



Tap the Syllables

In order for learners to be able to accurately use word stress, they must first be able to distinguish syllables words that have two or more syllables.

OBJECTIVE: To build awareness of syllables in words and to practice listening for and counting them

MATERIALS: None

DESCRIPTION:

1. Say a word from the weekly unit. Emphasize the syllables.
2. Have the learners repeat the word as they tap their hand on the table to count the syllables.
3. Ask the learners how many syllables are in the word. You may need to repeat steps one and two several times, and learners may need additional support if they are struggling with a word.
4. Say the word with the learners as you tap out each syllable on the table.
5. Repeat the process with the next word.

Example: me-di-cine (3) doc-tor (2)



Rubber Bands for Word Stress

This activity supports learners in building awareness of and accurately producing stressed syllables within words. The kinesthetic nature of this activity keeps learners engaged and reinforces the word stress production.

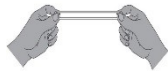
OBJECTIVE: To accurately produce stressed syllables in individual words

MATERIALS: Rubber Bands

DESCRIPTION:

1. Give each learner a rubber band.
2. Hold a rubber band between hands. Say a word from the weekly unit. As you say the stressed syllable in the word, move your hands apart and stretch the rubber band.
3. Have the learners position their rubber bands, and then repeat the word after you, stretching their rubber bands on the stressed syllable.
4. Repeat the word several times with the group, checking each learner for accuracy.
5. Repeat steps 2-4 with remaining words in the list.
6. Go back through the list. Have the learners say the word and stretch the rubber bands for each word without watching a model. Model the word again if learners stress the wrong syllable.

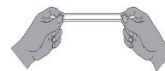
Example: ba



na



na



Expansion: Have the learners say the vocabulary words in sentences. The sentences can be written down ahead of time, generated as a class, or created spontaneously. As the learners say the vocabulary word, they stretch the rubber bands.



Show the Word Stress

This activity builds listening awareness of word stress, and allows the teacher to check learners' understanding visually. The visual and kinesthetic aspects of the activity help learners remember the stress patterns.

OBJECTIVE: To demonstrate ability to count syllables and identify word stress in individual words

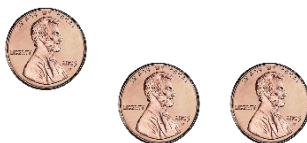
MATERIALS: Counters (such as pennies, paper clips, or bingo chips)

DESCRIPTION:

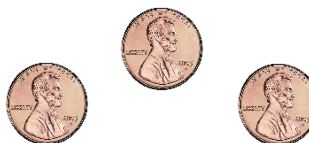
1. Say a word from the weekly unit.
2. Have the learners lay out one counter for each syllable. If the word has three syllables, the learners should lay out three counters.
3. Repeat the word. Have the learners move up the counter that represents the stressed syllable in the word. You may need to repeat the word several times, and you may need to emphasize the stressed syllable if learners are struggling with hearing the stress in the word.
4. Have the learners repeat the word, tapping the counters as they say each word out loud. Listen to make sure that they stress the correct syllable.

Example:

medicine



prescription



Expansion: Have learners in the group take turns reading the words. The rest of the group will show the stress pattern that they hear. The learner who reads the words can also be responsible for checking to see that everyone in the group shows the correct pattern.



Group the Word Stress

This activity helps learners identify patterns in word stress, and helps them begin to group words according to those patterns. This will help learners when they come across new vocabulary.

OBJECTIVE: To demonstrate the ability to notice word stress patterns in words and categorize words by those patterns

MATERIALS: Word Stress Pattern Grids

DESCRIPTION:

1. Identify two, three, or four different stress patterns that appear in the vocabulary from the weekly unit.
2. Write the stress patterns in the small boxes on the grid using large and small circles to represent the number of syllables and the stressed syllables.
3. Say a word from the weekly unit. Have the learners write the word in the box that corresponds with the stress pattern. You may need to repeat the word several times.
4. After the learners have written down all of words, have them read the words in the boxes, emphasizing the stress patterns.

Example:

<div>o O</div> <div>enjoy remove</div>	<div>O o</div> <div>apple salad onion</div>
<div>o O o</div> <div>tomato potato</div>	<div>O o o</div> <div>hamburger pineapple broccoli</div>

Expansion 1: Have the learners create sentences using the words from the grid. When they say the sentences out loud, give them feedback on whether or not they pronounced the word/s from the grid with the correct stress pattern. Learners may also say their sentences to a partner and get feedback from their partner.

Expansion 2: If the learners are working on a weekly reading, have them write down words from the text that correspond with the word stress patterns on the Word Stress Patterns Grid. After everyone writes down the words, have them read the words aloud to the group and decide together if the word stress patterns are correct.