

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:

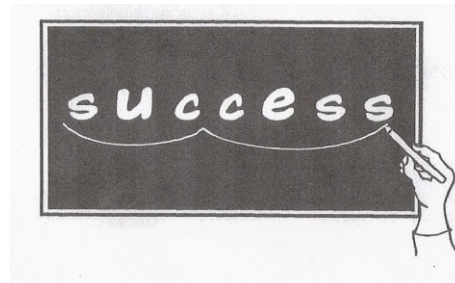
This is a very quick, oral exercise.

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
coma	Tylenol	emergency	appendicitis
forehead	infection	temperature	antibiotics
attack	appendix	radiating	
aching		abdominal	
achy			
poison			
swallow			
fever			
broken			

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.

In Problem-Solving Worksheet, “An Emergency or Not?”, (Section 3), Situation #3 describes a woman with a urinary tract infection (UTI).