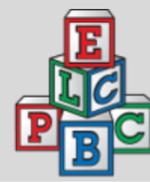


# Week 7 - Syllable Awareness



Early Learning Coalition  
of Palm Beach County  
*Ready to Learn. Ready for Life.*



Days	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson for the day</b>	<b>Syllable Stomp</b>	<b>Syllable Sorting</b>	<b>Syllable Drumming</b>	<b>Syllable Hopscotch</b>	<b>Syllable Story Retell</b>
<b>Learning Objective</b>	Children identify syllables by stomping for each part of a word.	Children sort words by the number of syllables.	Children tap out syllables using rhythm instruments.	Children hop out syllables using a hopscotch grid.	Children identify syllables in key words from a story.
<b>Materials</b>	Picture cards or objects.	Picture cards, sorting mats labeled 1, 2, 3 syllables.	Drums, rhythm sticks, or tables.	Hopscotch grid, picture cards.	Storybook, picture cards from the story.
<b>Step-by-Step Directions</b>	Show a picture card. Say the word aloud. Invite children to stomp for each syllable. Repeat with new words.	Display sorting mats. Show picture cards one at a time. Invite children to clap the syllables. Sort cards onto the correct mat.	Give each child a drum or stick. Say a word aloud. Invite children to tap for each syllable. Repeat with new words.	Show a picture card. Say the word aloud. Invite children to hop for each syllable. Repeat with new words.	Read a story aloud. Invite children to clap or tap the syllables. Retell the story using the cards.
<b>Teacher Language Prompts</b>	"How many stomps do you hear?"	"Let's clap it out together."	"Tap the beats in the word."	"Hop for each part of the word."	"Let's clap the parts of this word."
<b>Adaptations for Diverse Learners</b>	Use fewer words; model stomping first.	Use fewer categories; provide visual cues.	Use hand tapping; slow the pace.	Use floor dots; shorten the grid.	Use shorter stories; provide picture cues.