

# Salad Toss



## LESSON MODEL FOR

Syllable Segmentation and Blending

### Benchmarks

- Ability to clap and count syllables in two-and three-syllable words
- Ability to say each syllable in two-and three-syllable words
- Ability to orally blend syllables into a whole word

### Strategy Grade Level

- Pre-K-Grade 1

### Grouping

- Small group

### Materials

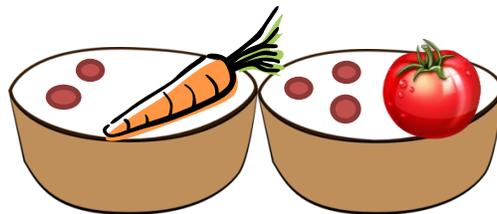
- Pictures or models of vegetables whose names have two or three syllables: carrot, lettuce, pepper, radish, cucumber, celery, potato, tomato
- Brown construction paper for salad bowls
- Colored markers

## Develop Oral Language

Because it is very difficult to work with sounds in an unfamiliar word, it is important that students know the meaning of salad and the food names used in this lesson model. Ensure that students develop in-depth knowledge of salad and the food names.

## Teach/Model

Attach two brown paper salad bowls to a bulletin board. In one bowl, draw two dots and a carrot. In the other bowl, draw three dots and a tomato.



Say: *Here are two salad bowls.* Point to the salad bowl with the carrot in it.

Ask: *What vegetable is in this bowl? (a carrot)*

Say: *That's right. I am going to clap as I break the word carrot into parts.*

Demonstrate by clapping the word into parts as you say *car\*rot*  
Then say: *I just clapped two times. The word carrot has two word parts. Now clap and say the word parts with me: car\*rot. Great.*

Ask: *How many times did we clap? (Two) How many word parts are in carrot? (Two) Now I am going to say the parts again, one at a time. Listen carefully because I am going to ask you to put the parts together to make a whole word: car\*rot.*

Ask: *What is the whole word? (Carrot) Repeat the procedure with tomato (to\*ma\*to). Be sure students recognize that tomato has three word parts.*

## Small-Group Guided Practice

### VEGGIE SALADS

Say: *Now we are going to fill up the salad bowls.* Show the picture or model of a pepper.

Ask: *What is the name of this vegetable? (Pepper)*

Say: *Clap the word parts in pepper with me. (Pep\*per)*

Ask: *How many word parts did you clap? (Two) Point to the two-dot bowl.*

Ask: *How many word parts are in carrot? (Two) Point to the three-dot bowl.*

Ask: *How many word parts are in tomato? (Three)*

Say: *We're going to put the pepper in the bowl with the carrot because pepper and carrot both have two word parts.*

*Say clap the two words with me (pep\*per, car\*rot)*

Ask: *How many times did we clap for each word? (Two times)*

Say: *That's right.*

Ask: *Can anyone help me put a picture of a pepper in the salad bowl*

Repeat the same procedure using the cucumber, lettuce, radish, potato and celery.

### CORRECTIVE FEEDBACK

If a student responds incorrectly, model the correct response. For example, say: *Listen carefully as I count the word parts in cucumber (cu\*cum\*ber). I clapped three word parts. Now you clap with me: (cu\*cum\*ber). How many word parts did you clap? (Three) Yes, the word cucumber has three word parts.*

### CRAZY SALADS

Give students practice segmenting word parts of two-and three syllable words other than names of vegetables. Attach two more paper salad bowls to a bulletin board. On one bowl, draw or attach two for dots, and on the other three dots. Invite students to make “crazy salads” by drawing or cutting out pictures of objects whose names have two or three syllables to put in the bowls. For example, students might place “ingredients” such as a spider, a skateboard, and a pencil into the two-dot bowl. They might place items such as a computer, an elephant, and a bicycle into the three-dot bowl. Be sure students cut out or draw only objects that they can easily name. Have students identify the items they add to the salad, clapping out the word parts as they put the pictures into the appropriate salad bowl.

### OBSERVE & ASSESS

Questions or Observation	Benchmarks
Can you put these word parts together to make a whole word: <i>cu*cum*ber?</i> (cucumber)	Student can blend syllables to form a whole word.
Can you clap the word parts in <i>cucumber?</i> ( <i>cu*cum*ber</i> ). How many times did you clap? (three)	Student can segment and count the syllables in three-syllable word

