



CODE-RELATED SKILLS

STEP 2

PHONOLOGICAL AWARENESS (SUPRA-PHONEMIC AWARENESS)

MARKET TIME

OUTCOME(S):

- PA-12: Segment words into syllables.

 **GROUP SIZE:** Whole class

 **PREP-TIME:** 10 minutes

 **DURATION OF ACTIVITY:** 20 minutes

MATERIALS:

We provide:

- ✓ Fruit and vegetable picture cards:
 - 1-syllable: corn, grapes, peas, pear, squash, peach
 - 2-syllable: apple, carrot, cherries, kiwi, lemon, lettuce, mushroom, onion, orange, pepper, pumpkin, radish
 - 3-syllable: banana, blueberry, cucumber, pineapple, potato, tomato, strawberry, raspberry
 - 4-syllable: avocado, cauliflower, pomegranate, watermelon

You find:

- ✓ Tokens or pennies
- ✓ Containers or plastic bags to use as shopping baskets (optional)

PREPARATION:

1. Place one long table (or combine a few desks) to use as the market stand.
2. Print out fruit and vegetable picture cards.
3. Sort the cards into fruit and vegetable sections.
4. Spread out picture cards face up on the table.

WHAT WILL WE LEARN?

Explain to children that they will be dividing words into syllables.

HOW DO WE DO IT?

1. **What do we know?** – Discuss syllables with children.
 - “What are syllables?” (Word parts.)
 - “What is a way that we can figure out how many syllables are in a word?” (Clap them out. Say the word like a robot. Say the word slowly.)
2. Show some of the fruit and vegetable picture cards to children (e.g., corn, cherries, cucumber). Ask the

children to show you how to divide the words into syllables.

3. **Watch me first!** – Ask for a volunteer to stand on the opposite side of the market table.
4. Explain that you want to buy some fruits and vegetables. You will have some tokens, and each token is worth 1 syllable.
5. Show children how to buy 2 items. For example, choose the pictures of corn and tomato. Show them to the children and then the volunteer seller. Place the picture cards on the table near the volunteer. Say:
 - “I want to buy 2 things. The first is **corn**. How many tokens do I need? Let me check. [Clap syllables.] **Corn. Corn**. How many syllables is **corn**?” (1 syllable.)
 - “Can you show me how you know?” [Children say the word and clap.]
 - “How many tokens do I need to buy **corn**?” (1 token.)Pass 1 token to the volunteer and ask him or her to also clap the syllables to check if you are correct. Once you agree, collect the picture card. (Put in your shopping basket, if using.)
 - “Now I want to buy a **tomato**. Can I use 1 token?” (No.)
 - “What should I do?” (Clap out the syllables.)
 - “**Tomato**. [Clap syllables.] **To-ma-to**. How many syllables is **tomato**?” (3 syllables.)
 - “Can you show me how you know?” [Children say the word and clap.]
 - “So, how many tokens do I need to buy a **tomato**?” (3 tokens.)Pass 3 tokens to the volunteer. Ask him or her to also clap the syllables to check if you are correct. Once you agree, collect the picture card.
6. **Let’s try it!** – Based on the number of children participating, place about half of the children on the seller side of the table. Give each child buying food a number of tokens (8-15).
7. Monitor children’s counting of syllables and tokens. Assist as needed.
8. **What did we learn?** – Leaving cards and tokens on the selling table, gather children around you.
9. Ask children:
 - “What is a food that you bought?” (Lettuce.)
 - “Can we clap it out? **Let-tuce**. How many syllables?” (2 syllables.)
10. Repeat with a few more food items. (Show picture cards of any particular food items you wish children to focus on.)

LET’S DO MORE...

- Create new picture cards for other themes (e.g., school items, clothing, toys).
- To make the shop more realistic, encourage children to dress up, make market signs and decorations, use shopping baskets, and other shopping-related ideas.