

Saying Words in “Beats” (or syllables)

Explain that it’s easier to tackle big words for reading and for spelling by chunking them into their “beats” (syllables) first.

Directions:

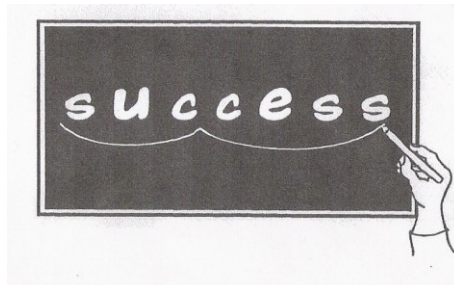
This is a very quick, oral exercise.

Choose a word from the list below. Say it naturally, and have students repeat after you. Then ask them to say the word in “beats.” e.g. specialist, spe-cial-ist

Model a few examples. Encourage students to clap, or tap their hand on the desk with each beat. Encourage them to categorize the word as having 2-syllables, 3-syllables, or 4-syllables. Practice with several words. If students have difficulty, continue to model for them.

Option: Ask students to quickly use the word in a sentence.

Option: Once students have orally repeated and then chunked several words, print a few on an overhead or on the board. Show how they look when the syllables are scooped (i.e. a smooth, continuous line is drawn underneath each syllable in a scooping motion). Practice reading the words one syllable at a time.



2 syllables	3 syllables	4 syllables
building	accident	professional
workshop	construction	orthopedist
lumber	examine	
picture	ligament	
tissue	similar	
magnet	powerful	
number	appointment	
refer	specialize	
today	referral	
meantime	injury	
easy	paperwork	

Practice with Initial Sounds, Letters, and Acronyms

Directions:

This is primarily an oral exercise.

Ask students if they know what an MRI is, or if they have ever had this test done.

On the board print MRI. Explain that this abbreviation or acronym comes from the first letter of each word in the title.

Say, “magnetic,” and have students repeat the word. Ask, “What is the **first sound** in ‘magnetic?’” Students should practice isolating or “pulling off” just the **first sound** in the word, (/m/), and then identify the letter that makes that sound. Repeat this process for the words “resonance” and “imaging.” Be sure students isolate the first **sound**, /r/ and /i/ respectively, and then identify the letters that make those sounds.

In a similar fashion, say the words from each of the acronyms below. If necessary, slightly exaggerate the initial sound of each word. Ask students to **isolate the first sound**, then name the corresponding letter. Print the letters on the board to create the acronym.

Note: Some students will want to jump straight to identifying the letter name. Be sure they isolate the **sound** first, and then supply the letter name.

As **S**oon **A**s **P**ossible

ASAP (also written asap)

Tender **L**oving **C**are

TLC

Very **I**mportant **P**erson

VIP