for the Teacher Resource Center

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Language Arts

3.RF.3 - Know and apply grade - level phonics and word analysis skills in decoding words.

C. Decode multi-syllable words

Kit Description:

This kit is a great tool for teaching students how to identify and dissect multi-syllable words. It includes many different activities that are geared towards many different learning styles, including visual, auditory, musical, and tactile-kinesthetic learners. The kit is based off of a third grade standard but can also be used in first or second grade for differentiation within the classroom.

1- Solar Lesson Plan Format

Age Level: 3rd grade

Subject(s) Area: Language Arts

Materials Needed:

- Set of Mirrors for the class to share
- Set of White Boards for the class with markers

Standards:

Code and description:

3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
c. Decode multi-syllable words.

Objectives:

What will the students know or be able to do?: Students will be able to show how many syllables there are in words.

Cognitive Level of Lesson: Understanding

Learning Activities:

Opening Element: Start the lesson reviewing compound words with the students. Say different words out loud (one syllable, compound, and multi syllable) and have the students raise their hand when they hear a compound word.

Reflective Questions: Ask the students “Why are some of these words not compound words?” “If it has more than one syllable and it is not a compound word then the word is a multi-syllable word.”

Technology:

Required Vocabulary: Syllable: a unit of pronunciation that has one vowel sound and forms a whole or part of a word.

Instructional Methods:

1. Continue the lesson by introducing multi syllable words to the students. “Multi-syllable words have more than one syllable in them. Who can tell me what a syllable is?”
 - a. Give the students the definition of syllables and explain that “Words are either one syllable, or multi-syllable.”
 - b. Introduce the difference between one and two- syllable words by showing examples in front of the class and have the students say the examples out loud.
 - i. Example: Dog, Hat, Fan, Smile, Red, Truck, etc.
 - ii. Example: Circle, Window, Purple, Closet, Washer, etc.

- c. Also explain to the students that “unlike compound words, syllables in multi-syllable words do not break apart after a full word.”
 - i. “For example together is a multi-syllable word and the syllables just happen to end after the words to, get, and her, but tunais a multi-syllable word when the syllables are not after actual words they just break up the word itself.”
2. Explain to the students that “when you break down words into syllables you draw a slash (/) in between the letters of each syllable.”
 - a. Show an example on the board of a few words (example words: dog, flow/er, yell/ow, dol/phn, four/teen, etc.)
 - i. Have the students practice along with the teacher using individual white boards after the first few examples
3. Show the students how using a mirror can help determine where the words are broken down into syllables
 - a. “When you say the word cat, your mouth only open one time, but when you say the word tractor your mouth opens twice.”
 - b. Have the students practice saying words into the mirror with partners and counting how many syllables/ times their mouths open for each word.
 - i. Give the students practice words or sentence to use their mirror to find the syllables and use the slashes (/) to break apart words. (Can be found after the Assessment part of this lesson)

Guided Practice Strategies: Whole group instruction happens when teacher demonstrates the breaking down of words and then the class does it together on white boards. Partner work happens when the students work in partners using the mirrors to break apart syllables.

Independent Concrete Practice/Application: Independent practice will happen during later lessons.

Differentiation: Stay with only 2 syllable words if students are struggling with breaking down words. If students are understanding breaking down smaller words, start using 3 and up syllable words to challenge students. Give students more words to break down then time will allow, so that all students will have enough words to have them work until time is up.

Wrap-Up: Re explain the difference between one and multi-syllable words and have the students give you examples of each one. “One syllable words only require our mouths to open once, can anyone give me an example of a one syllable word? Multi-syllable words require our mouths to open more than once, can anyone give me an example of a multi-syllable word?”

Assessment:

Formative: Have the students write down multi-syllable words on a piece of paper and have them use their new skills to break them down

Individual Measurability: each student will turn in their own broken down multi- syllable words.

Summative: There will be a summative assessment at the end of the unit in the form of a spelling test where the students will also have to split their spelling words according to where the syllable break is.

Name: _____

Syllable Practice Words

Teacher

Day

Mammal

Turkey

Pencil

House

Mountain

Balloon

Cousin

Word

Brother

Question

Present

Any

City

Name: _____

Syllable Practice Words

Teacher

Day

Mammal

Turkey

Pencil

House

Mountain

Balloon

Cousin

Word

Brother

Question

Present

Any

City

Name: _____

Syllable Practice Words

Teacher
Turkey
Mountain
Word
Present

Day
Pencil
Balloon
Brother
Any

Mammal
House
Cousin
Question
City

2- Solar Lesson Plan Format

Age Level: 3rd grade

Subject(s) Area: Language Arts

Materials Needed:

Musical Instruments that can be found:

- Drum
- Triangle
- Miraca
- Shakers
- Etc.

Standards:

Code and description:

3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
c. Decode multi-syllable words.

Objectives:

What will the students know or be able to do?: Students will be able to break multi- syllable words into individual syllables with the help of musical instruments.

Cognitive Level of Lesson: Understanding

Learning Activities:

Reflective Questions: Review of yesterday's lesson. "Who can tell me the difference between one syllable and multi- syllable words? How do we show the different syllables in words? How would we break up the word a/gain? How about list/en, child/ren, mon/ster, ta/co?"

Opening Element: Watch youtube video about syllables that introduces more than two syllable words. Can find another video but here is one that is great:

<https://www.youtube.com/watch?v=S2KbKjWFiwk&list=PL88F98857F2A3EDDE&index=1>

Technology: Youtube video

Required Vocabulary: Syllable: a unit of pronunciation that has one vowel sound and forms a whole or part of a word.

Instructional Methods:

1. After reviewing and introducing more than two syllable words, show the students how to use the beats of the syllables to help break them down.
 - a. To start the students can just use their bodies for beats (ie clapping, snapping, stomping, patting their legs, etc.)
 - i. Demonstrate for the students how one clap or beat equals one syllable
 1. "When we say pie, we only clap once, but when we say pizza, we clap twice because of the syllables. Listen to me once, then we will do it at a class."
 - ii. Start with a one syllable word like cat, read a sentence about a cat and have the student clapping, snapping, stomping, patting their legs, etc. when you read cat.
 1. Example: The cat jumped down from the couch.
 - iii. Do the same with a two syllable word and when understanding is at 80-90% move on to multi-syllable words.
 2. Once students understand how to do this on their bodies, the teacher can give students musical instruments to play instead of just on their body.
 - a. If there are not enough instruments for all students to have one at the same time, rotate them through the class so that every student gets a chance to use them.
 - b. Have the students use the syllables to play songs that used multi- syllable words instead of musical notes
 - i. For example the beat for We Will Rock You can be explained in words by the syllables in Apple Pear or Students could use the word in common known song like Mar/y Had a Lit/tle Lamb and break down the syllables in those words to play the song with their instruments.
 - ii. Give the students the words for the songs and have them break down the words with the slashes (/)
 - iii. Example songs are given at the bottom of the lesson below the Assessment section.

Guided Practice Strategies: Whole group instruction will take place when the teacher reviews multi- syllable words and introduces the more the two multi- syllable words and also when teaching students how to clap the syllables out.

Independent Concrete Practice/Application: This will happen later in the week as students grasp the information better.

Differentiation: If the students are understanding how to use music to break words into syllables, have them create their own song by using words and syllables. If students are struggling with breaking down words, continue to use the musical instruments to continue learning or remove the musical instruments from the lesson and stick to clapping and snapping.

Wrap-Up: If students have a good idea of how to break down syllables, display different syllable words in front of the class and have them read the word and then play their instrument to the syllables.

Assessment:

Formative: Have the students hand in an exit slip. Have them write a sentence, and have them use the slash (/) method to break the words into syllables and then have them write the number of syllables each word has above the word.

Example: 1, 2, 4, 5, 2, 1, 3, 3

The yellow caterpillar grew into a beautiful butterfly.

Individual Measurability: Each student will hand in their exit slip.

Summative: There will be a summative assessment at the end of the unit in the form of a spelling test where the students will also have to split their spelling words according to where the syllable break is.

Songs to use with Syllables

1. Hakuna Matata! What a wonderful phrase, Hakuna Matata! Ain't no passing craze, It means no worries for the rest of your days, It's our problem-free philosophy, Hakuna Matata!
2. The seaweed is always greener, In somebody else's lake, You dream about going up there, But that is a big mistake, Just look at the world around you, Right here on the ocean floor, Such wonderful things surround you, What more is you lookin' for?
3. You've got a friend in me, You've got a friend in me, When the road looks rough ahead, And you're miles and miles, From your nice warm bed, You just remember what your old pal said, Boy, you've got a friend in me, Yeah, you've got a friend in me

3- Solar Lesson Plan Format

Age Level: 3rd grade

Subject(s) Area: Language Arts

Materials Needed: A variety of books that are reading level appropriate for all reading levels in the class.

Standards:

Code and description:

3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

c. Decode multi-syllable words.

Objectives:

What will the students know or be able to do?: Students will be able to recognize words with more than one syllable while reading books.

Learning Activities:

Opening Element: Give students a practice sentence and as a class, separate each word according to where the syllable break is at for each word.

Reflective Questions: "Let's review how we find the number of syllables yesterday with the music."

Technology: None

Required Vocabulary: syllables

Instructional Methods:

- Give students a practice sentence and as a class, separate each word according to where the syllable break is at for each word.
- Once you have completed a sentence (2 or more if necessary), have the students choose a book within their reading level to read.
- Have the students read a small passage from the book.
- As they read, have the students write down on a separate sheet of paper, words with 2 or more syllables that they read in their book.
 - Have the students write the word and write the syllable break as well.
- Have the students write 10 or more words.

Guided Practice Strategies: Start the lesson together as a class and transition into working independently.

Independent Concrete Practice/Application: Students will do this activity independently.

Differentiation: Students will choose their own book from a selection within their reading level.

Wrap-Up: As an exit ticket, the students will hand in their sheet that they wrote words and separated where the syllable break is at.

Assessment:

Formative: The teacher will review the exit tickets to see if students need more review.

Individual Measurability: Students will be completing this activity independently.

Summative: There will be a summative assessment at the end of the unit in the form of a spelling test where the students will also have to split their spelling words according to where the syllable break is.

4-Solar Lesson Plan Format

Age Level: 3rd grade

Subject(s) Area: Language Arts

Materials Needed:

- Legos
- List of Multi-Syllable Words

Standards:

Code and description:

3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
c. Decode multi-syllable words.

Objectives:

What will the students know or be able to do?: Students will be able to build multi-syllable words and divide them by syllables.

Cognitive Level of Lesson: Applying and Analyzing

Learning Activities:

Opening Element: Use the musical instruments to play one of the songs that the students played a few days before to review how to find the syllables in a word.

Reflective Questions: “How did finding the syllables in the books help us learn about breaking down syllables? What other ways can we find the syllables in a word? How many syllables does air/plane have? Pen/cil? Com/put/er? Bas/ket/ball?”

Technology:

Required Vocabulary: Syllable: a unit of pronunciation that has one vowel sound and forms a whole or part of a word.

Instructional Methods:

1. After the students have reviewed with the teacher give them legos to create multi-syllable words from a word sheet or on their own and then break the legos in-between the syllables and record how many syllables each word has on a sheet of paper.
 - a. Write letters on the sides of legos
 - b. Have many different sets of letters (10-15 of each letter so that students can share. More if needed.)
 - c. Can use the word sheet used in the Bingo game that is part of the next lesson
2. Show the students that they must first make the word they want and then they must break up the word where the syllables are
 - a. Example: midd/le
3. Then have the students record their word on a paper with that has columns for one, two, three, and more syllables.
 - a. Example of this paper can be found below the assessment section of this lesson.

Guided Practice Strategies: Whole group instruction will happen during review of multi-syllable words and during the introduction of the activity.

Independent Concrete Practice/Application: Students will work on their own to create with legos and record their multi- syllable words on paper.

Differentiation: Give students different lists of multi- syllable words depending on level of understanding and mastery of multi-syllable words. Have an upper level, an on level, and a lower level option for the students.

Wrap-Up: Either go over words that are giving the students trouble or work through some words that have many syllables with the class at the end. Also have them turn in their papers, so the teacher can assess their work.

Assessment:

Formative: Have the students turn in their work for it to be looked over by the teacher and corrected.

Individual Measurability: Students will turn in individual work at the end of class.

Summative: There will be a summative assessment at the end of the unit in the form of a spelling test where the students will also have to split their spelling words according to where the syllable break is.

Name: _____

Multi- Syllable Word Break Down

One Syllable
Syllable

TwoSyllable

Multi-

5-Solar Lesson Plan Format

Age Level: 3rd grade

Subject(s) Area: Language Arts

Materials Needed: Bingo cards with words that have 1 or more syllables.

Standards:

Code and description:

3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

c. Decode multi-syllable words.

Objectives:

What will the students know or be able to do?: Students will be able to recognize words with one or more syllables.

Learning Activities:

Opening Element: “Who likes bingo if you have played it?”, “Today we are going to play a game of bingo, but instead of numbers, we will be looking for words!”

Reflective Questions: What are syllables?, How do you play bingo?

Technology: None

Required Vocabulary: Syllables, Bingo

Instructional Methods:

- Copy enough of all 4 varieties of bingo cards provided for the class to each have one card.
- Laminate the cards for re-use.
- Have the students use a dry erase marker to mark the words they get as well as write the number of syllables each word has.
- Once a student gets the type of bingo the teacher is looking for (i.e. 4 corners, T, X, etc.), he/she brings the card to the teacher to verify the bingo as well as the appropriate number of syllables are written in the square.
- The students will get a reward if the teacher chooses to do so.

Guided Practice Strategies: One word is given at a time, and plenty of time is given to ensure students are able to find the word *and* count the number of syllables in that word.

Independent Concrete Practice/Application: This activity will not be done in teams or pairs.

Differentiation: Students who need assistance may get help from a neighbor if necessary.

Wrap-Up: When time is up, have the students bring their cards without clearing them so the teacher can determine who understands the concept of syllables.

Assessment:

Formative: The teacher will check to see if the students have the correct number of syllables written on their card for each word called. This will be used as an exit ticket.

Individual Measurability: Students will be working on their own bingo card independently.

Summative: There will be a summative assessment at the end of the unit in the form of a spelling test where the students will also have to split their spelling words according to where the syllable break is.

B	I	N	G	O
about	after	best	made	look
before	which	around	being	small
pull	want	FREE	them	people
number	almost	never	drink	city
sometimes	add	warm	hot	down

B	I	N	G	O
xylophone	here	house	handy	picture
family	world	together	because	happy
saw	buy	FREE	chocolate	example
kind	never	sign	story	open
could	talk	like	heavy	water

B	I	N	G	O
animal	together	example	sing	look
before	which	around	being	water
pull	chocolate	FREE	heavy	people
number	almost	xylophone	drink	city
sometimes	add	family	hot	down

B	I	N	G	O
about	chocolate	because	made	look
before	which	handy	being	water
family	want	FREE	them	people
number	example	never	drink	city
sometimes	big	warm	xylophone	down

Master list of words:

about big happy number story
 add buy heavy open talk
 after chocolate here people them
 almost city hot picture together
 animal could house pull want
 around down kind saw warm

because	drink	like	sign	water
before	example	look	sing	which
being	family	made	small	world
best	handy	never	sometimes	xylophone

6-Solar Lesson Plan Format

Age Level: 3rd grade

Subject(s) Area: Language Arts

Materials Needed: Candy Land Board Game (write words with 1-2 syllables on the cards with single spaces, the cards with double spaces will have words with 3 or more syllables. Wildcards are used as is.) The words used are pulled from the bingo game, more can be added if so desired for differentiation.

Standards:

Code and description:

3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
c. Decode multi-syllable words.

Objectives:

What will the students know or be able to do?: Students will be able to break apart words based upon the number of syllables in any given word.

Learning Activities:

Opening Element:

- “Have you ever played a boardgame?”
- “How about the game Candy Land?”
- “Today we are going to play a game like Candy Land, but we will be using what we have learned about syllables to play it!”

Reflective Questions: “What are syllables?”

Technology:None

Required Vocabulary: syllables

Instructional Methods:

- Set up the Game of Candy Land
 - Use any amount of players up to the maximum

- “Place your piece on start”
- “Play rock, paper, scissors to find out who will go first”
- Player 1 draws a card, sound out how many syllables the word on the card has
- The number of syllables the word has is how many spaces you move.
 - Example: caterpillar = 3 syllables, so the player moves 3 spaces.
- Wildcards are used as is.
- Whoever reaches the end of the game first, wins.

Guided Practice Strategies: Students can start the game by pulling from the pile of cards with 1-2 syllable words, and gradually move to choosing from the pile with word cards that have more syllables.

Independent Concrete Practice/Application: Students choose their own card and sound out the number of syllables independently.

Differentiation: If students struggle sounding out a word, they can draw a card from the pile with only 1-2 syllable words, or if the students excel at syllables, they can choose from the pile with 3 or more syllable words.

Wrap-Up: Play until someone wins!

Assessment:

Formative: The teacher will observe to see if students are able to sound words out and determine the number of syllables in each word drawn.

Individual Measurability: Each student will be monitored by the teacher individually.

Summative: There will be a summative assessment at the end of the unit in the form of a spelling test where the students will also have to split their spelling words according to where the syllable break is.