

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, 4-syllables, or 5-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	5 syllables
something	neighborhood	urinary	antibiotics
bathroom	infection	medication	amoxicillin
urgent	allergy	information	
clinic	pharmacy		
doctor	apartment		
Trimox	prescription		
tablet	pharmacist		
counter	generic		
	exactly		

Practice with Initial Sounds, Letters, and Acronyms

Directions:

This is primarily an oral exercise.

On the board print UTI. Ask students if they know what a UTI is. Explain that this abbreviation or acronym comes from the first letter of each word in the name of a common medical condition.

Say, “urinary,” and have students repeat the word. Ask, “What is the **first sound** in ‘urinary?’” Students should isolate or “pull off” just the **first sound** in the word, (/yoo/), and then identify the letter that makes that sound. (Note: Technically there are two sounds which are, in effect, “glued together” to form the long u sound, /y/ and /oo/.) Repeat this process for the words “tract” and “infection.” Be sure students isolate the first **sound**, /t/ and /i/ respectively, and then identify the letters that make those sounds.

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.

The Beginner Reading Passage in Section 12 is about a woman who has a UTI.