



Phonological Awareness

PA.020

Syllables — Segmenting
Clapping Names



Objective

The student will segment syllables in words.



Materials

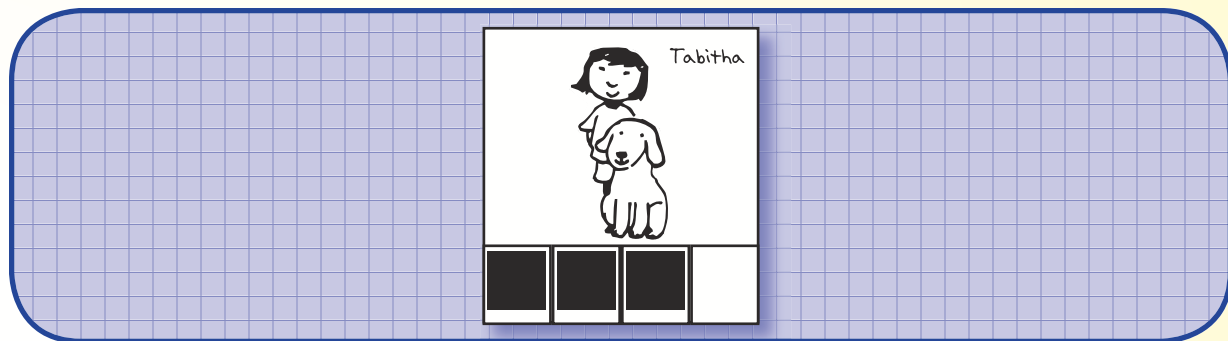
- ▶ Student photographs
Copy student school pictures.
- ▶ Craft box or tray
Organize photographs in craft box or place on tray.
- ▶ Syllable work boards (Activity Master PA.020.AM1)
Copy, cut, and laminate.
- ▶ Student sheet (Activity Master PA.020.SS)
- ▶ Unifix cubes
- ▶ Clapping hands (Activity Master PA.020.AM2)
Copy twice, cut out, attach to popsicle sticks, and decorate.



Activity

Students clap the syllables in names, place the corresponding number of cubes on the syllable work boards, and record on the student sheets.

1. Place student photographs, syllable work boards, unifix cubes, and clapping hands at the center. Provide each student with a student sheet.
2. Taking turns, each student names a classmate, finds the classmate's photograph, and places it on his board.
3. Uses the "clapping hands" to count the syllables in the name and places the corresponding number of cubes in the boxes under the photograph.
4. Removes the cubes from the boxes, coloring each box on the student sheet as the cube is removed.
5. Moves the photograph to the student sheet, glues the photograph on the sheet, and says the name.
6. Continues the activity until the student sheet is complete.
7. Teacher evaluation



Extensions and Adaptations

- ▶ List student names.
- ▶ Copy student photographs on student sheet (Activity Master PA.022.SS) and color the boxes (no cubes).

Name

Clapping Names

PA.020.SS

[illegible]

Phonological Awareness

PA.020.AMI

Clapping Names

Syllable Work Boards

A diagram illustrating a square divided into four smaller squares. A horizontal line and a vertical line intersect at the center of the large square, creating four equal-sized smaller squares. The top-left square is shaded gray, while the other three squares (top-right, bottom-left, and bottom-right) are white.

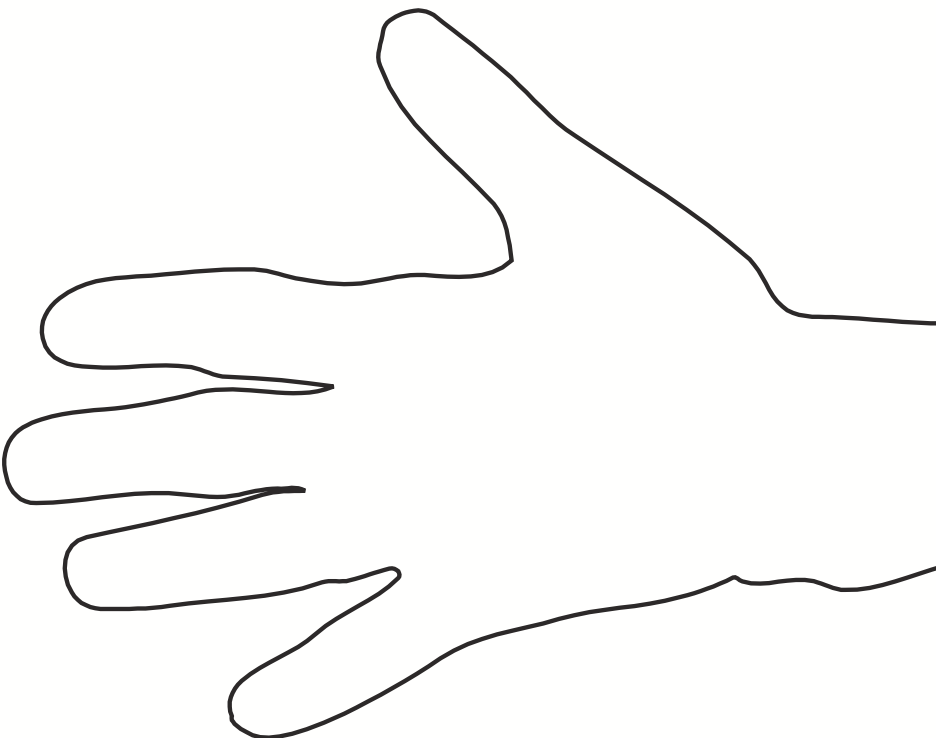
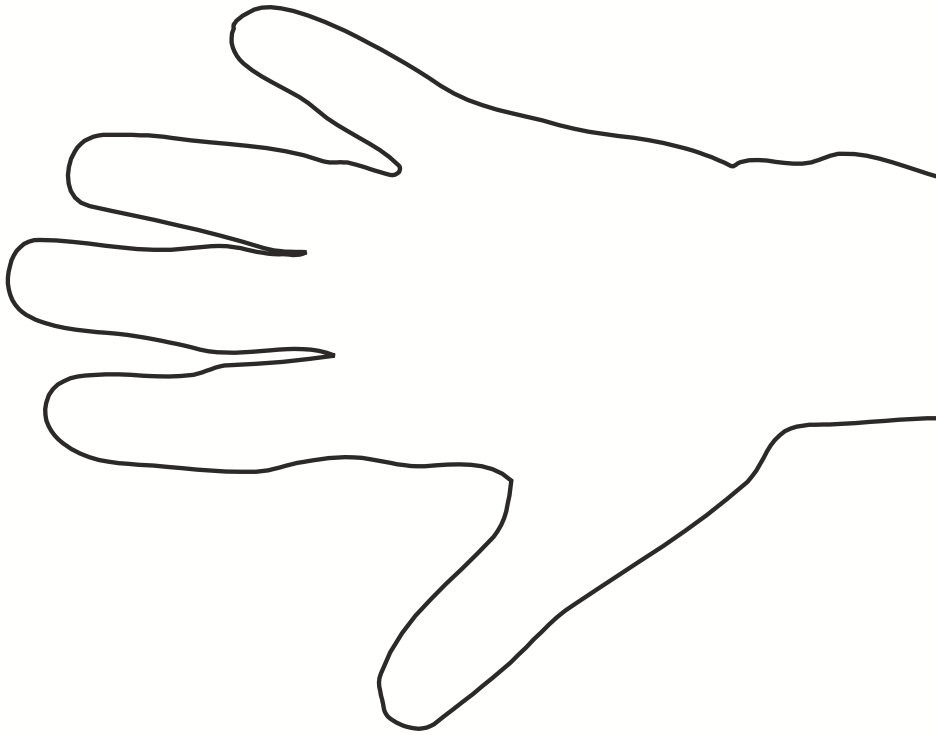


The diagram consists of a large square at the top and a row of four smaller squares below it. The side length of the large square is equal to the combined width of the four smaller squares, demonstrating that the area of the large square is four times the area of one of the smaller squares.

Phonological Awareness

Clapping Names

PA.020.AM2





Phonological Awareness

PA.021

Syllables – Segmenting

Feed the Animals



Objective

The student will segment syllables in words.



Materials

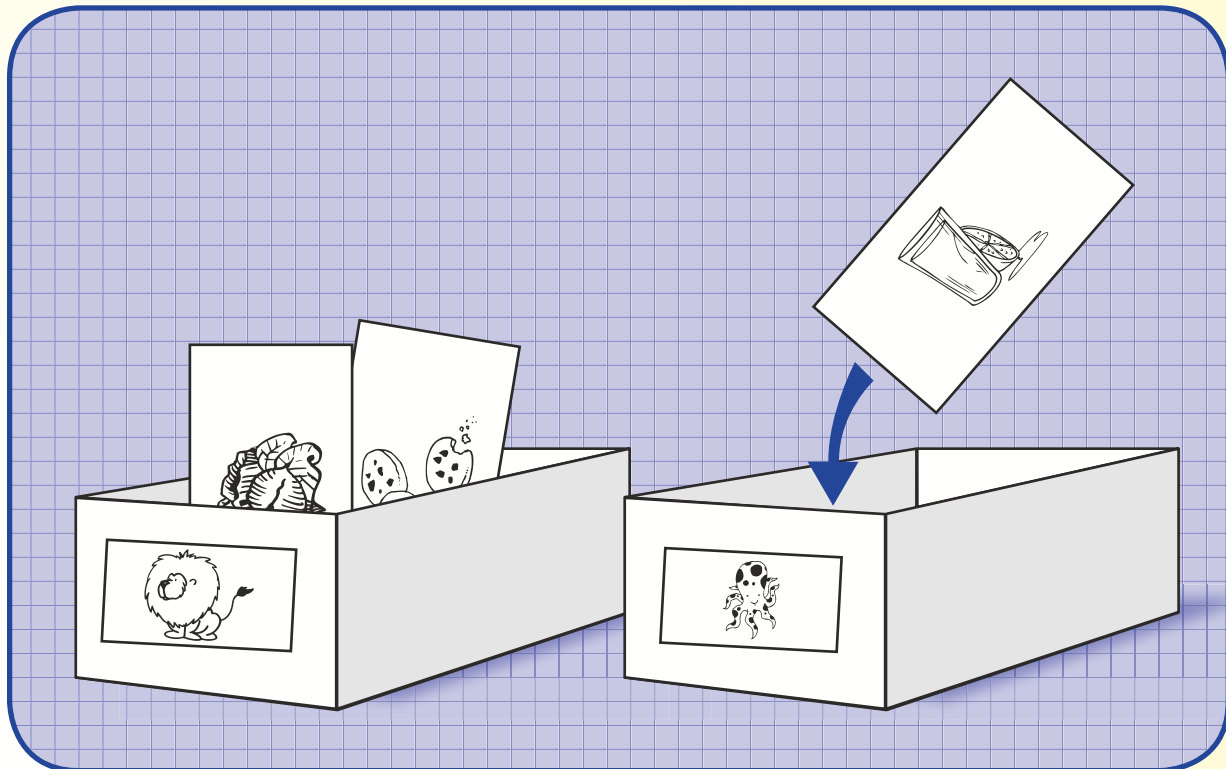
- ▶ Two-to-four syllable picture cards (Activity Master PA.021.AM1a - PA.021.AM1d)
- ▶ Shoeboxes or containers
Attach picture cards found on PA.021.AM1d (i.e., lion, octopus, alligator) to three shoeboxes.
- ▶ Basket
Place picture cards in the basket.



Activity

Students count the syllables in words and place cards in the corresponding boxes.

1. Place the shoeboxes and basket of cards on a flat surface.
2. Taking turns, students choose a picture card from the basket, say the word, and clap the syllables.
3. Feed the picture card to the “hungry animal” with the same number of syllables (e.g., place the picture of the lettuce in the lion box).
4. Continue until all the picture cards are fed to the animals.
5. Peer evaluation



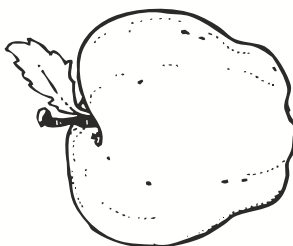
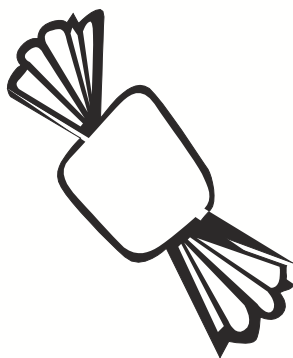
Extensions and Adaptations

- ▶ Make other two-to-four syllable picture cards.

Phonological Awareness

Feed the Animals

PA.021.AM1a



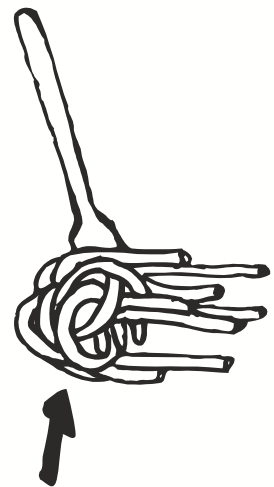
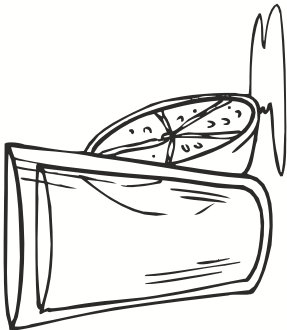
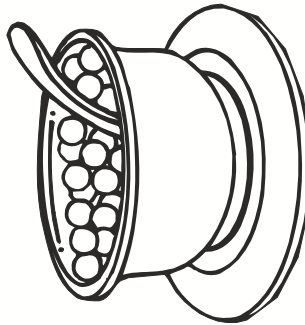
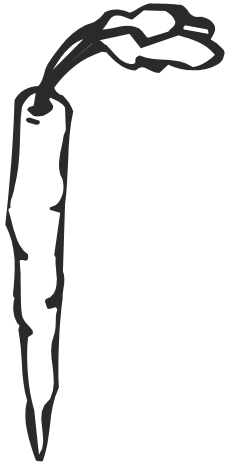
pretzel-2, candy-2, cookies-2, turkey-2, apple-2, lettuce-2



Phonological Awareness

PA.021.AM1b

Feed the Animals



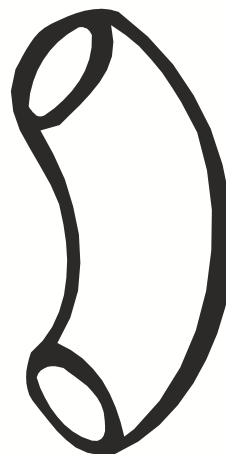
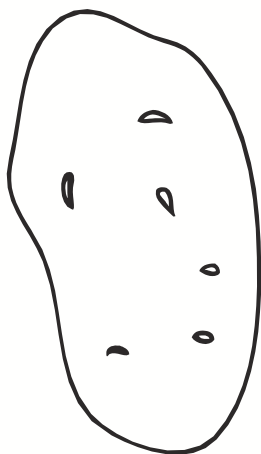
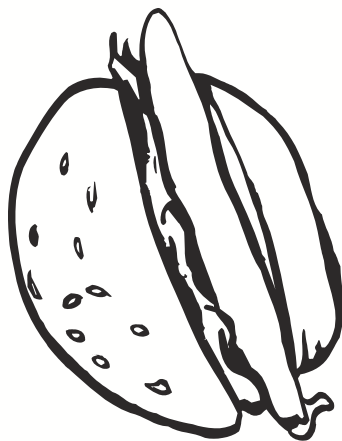
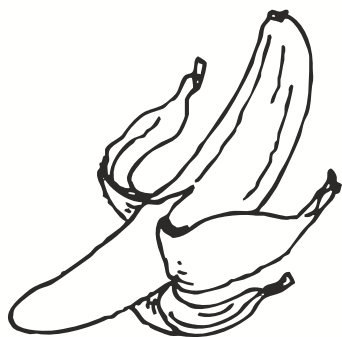
carrot-2, cereal-3, cantaloupe-3, lemonade-3, lollipop-3, spaghetti-3



Phonological Awareness

Feed the Animals

PA.021.AM1c



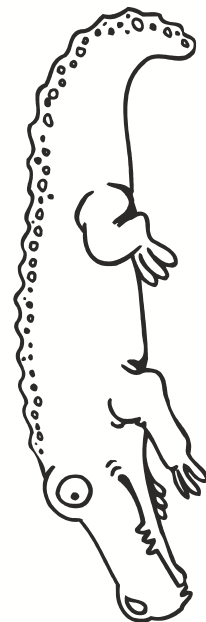
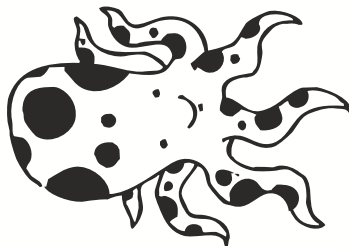
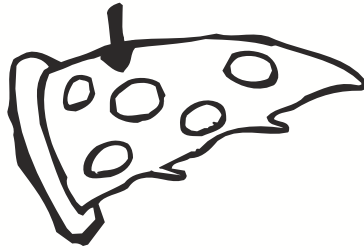
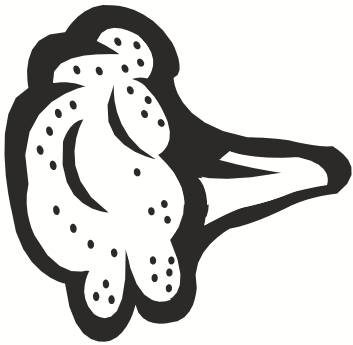
banana-3, hamburger-3, tomato-3, potato-3, watermelon-4, macaroni-4



Phonological Awareness

PA.021.AMId

Feed the Animals



cauliflower-4, pepperoni-4, lion-2, octopus-3, alligator-4



Phonological Awareness



Syllables – Segmenting

PA.022

Syllable Hopscotch

Objective

The student will segment syllables in words.

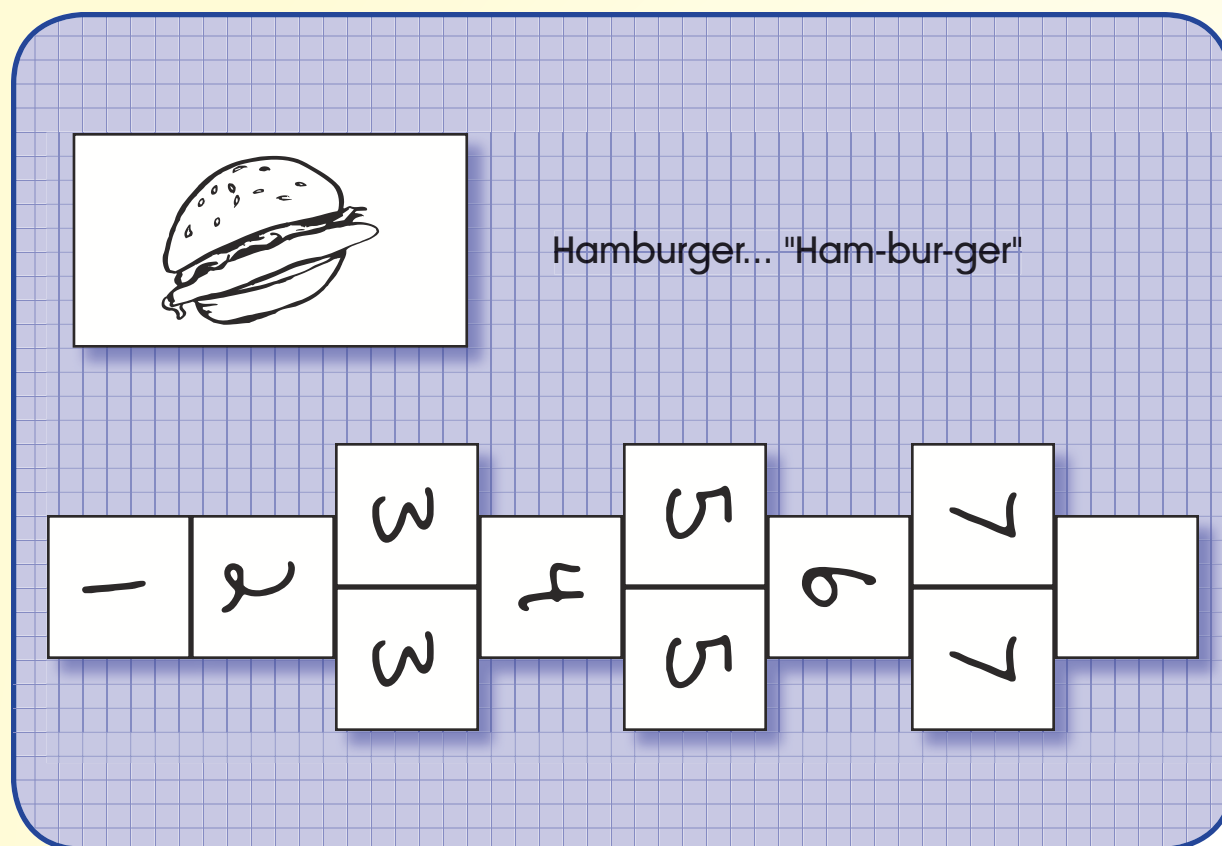
Materials

- ▶ Hopscotch board
- ▶ *Use a hopscotch mat, tape off a hopscotch board, or draw with sidewalk chalk.*
- ▶ One-to-five syllable picture cards (Activity Master PA.022.AM1a - PA.022.AM1d)

Activity

Students hop the number of syllables in a word.

1. Place the hopscotch board on the floor and stack the cards nearby.
2. Taking turns, student one flips over the first card from the stack of picture cards, says the name of the picture, segments the word, and counts the number of syllables.
3. Student two hops to the corresponding number while segmenting the syllables.
4. Reverse roles and continue activity.
5. Peer evaluation



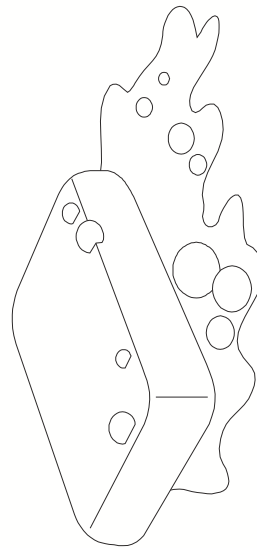
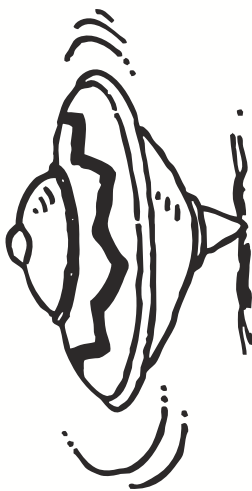
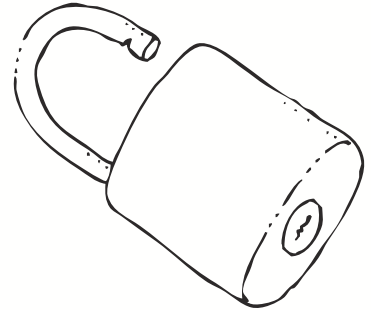
Extensions and Adaptations

- ▶ Play hopscotch, counting the phonemes in words.
- ▶ Make other syllable picture cards.

Phonological Awareness

PA.022.AM1a

Syllable Hopscotch



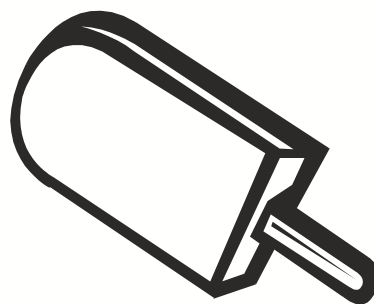
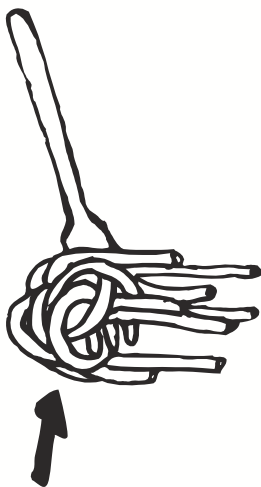
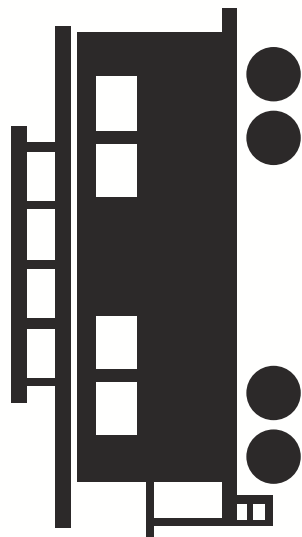
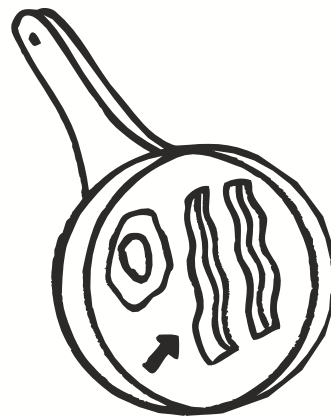
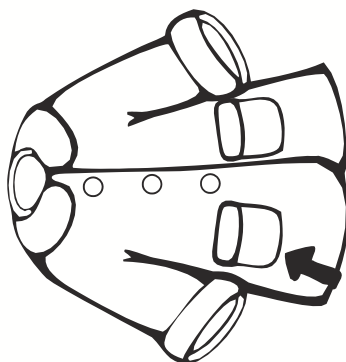
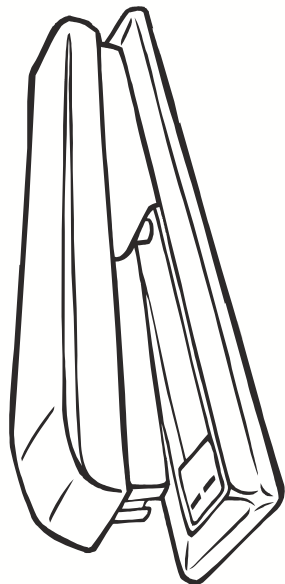
king-1, fork-1, lock-1, top-1, soap-1, tire-1



Phonological Awareness

Syllable Hopscotch

PA.022.AM1b



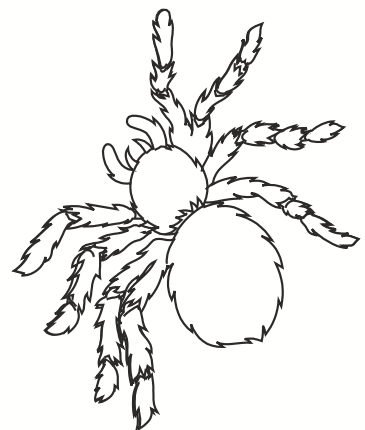
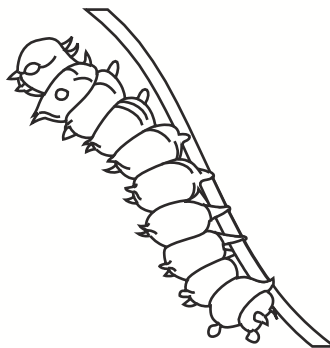
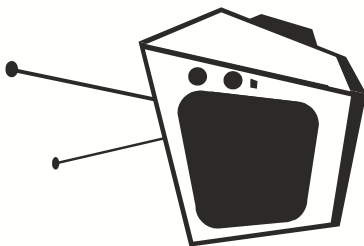
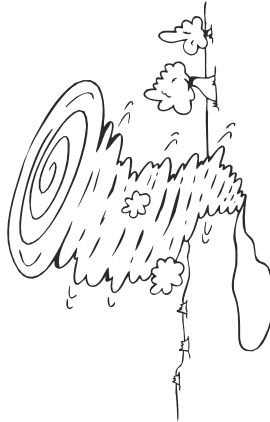
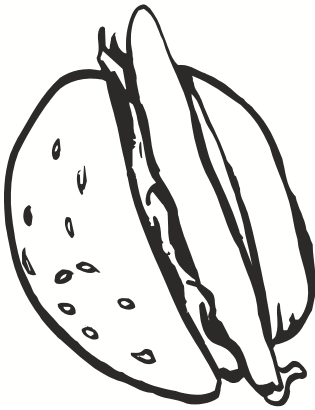
stapler-2, pocket-2, bacon-2, caboose-2, spaghetti-3, popsicle-3



Phonological Awareness

PA.022.AM1c

Syllable Hopscotch



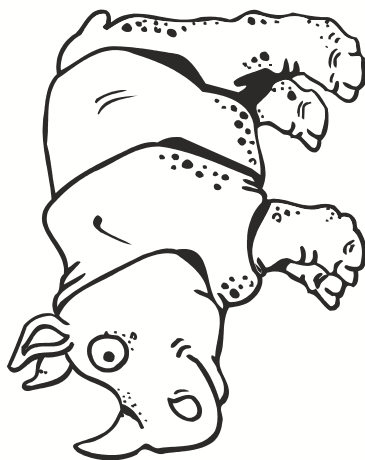
hamburger-3, tornado-3, gorilla-3, television-4, caterpillar-4, tarantula-4



Phonological Awareness

Syllable Hopscotch

PA.022.AM1d



thermometer-4, rhinoceros-4, hippopotamus-5





Phonological Awareness

PA.023

Syllables – Segmenting
Syllable Graph



Objective

The student will segment syllables in words.



Materials






- ▶ Numbered graph student sheet (Activity Master PA.023.SS)
- ▶ One-to-four syllable pictures (Activity Master PA.023.AM1)
- ▶ Scissors
- ▶ Glue



Activity

Students sort pictures by the number of syllables and glue on a graph.

1. Place scissors and glue at the center. Provide the student with a graph and picture page.
2. The student cuts apart the pictures and places them in a stack.
3. Selects a picture from the stack, names it, and finger taps to count the syllables in the word.
4. Glues the picture above the corresponding number on the graph.
5. Continues until all the pictures are graphed.
6. Teacher evaluation

| | | | |
|---|---|---|--|
| | | | |
| | | | |
| | | | |
| | |  | |
|  |  |  |  |
| 1 | 2 | 3 | 4 |



Extensions and Adaptations

- ▶ Sort words by number of phonemes.
- ▶ Make other syllable picture graphs.

Name

Syllable Graph

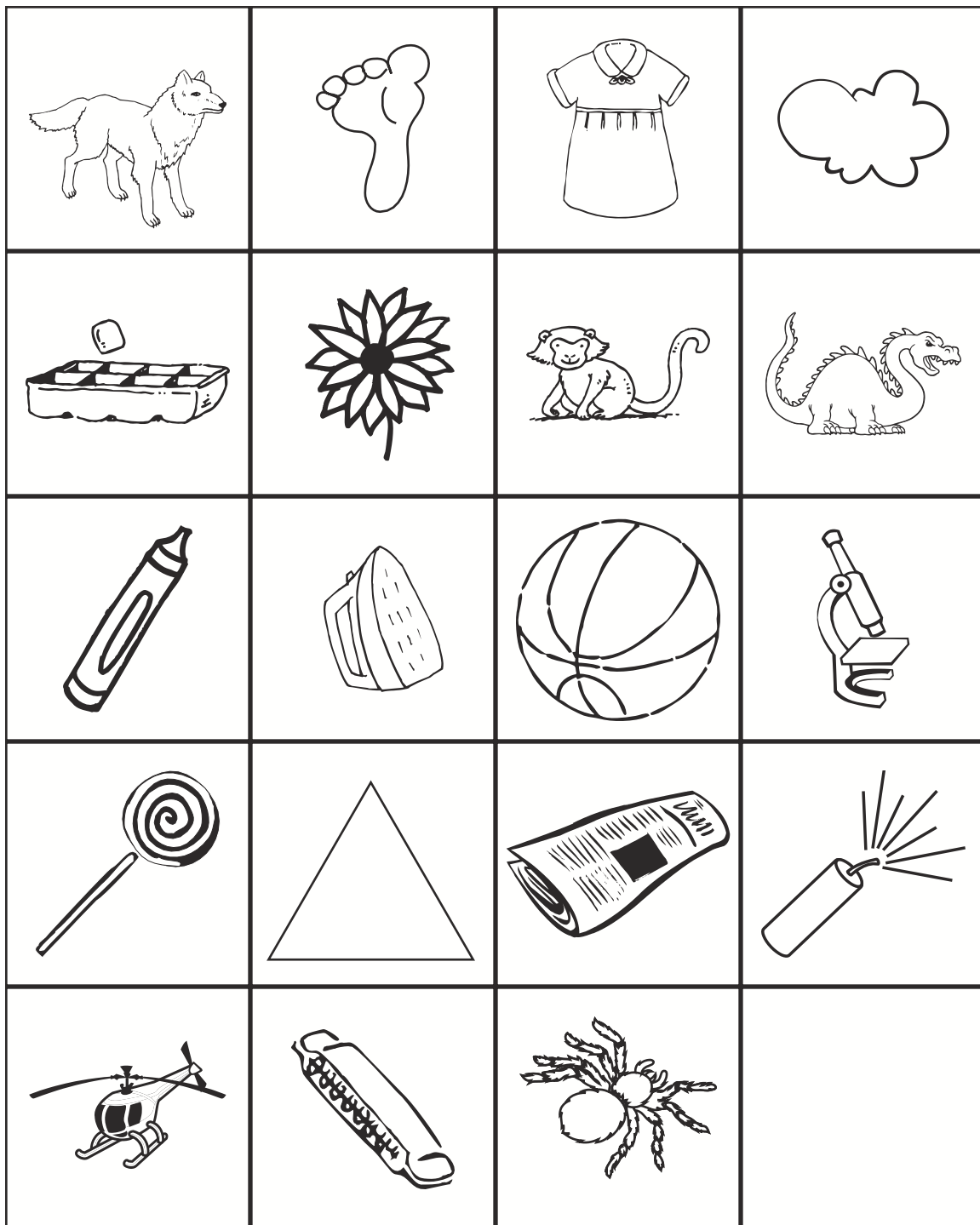
PA.023.SS

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| 1 | 2 | 3 | 4 |

Phonological Awareness

PA.023.AMI

Syllable Graph



wolf-1, foot-1, dress-1, cloud-1, ice-1, flower-2, monkey-2, dragon-2,
crayon-2, iron-2, basketball-3, microscope-3, lollipop-3, triangle-3,
newspaper-3, firecracker-4, helicopter-4, harmonica-4, tarantula-4