Move the Word Stress

Kinesthetic movement can be very helpful in helping learners remember word stress.

Materials Needed: none

1) Say a word from the weekly unit. Emphasize the syllable that is stressed.
2) Have the learners repeat the word, emphasizing the stressed syllable.
3) 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) Model saying the word while showing the stress with your hand. Hold your hand low for unstressed syllables, and raise it for the stressed syllable.
5) Have the learners repeat the word, showing the stress with their hands.
6) Repeat the process with the next word.

Example: doctor

Hum the Word Stress

It may be difficult for learners to hear and identify word stress patterns, particularly when they are first learning about word stress. This activity helps learners clearly hear word stress patterns and become familiar with the musicality of them. This activity works well when combined with Move the Word Stress.

Materials Needed: none

1) Select 2-4 words from the weekly unit. Say one word, emphasizing the word stress pattern.
2) Hum the word, emphasizing the word stress pattern.
3) Have the learners imitate you and hum the word stress pattern.
4) Go through each of the words following steps 1-3.
5) Hum one of the word stress patterns from the selected words. Have the learners tell you which word you hummed.
6) After they have identified all of the words in the group by listening to their hummed stress patterns, have the learners take turns humming the patterns while you and the rest of the group identify the word that they hummed.

Example: pre-SCRIP-tion mm-MMM-mm HOS-pit-al MMM-mm-mm
**Word Stress Chart**

This activity helps learners visually identify word stress patterns in new vocabulary, and helps them to focus on the most critical words in a message.

Materials Needed: reading text, Word Stress Charts

1) Ask the learners to read through their text and identify the 10 words that they think are the most critical to the meaning of the text. Learners may go through the text as a group, go through the text and select words individually, then discuss their choices in the small group to come to a consensus, or go through the text individually and each select their own words.

2) Have the learners write their words down in the Word columns of the Word Stress Charts.

3) Read the text out loud. Have the learners listen for the stress patterns in the words that they identified, and draw circles to represent the word stress pattern in the Stress Pattern columns for each word, one circle for each syllable. The circles for the unstressed syllables will be small, and the circle for the stressed syllable will be large. You may need to repeat this step several times.

4) Have the learners read their lists of words aloud. Check for the correct word stress patterns.

5) Give the learners a few minutes to practice the pronunciation of their selected words individually or with a partner.

6) Have learners read the text out loud. Check that they are using the correct word stress patterns on the selected words from their chart.

**Example:**

<table>
<thead>
<tr>
<th>Word</th>
<th>Stress Pattern</th>
<th>Word</th>
<th>Stress Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>pharmacy</td>
<td>O o o</td>
<td>ambulance</td>
<td>O o o</td>
</tr>
<tr>
<td>clinic</td>
<td>O o</td>
<td>dangerous</td>
<td>O o o</td>
</tr>
<tr>
<td>ingest</td>
<td>o O</td>
<td>infants</td>
<td>O o</td>
</tr>
<tr>
<td>emergency</td>
<td>o O o o</td>
<td>toxic</td>
<td>O o</td>
</tr>
<tr>
<td>poison</td>
<td>O o</td>
<td>mistake</td>
<td>o O</td>
</tr>
</tbody>
</table>

**Expansion 1:** Have learners write 10 words from the weekly unit on the Word Stress Chart. After working together to fill in the stress patterns on the chart, let the learners practice saying the words. Give the learners a few minutes to think of a story that uses as many words from the chart as possible. Have the learners take turns telling their stories aloud, focusing on using the correct word stress from the words on the chart.

**Expansion 2:** Ask the learners to tell you a story. At the end of the story, work together to identify the most important words, and fill in the Word Stress Chart. Let the learners practice the words, then have them retell the story, focusing on using the correct word stress from the selected words on their chart.