

The Building Blocks of Language: Lesson Plan 2

After PE and Cooldown

Use the class song.

Today We Are Learning

Yesterday we learned that a compound word is two words put together to make one new word.

We also learned that a syllable is a beat, or spoken part, in a word.

Today we are going to notice that these are two different ways of taking a word apart.

👏 CLAP IT helps us hear the syllables inside the spoken word.

🔪 BREAK IT helps us find the words inside a compound word.

Today's Four Words

toothbrush

sunflower

dragonfly

butterfly

Teacher Reference

Begin with the whole word. Do not show all of the breakdowns immediately. Let the class: See it. Say it. Clap it. Then investigate the word. Use the whiteboard to make both kinds of structure visible.

Board Guide

Use vertical lines to show syllables: SUN | FLOW | ER

Use a plus sign to show the words inside the compound word: SUN + FLOWER

Keep the labels visible when useful: 👏 CLAP IT syllables 🔪 BREAK IT compound-word pieces

The pictures show the meaning pieces. The clapping and syllable marks show the spoken parts.

Word 1 — TOOTHBRUSH

Write only: TOOTHBRUSH

Ask the class to say it together. Then say: "Let's clap the syllables."

Clap: 👏 TOOTH 👏 BRUSH

Ask: "How many syllables did we hear?" Two.

CLAP IT: TOOTH | BRUSH

Then ask: "What two words can we find inside toothbrush?" Let the children find: TOOTH and BRUSH.

Use pictures or drawings: ☼ TOOTH 🖋 BRUSH

BREAK IT: TOOTH + BRUSH

Then rebuild: TOOTH + BRUSH = TOOTHBRUSH. Tell the class: "This one broke apart the same way both times. We heard two syllables, and we found two words."

Word 2 — SUNFLOWER

Write only: SUNFLOWER. Say it together. Tell the class: "This time, listen very carefully to the syllables."

Clap: 🗣 SUN 🗣 FLOW 🗣 ER

Ask: "How many syllables?" Three. Invite a student to come to the board and help show the syllable breaks.

CLAP IT: SUN | FLOW | ER

Now ask: "What two words are inside sunflower?" Let the children find: SUN and FLOWER.

Use the pictures: ✨ SUN 🌸 FLOWER

BREAK IT: SUN + FLOWER

Put both forms where the class can compare them: 🗣 CLAP IT: SUN | FLOW | ER 🗣 BREAK IT: SUN + FLOWER

Ask: "How many syllables did we clap?" Three. "How many words did we find inside?" Two. Tell them: "Syllables and the words inside a compound word are not always the same pieces."

Word 3 — DRAGONFLY

Write: DRAGONFLY. Let the children say it. Then make the clapping a whole-class activity: "Everybody ready? Let's clap it."

Clap: 🗣 DRAG 🗣 ON 🗣 FLY

Ask: "How many syllables?" Three. Invite a student to point to or mark the syllable breaks.

CLAP IT: DRAG | ON | FLY

Now ask: "What two words can we find inside dragonfly?" Use the pictures: 🐉 DRAGON 🦋 FLY

Invite another student to help show the compound-word break: 🗣 BREAK IT: DRAGON + FLY

Compare them: 🗣 CLAP IT: DRAG | ON | FLY 🗣 BREAK IT: DRAGON + FLY

Ask: "How many syllables?" Three. "How many words did we find inside?" Two. Let the children answer aloud.

Word 4 — BUTTERFLY

Write: BUTTERFLY. By now, give the class more responsibility.

Ask: "What do we do first?" Let students begin calling the class-song moves. When you reach Clap It, have everyone participate.

Clap: 🗣 BUT 🗣 TER 🗣 FLY

Encourage a student to come to the board and mark the syllable breaks.

CLAP IT: BUT | TER | FLY

Ask: "How many syllables?" Three.

Then ask: "What two words are inside butterfly?" Use the pictures: 🦋 BUTTER 🦋 FLY

Let another student help mark the compound-word break: 🗣 BREAK IT: BUTTER + FLY

Compare:  CLAP IT: BUT | TER | FLY  BREAK IT: BUTTER + FLY

By this final word, encourage as many students as are ready to help write, point, mark the breaks, or work the same word on their own paper. Let the class explain what they notice.

Student Participation and Writing

Day 2 begins shifting more of the work toward the students.

Students who are ready can:

- come to the whiteboard
- point to syllable breaks
- draw the dividing lines between syllables
- show the two words inside the compound word
- write the whole word on their own paper
- mark the syllables on paper
- write the two compound-word pieces
- work with a partner
- take turns completing parts of the routine

The teacher can write the whole word first and then invite students to help take it apart.

For example: BUTTERFLY

One student may mark: BUT | TER | FLY. Another may show: BUTTER + FLY. Another may read the whole word again.

Students can do the same work independently on paper if that is comfortable for them. By the final word, encourage as many students as can manage it to participate in writing and breaking the word apart.

But writing is still supporting the lesson.

If forming letters, copying, or keeping up on paper takes so much effort that the student stops listening to the word or participating in the syllable work, reduce the writing demand.

The student can: point, clap, say the word, answer aloud, draw, work at the board, or work with the group.

The same rule applies to drawing.

THE PAPER SHOULD NOT OVERTAKE THE DRILL.

Drawing Work

Pictures continue to show the meaning pieces of the compound words.

The pictures are not pictures of the syllables.

For each word, students can draw:

TOOTHBRUSH

a tooth, a brush, and a toothbrush

SUNFLOWER

the sun, a flower, and a sunflower

DRAGONFLY

a dragon, a fly, and a dragonfly

BUTTERFLY

butter, a fly, and a butterfly

The pictures can be playful.

A dragon and a fly do not look much like a dragonfly.

Butter and a fly do not look much like a butterfly.

That is part of the fun.

While Students Draw or Write

Keep the oral work moving while students draw or write.

Ask:

- “How many syllables did we clap?”
- “What two words are inside?”
- “Show me where you would break the syllables.”
- “Show me where you would break the compound word.”
- “Did Clap It and Break It give us the same pieces?”
- “What does Clap It help us hear?”
- “What does Break It help us find?”

Students may answer independently, with a partner, at the table, at the whiteboard, or as a whole class.

Today’s Discovery

Return to: SUNFLOWER

Put both forms on the board:

 **CLAP IT: SUN | FLOW | ER**

 **BREAK IT: SUN + FLOWER**

Ask: “What did we discover?”

Bring the class toward this idea:

A WORD CAN BE TAKEN APART IN DIFFERENT WAYS.

Syllables are the beats we hear when we say a word.

The pieces of a compound word are the words we find inside it.

Sometimes they line up.

Sometimes they do not.

Today’s Big Idea

 **CLAP IT HELPS US HEAR THE SYLLABLES.**

 **BREAK IT HELPS US FIND THE WORDS INSIDE.**

THEY ARE TWO DIFFERENT TOOLS.

Then return to the whole word and read it again. The word comes apart so we can investigate it. Then we put it back together.