



Phonological Awareness

PA.016

Syllables

Clapping Names



Objective

The student will segment syllables in words.



Materials


- ▶ Student photographs
Make multiple copies.
- ▶ Clapping hands (Activity Master PA.016.AM1)
Copy twice, cut, attach to popsicle sticks, and decorate.
- ▶ Student sheet (Activity Master PA.016.SS)
- ▶ Glue
- ▶ Pencils



Activity

Students clap and chart the number of syllables in classmates' names.

1. Place student photographs, glue, and clapping hands at the center. Provide each student with a student sheet.
2. Taking turns, students name a classmate, find the classmate's photograph, and glue it on his student sheet.
3. Use the "clapping hands" to count the syllables in the name.
4. Say the name again while segmenting each syllable. Make an "X" in each box for every corresponding syllable.
5. Continue activity until student sheets are complete.
6. Teacher evaluation

Name	Clapping Names			
	X	X	X	



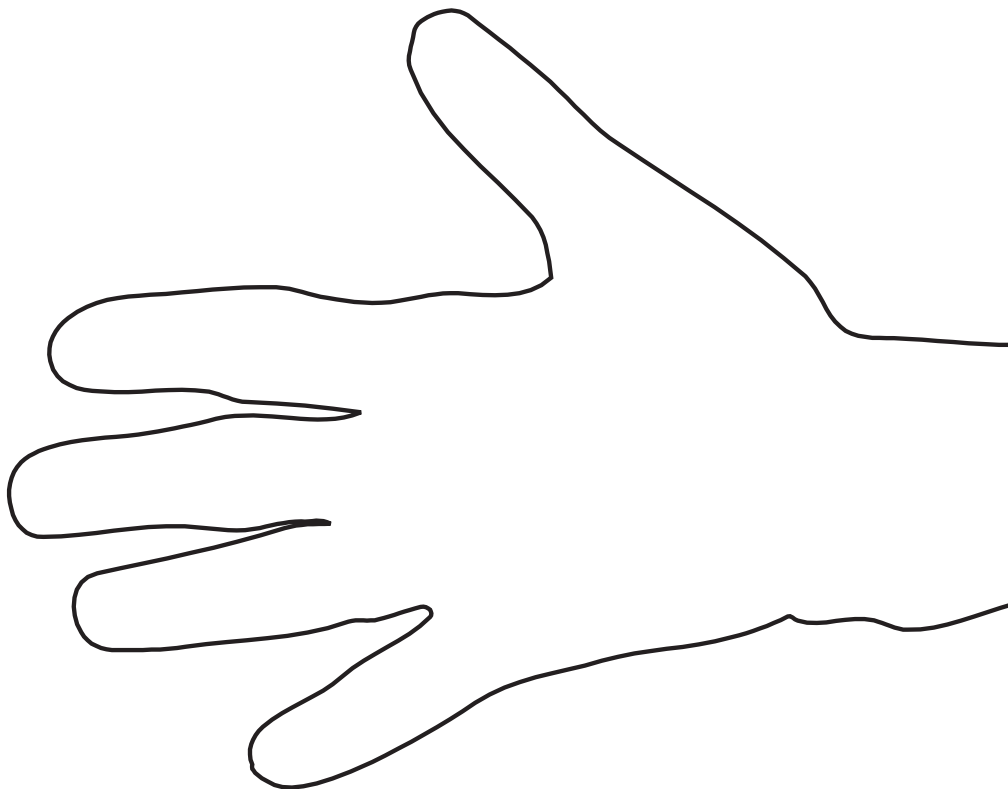
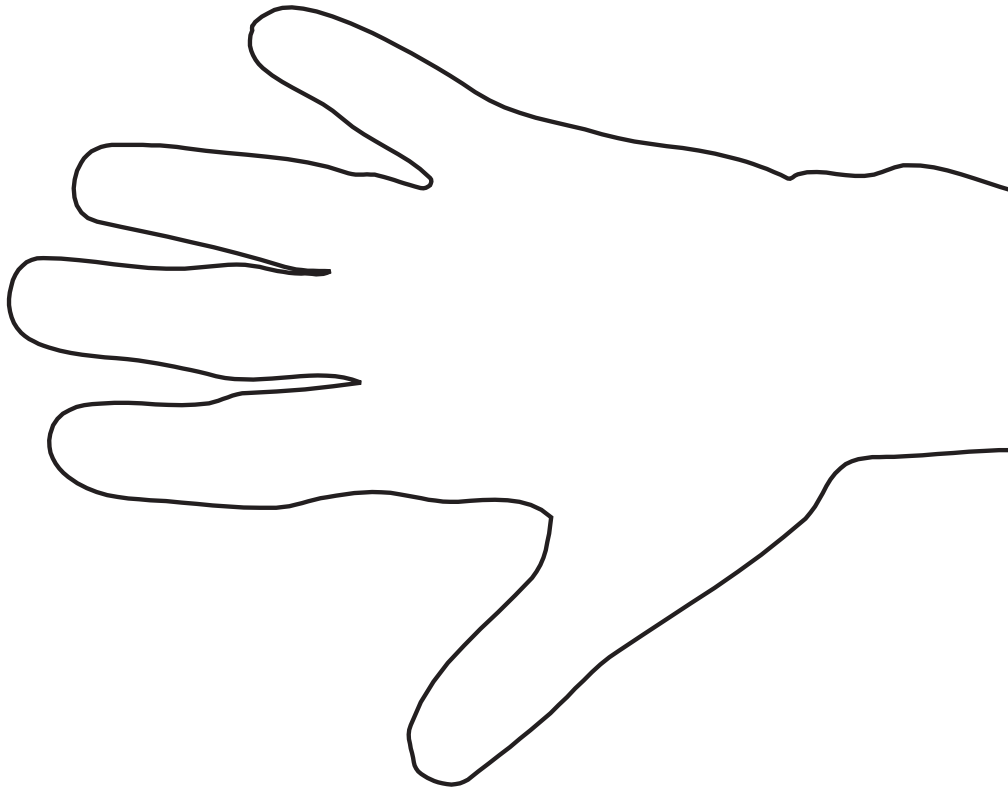
Extensions and Adaptations

- ▶ Use interlocking cubes to count syllables.
- ▶ Use pictures of animals.

Phonological Awareness

Clapping Names

PA.016.AMI



clapping hands



Name _____

PA.016.SS

Clapping Names

[illegible]

Phonological Awareness



Syllables

PA.017

Feed the Animals

Objective

The student will segment syllables in words.

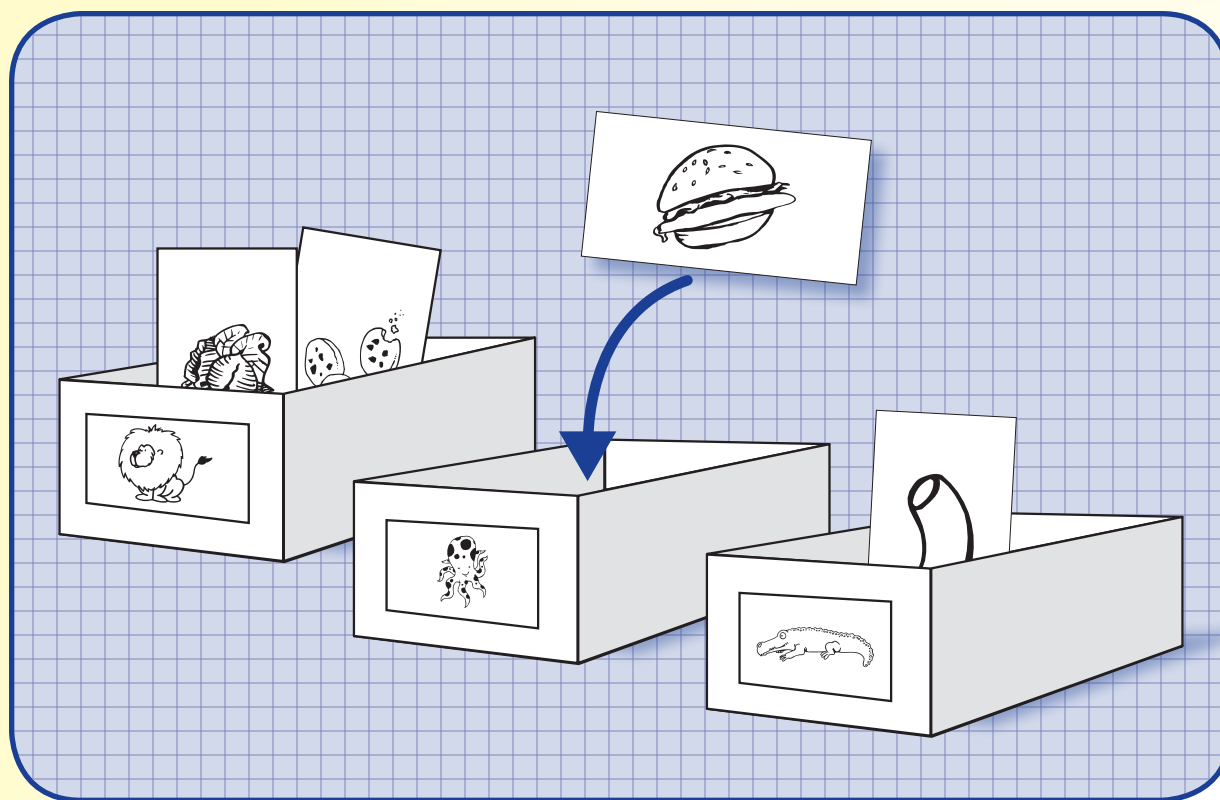
Materials

- ▶ Animal picture header cards (Activity Master PA.017.AM1)
- ▶ Three shoeboxes or containers
Attach each animal picture header card to a shoebox.
- ▶ Two-to-four syllable picture cards (Activity Master PA.017.AM2a – PA.017.AM2c)

Activity

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

1. Place the shoeboxes left to right (i.e., lion, octopus, alligator) at the center. Place the two-to-four syllable picture cards face down in a stack.
2. Taking turns, students select the top card, name the picture, 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 hamburger in the octopus box).
4. Continue until all picture cards are fed to the animals.
5. Peer evaluation



Extensions and Adaptations

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

Phonological Awareness

PA.017.AMI

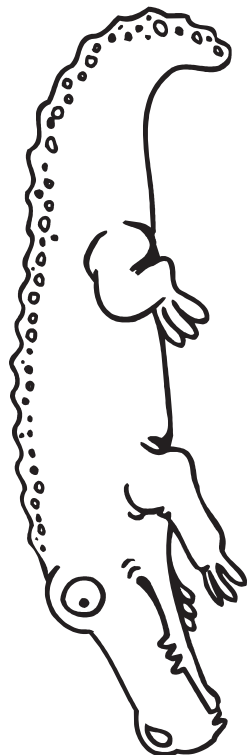
Feed the Animals



header



header



header

header

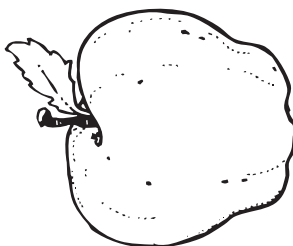
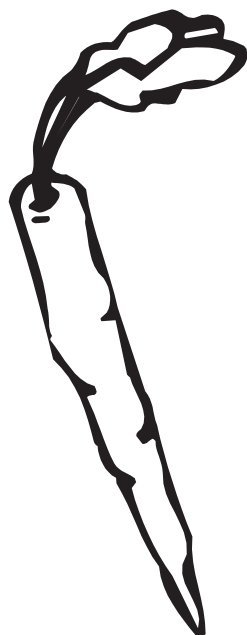
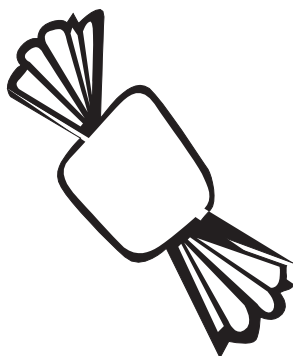
animal picture header cards



Phonological Awareness

Feed the Animals

PA.017.AM2a



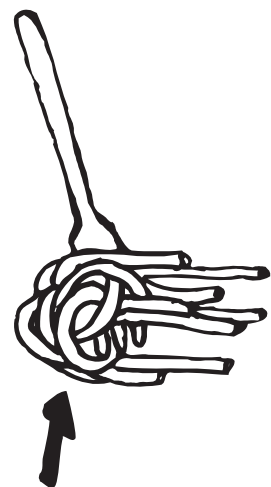
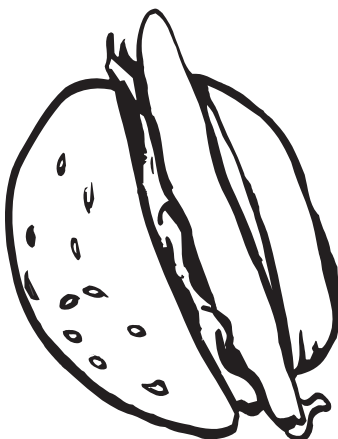
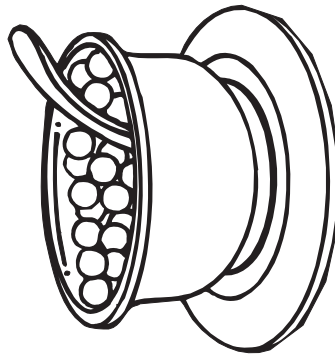
syllable picture cards: pretzel-2, candy-2, cookies-2, carrot-2, apple-2, lettuce-2



Phonological Awareness

PA.017.AM2b

Feed the Animals



syllable picture cards:

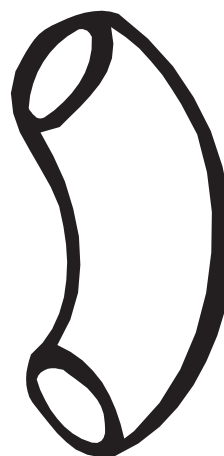
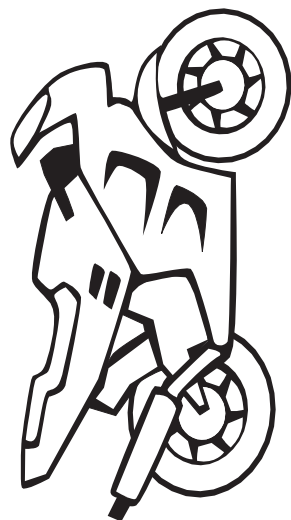
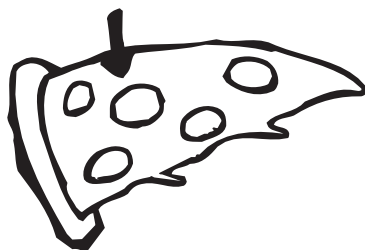
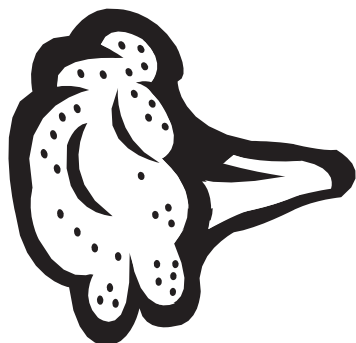
banana-3, cereal-3, tomato-3, hamburger-3, lollipop-3, spaghetti-3



Phonological Awareness

Feed the Animals

PA.017.AM2c



syllable picture cards:

cauliflower-4, pepperoni-4, harmonica-4, motorcycle-4, watermelon-4, macaroni-4



Phonological Awareness



Syllables

PA.019

Syllable Graph

Objective

The student will segment syllables in words.

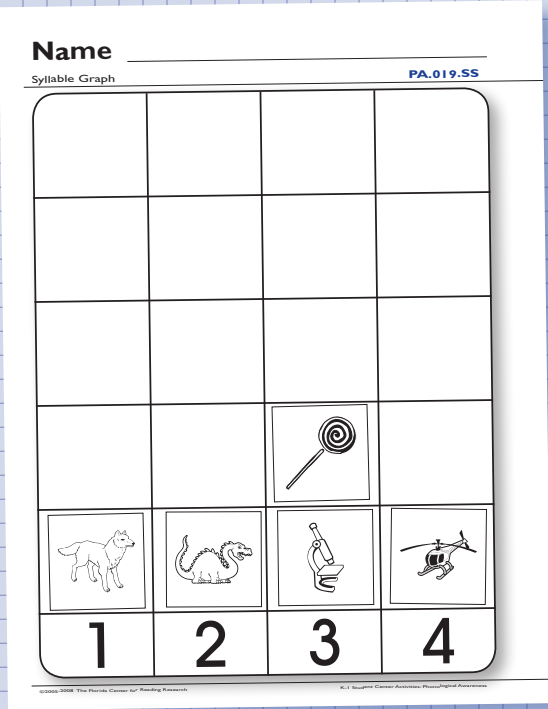
Materials

- ▶ One-to-four syllable picture cards (Activity Master PA.019.AM1)
- ▶ Student sheet (Activity Master PA.019.SS)
- ▶ Scissors
- ▶ Glue

Activity

Students count syllables in words and graph them.

1. Place scissors and glue at the center. Provide the student with a student sheet and picture cards page.
2. The student cuts apart the pictures and places them in a stack.
3. Selects the top card from the stack and names it. Says it again while finger tapping to count the syllables in the word.
4. Glues the picture above the corresponding number on the graph.
5. Continues until student sheet is complete.
6. Teacher evaluation



The student sheet is titled "Syllable Graph" and includes a "Name" field. It features a 4x4 grid of boxes. The bottom row of the grid is labeled with the numbers 1, 2, 3, and 4. The grid contains several illustrations: a dog in the bottom-left box, a dinosaur in the bottom-second box, a lollipop in the third row, third column box, a hand holding a string in the bottom-third box, and a helicopter in the bottom-right box. The sheet is marked with a copyright notice: "©2005-2008 The Florida Center for Reading Research" and "K-1 Student Center Activities: Phonological Awareness".

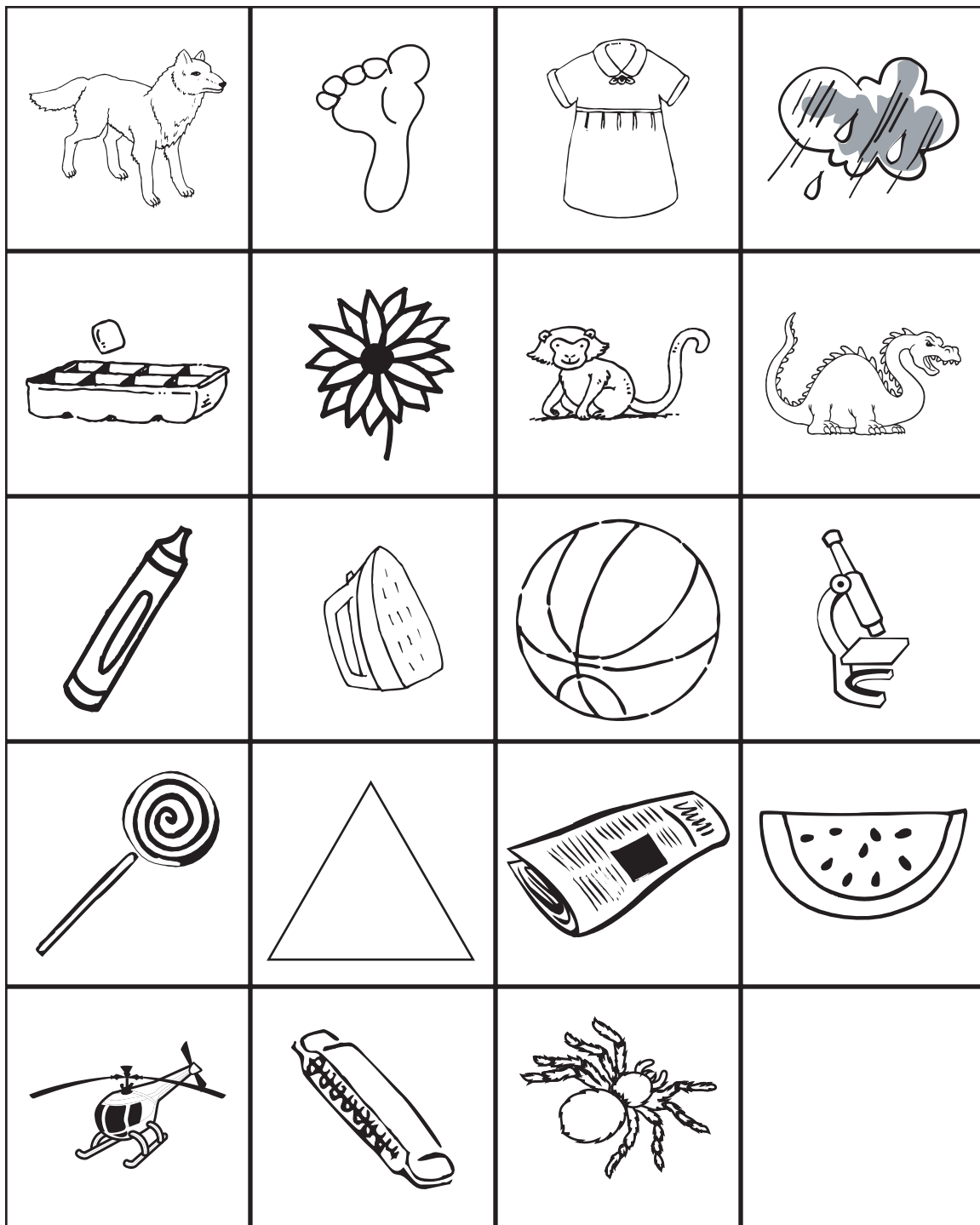
Extensions and Adaptations

- ▶ Sort words by number of phonemes.
- ▶ Make other syllable pictures to graph.
- ▶ Use student pictures to graph.

Phonological Awareness

PA.019.AMI

Syllable Graph



syllable picture cards: 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, watermelon-4, helicopter-4, harmonica-4, tarantula-4

Name _____

Syllable Graph

PA.019.SS

1	2	3	4



Phonological Awareness

PA.020

Syllables
Syllable Say



Objective

The student will segment and blend syllables in words.



Materials

- ▶ One-to-four syllable picture cards (PA.020.AM1a - PA.020.AM.1d)

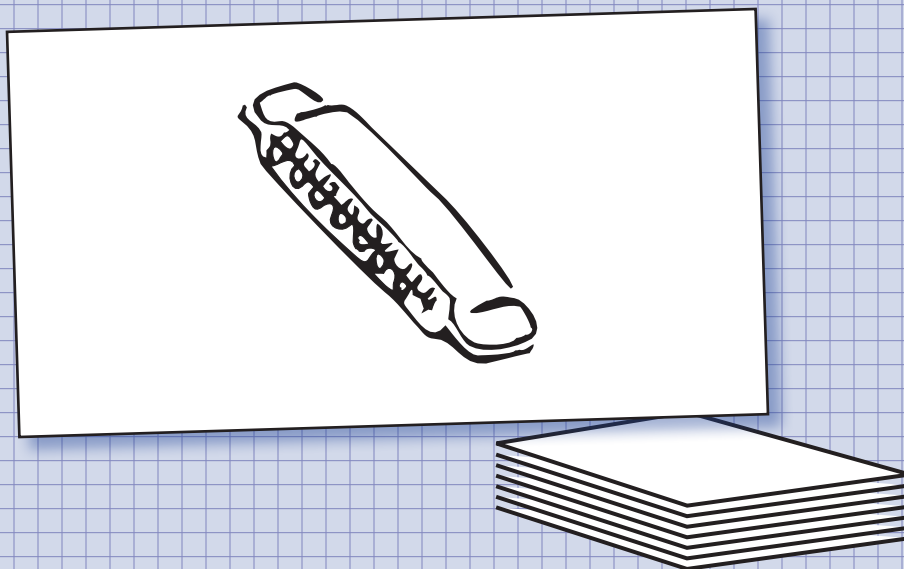


Activity

Students segment and blend syllables in words using picture cards.

1. Place the picture cards face down in a stack on a flat surface.
2. Working in pairs, student one selects the top card and names the picture. Says the word again, pausing between syllables, while student two holds a finger up for each syllable (e.g., student one says “har-mon-i-ca” and student two raises four fingers).
3. Student two says how many syllables the word has and blends the word (e.g., “four syllables – harmonica”).
4. Reverse roles and continue until all cards are used.
5. Peer evaluation

“Har-mon-i-ca”



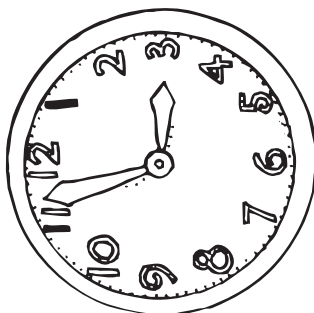
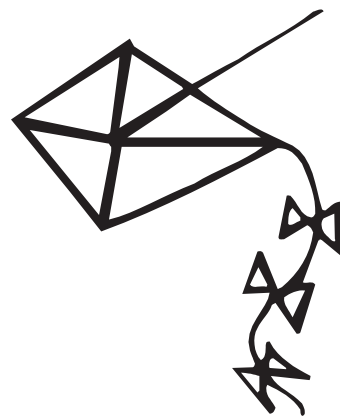
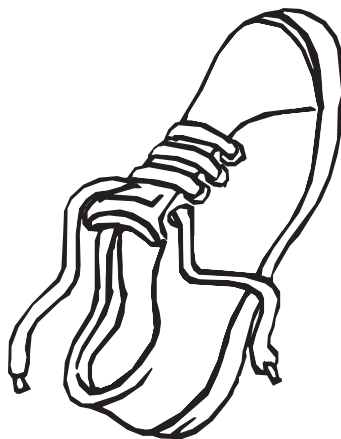
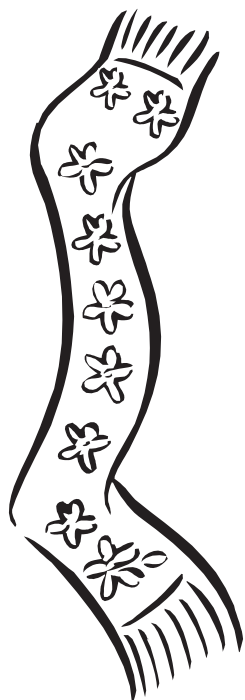
Extensions and Adaptations

- ▶ Use phonic phones or make small construction paper megaphones to segment sounds.
- ▶ Use simple puppets (e.g., made out of paper bags or socks) to say syllables in words.
- ▶ Graph or categorize the picture cards by number of syllables.

Phonological Awareness

Syllable Say

PA.020.AM1a



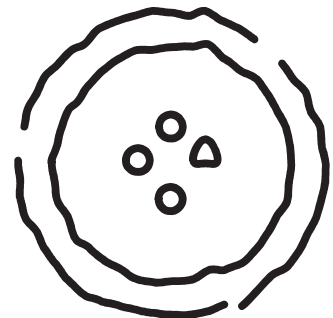
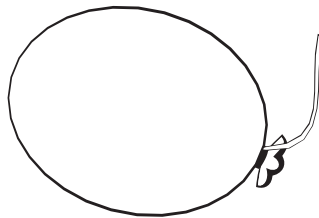
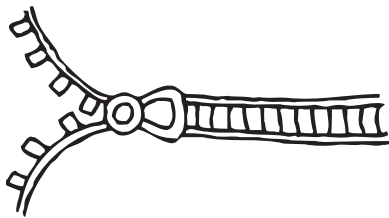
syllable picture cards: scarf-1, shoe-1, kite-1, plant-1, clock-1, spider-2



Phonological Awareness

PA.020.AM1b

Syllable Say



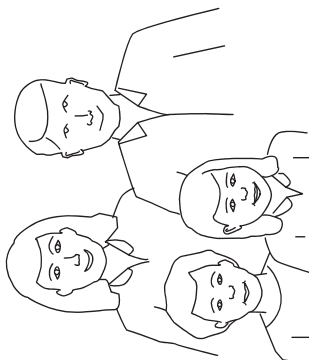
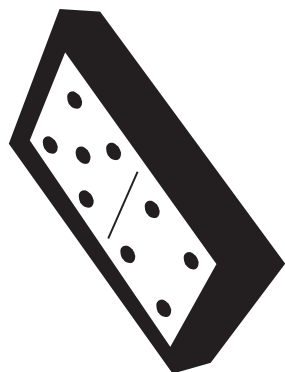
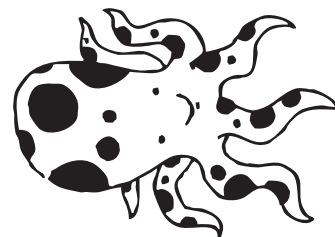
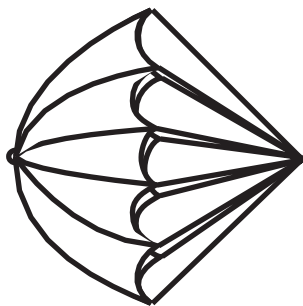
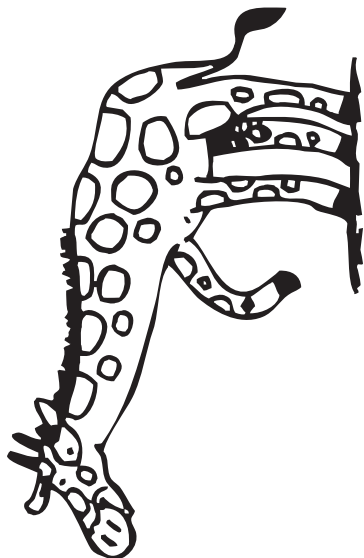
syllable picture cards: zipper-2, balloon-2, peanut-2, dragon-2, rainbow-2, button-2



Phonological Awareness

Syllable Say

PA.020.AM1c

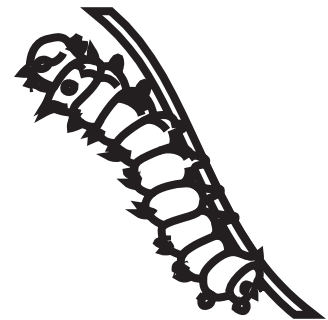
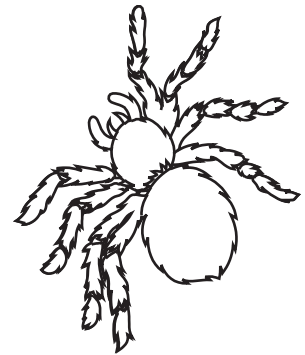
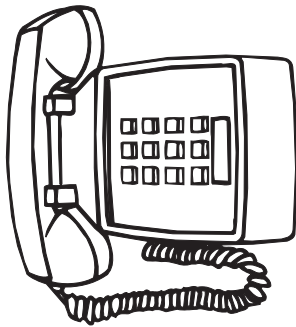


syllable picture cards: giraffe-2, parachute-3, octopus-3, domino-3, family-3, dinosaur-3 ✂

Phonological Awareness

PA.020.AMId

Syllable Say



syllable picture cards:

telephone-3, watermelon-4, tarantula-4, harmonica-4, helicopter-4, caterpillar-4





Phonological Awareness

PA.018

Syllables

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.018.AM1a - PA.018.AM1d)



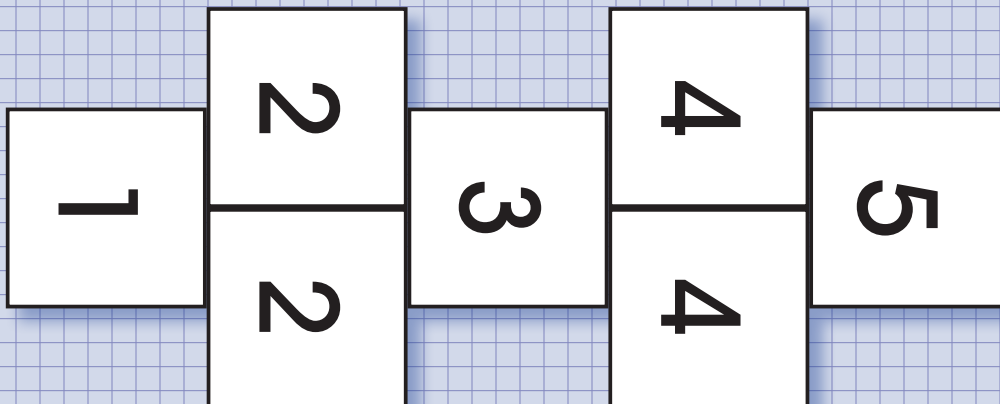
Activity

Students segment the syllables in a word and hop to the corresponding number.

1. Place the cards face down in a stack. Arrange the hopscotch board on the floor.
2. Taking turns, student one selects the top card, names the picture, segments it into syllables, and counts the number of syllables (e.g., “hamburger...ham-bur-ger...three syllables”).
3. Student two repeats the segments and hops to the corresponding number.
4. Reverse roles and continue until all picture cards are used.
5. Peer evaluation



“Hamburger ... Ham-bur-ger ...
Three syllables”



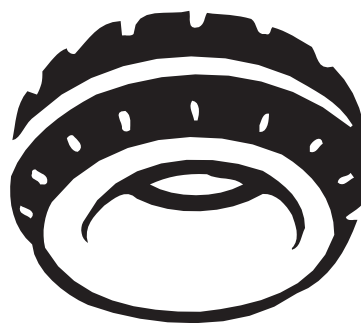
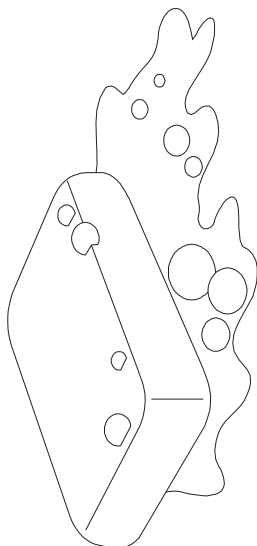
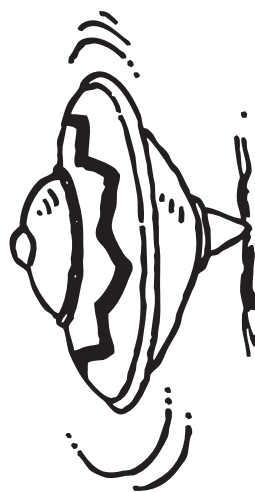
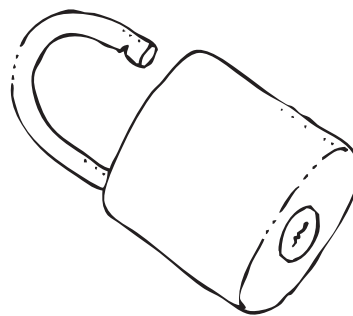
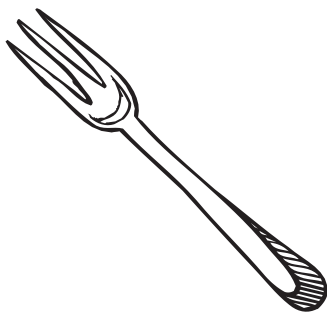
Extensions and Adaptations

- ▶ Use other one-to-five syllable picture cards.

Phonological Awareness

Syllable Hopscotch

PA.018.AM1a



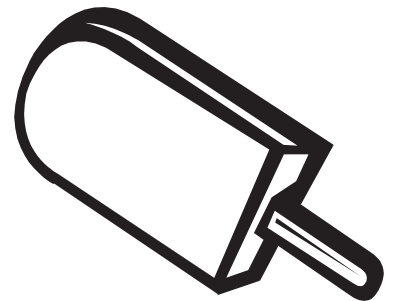
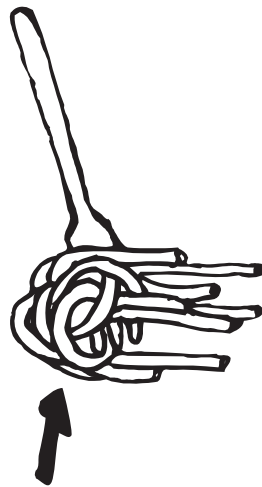
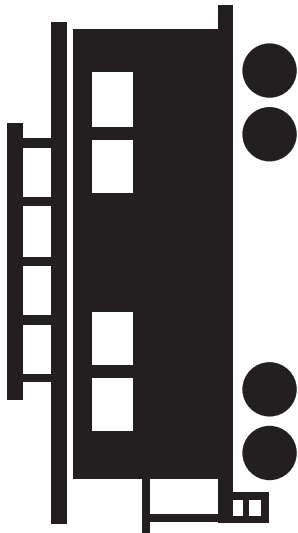
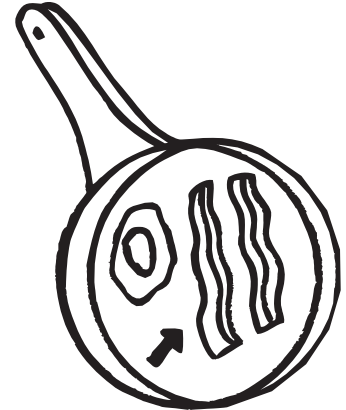
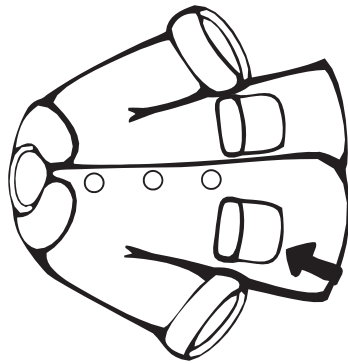
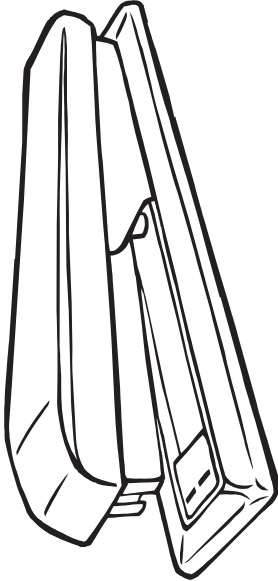
syllable picture cards: king-1, fork-1, lock-1, top-1, soap-1, tire-1



Phonological Awareness

PA.018.AM1b

Syllable Hopscotch



syllable picture cards:

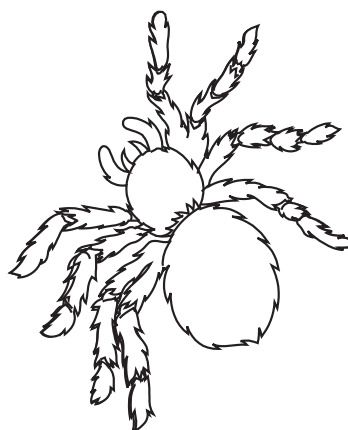
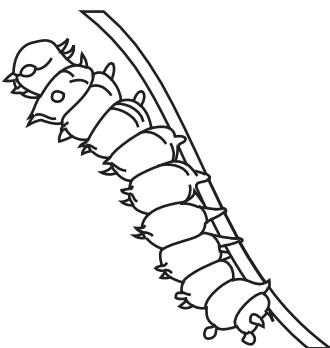
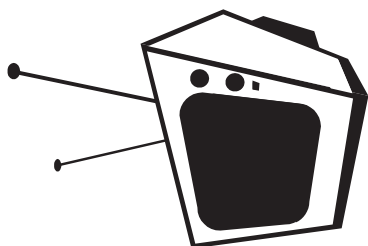
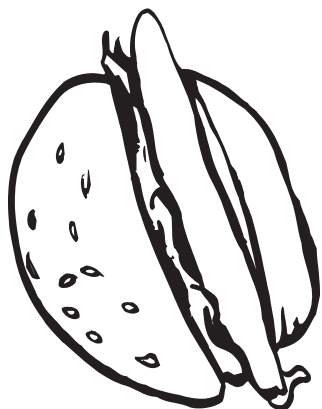
stapler-2, pocket-2, bacon-2, caboose-2, spaghetti-3, popsicle-3



Phonological Awareness

Syllable Hopscotch

PA.018.AM1c



syllable picture cards:

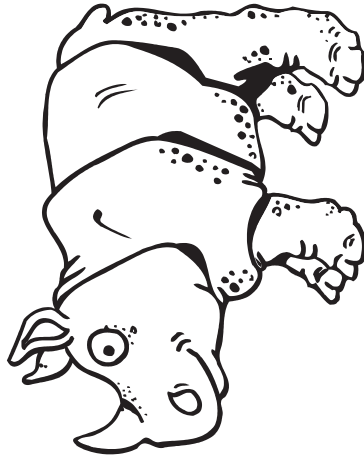
hamburger-3, tornado-3, gorilla-3, television-4, caterpillar-4, tarantula-4



Phonological Awareness

PA.018.AMId

Syllable Hopscotch



syllable picture cards: thermometer-4, rhinoceros-4, hippopotamus-5

