



# Phonological Awareness

PA.016

Syllables

Clapping Names

## Objective

The student will segment syllables in words.

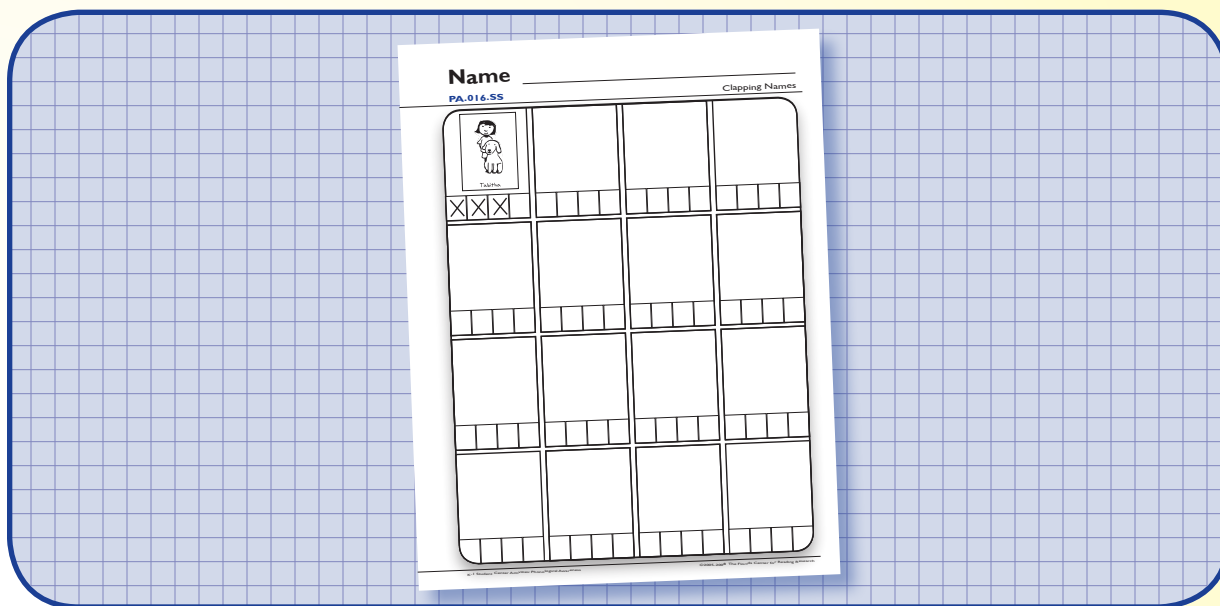
## Materials

- ▶ 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



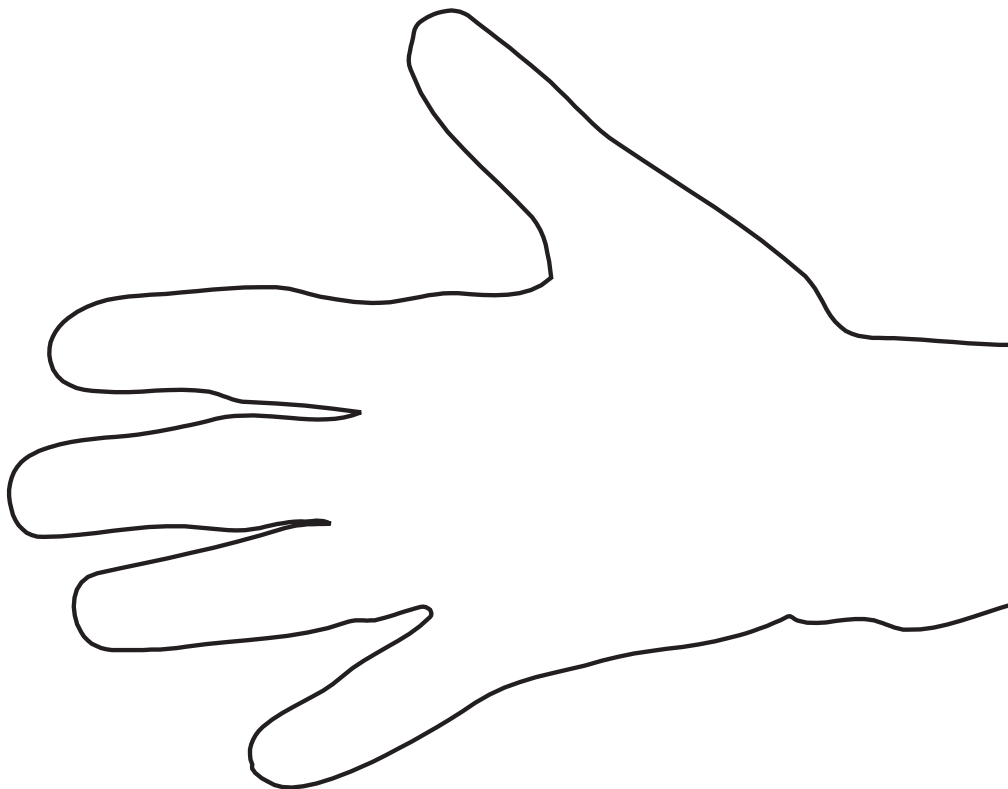
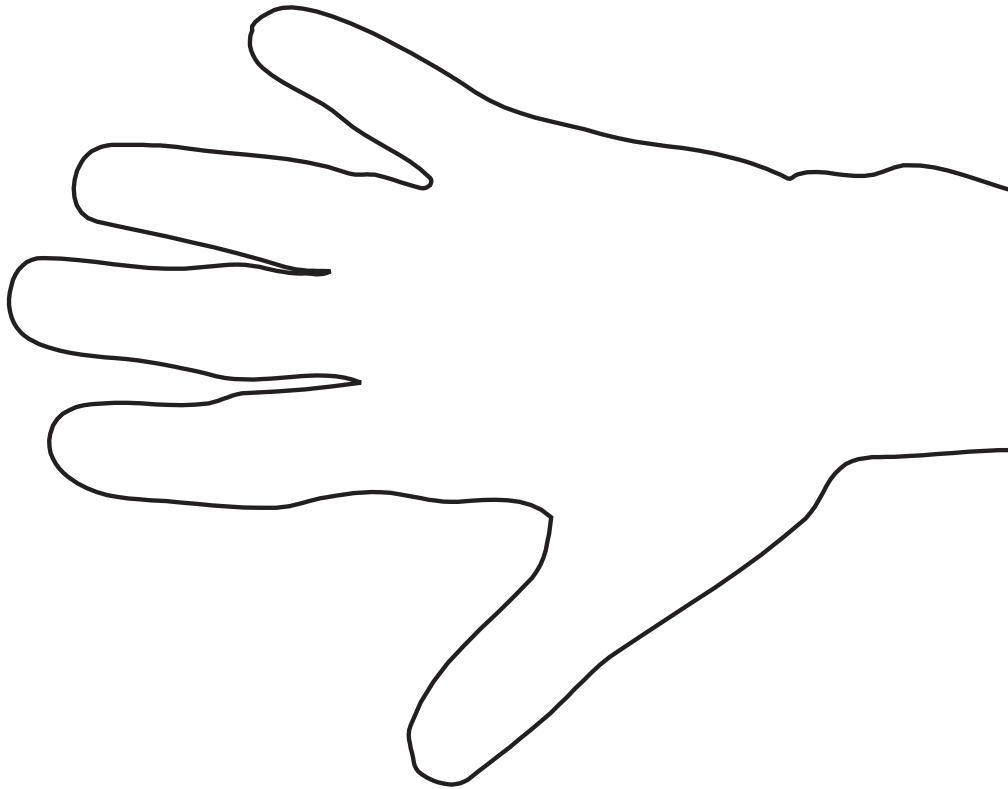
## Extensions and Adaptations

- ▶ 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

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### Feed the Animals

#### Objective

The student will segment syllables in words.

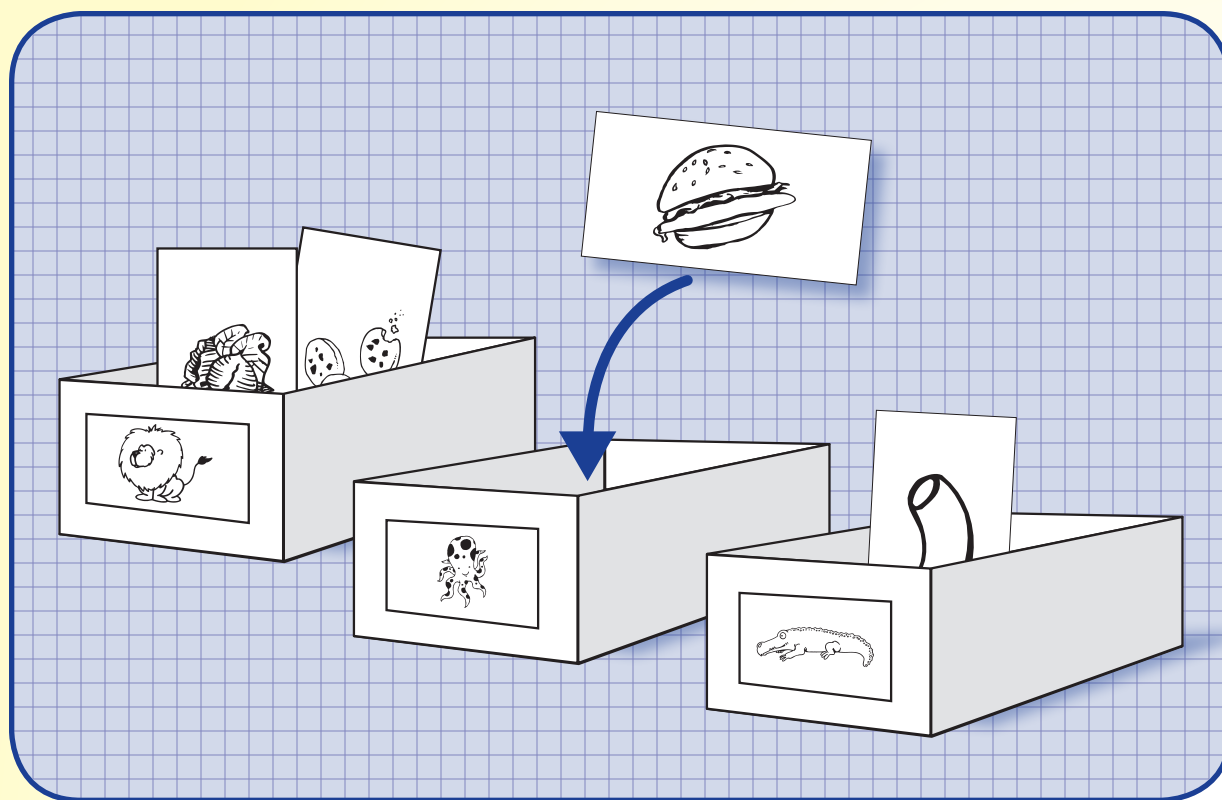
#### Materials

- ▶ 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



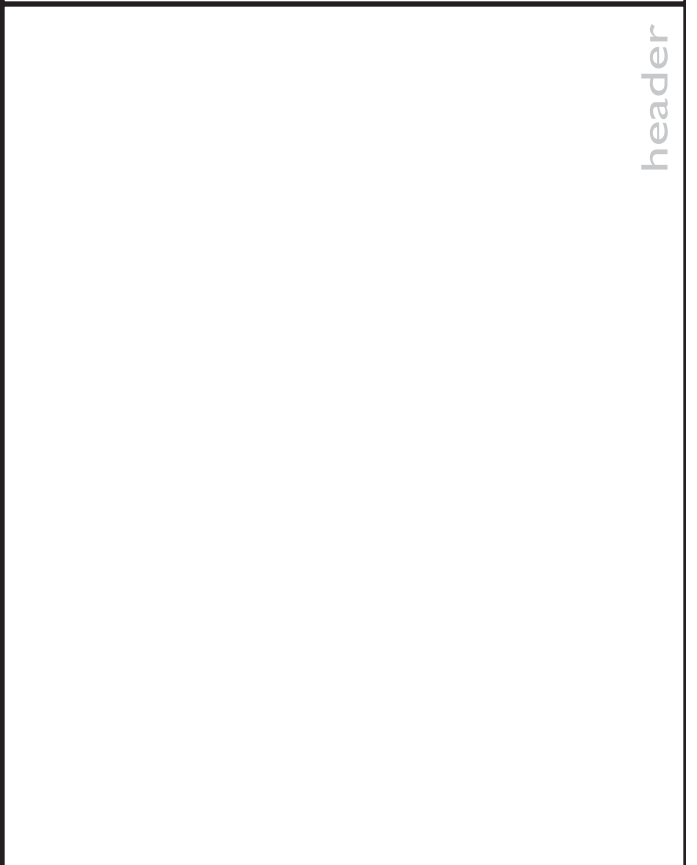
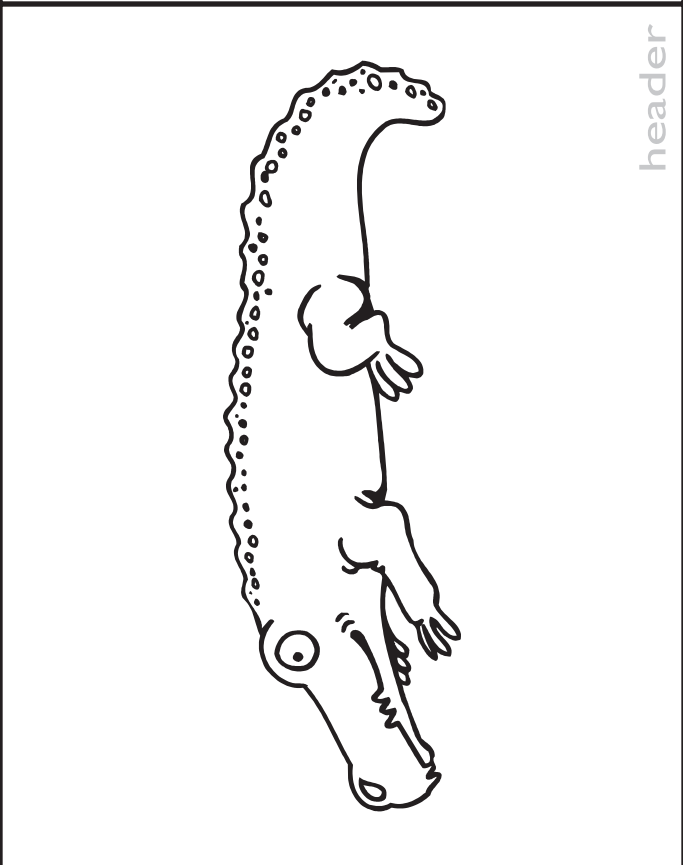
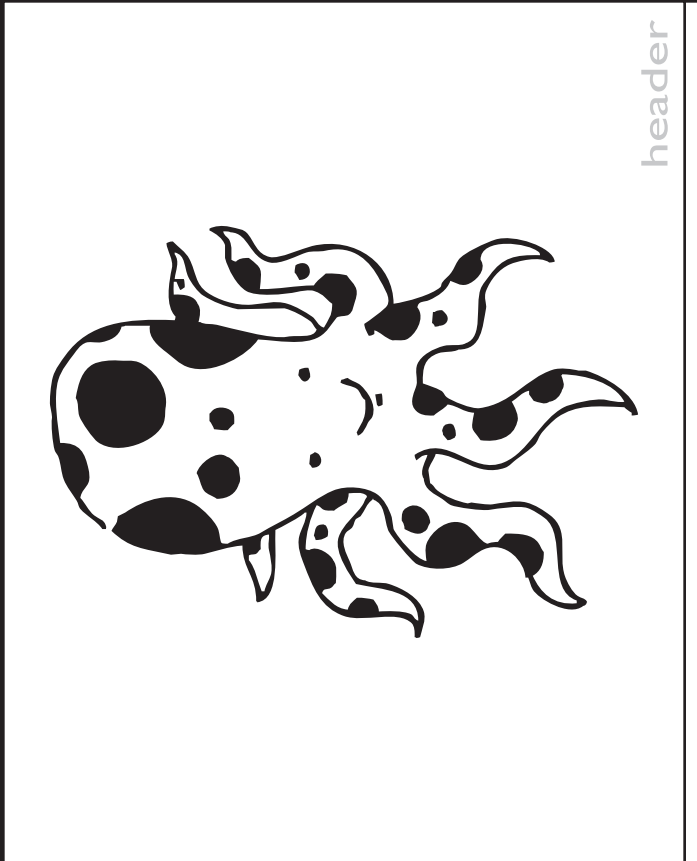
#### Extensions and Adaptations

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

# Phonological Awareness

PA.017.AMI

Feed the Animals



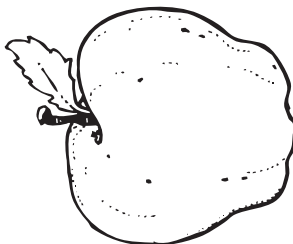
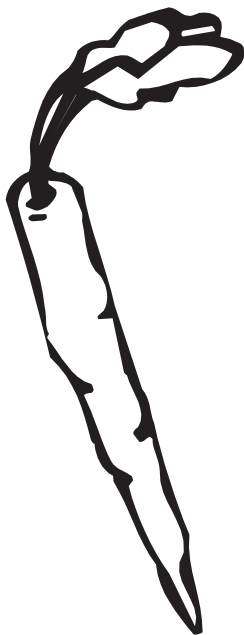
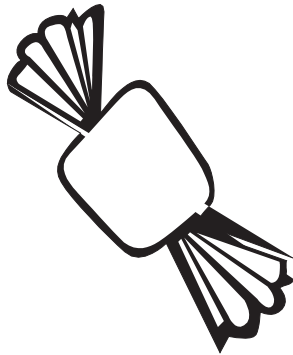
animal picture header cards



# Phonological Awareness

Feed the Animals

PA.017.AM2a



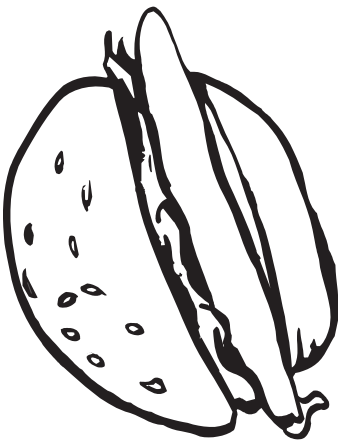
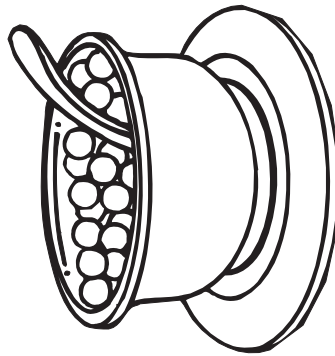
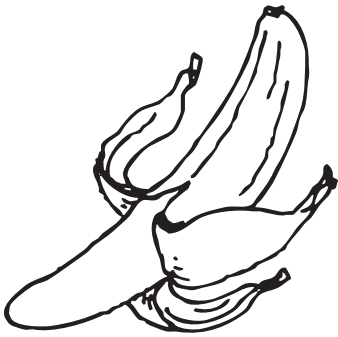
syllable picture cards: pretzel-2, candy-2, cookies-2, carrot-2, apple-2, lettuce-2



# Phonological Awareness

PA.017.AM2b

Feed the Animals



syllable picture cards:

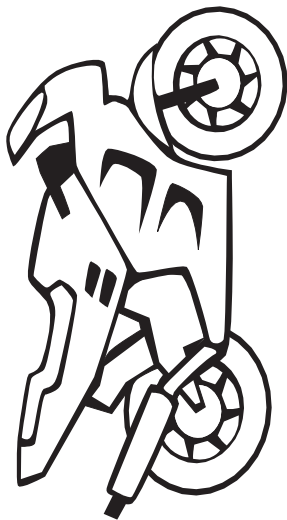
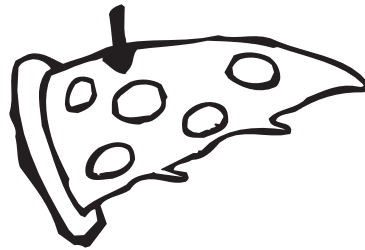
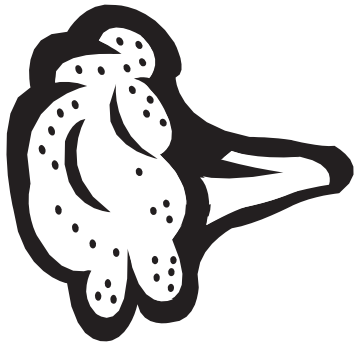
banana-3, cereal-3, tomato-3, hamburger-3, lollipop-3, spaghetti-3



# 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

PA.018

Syllables

Syllable Hopscotch

## Objective

The student will segment syllables in words.

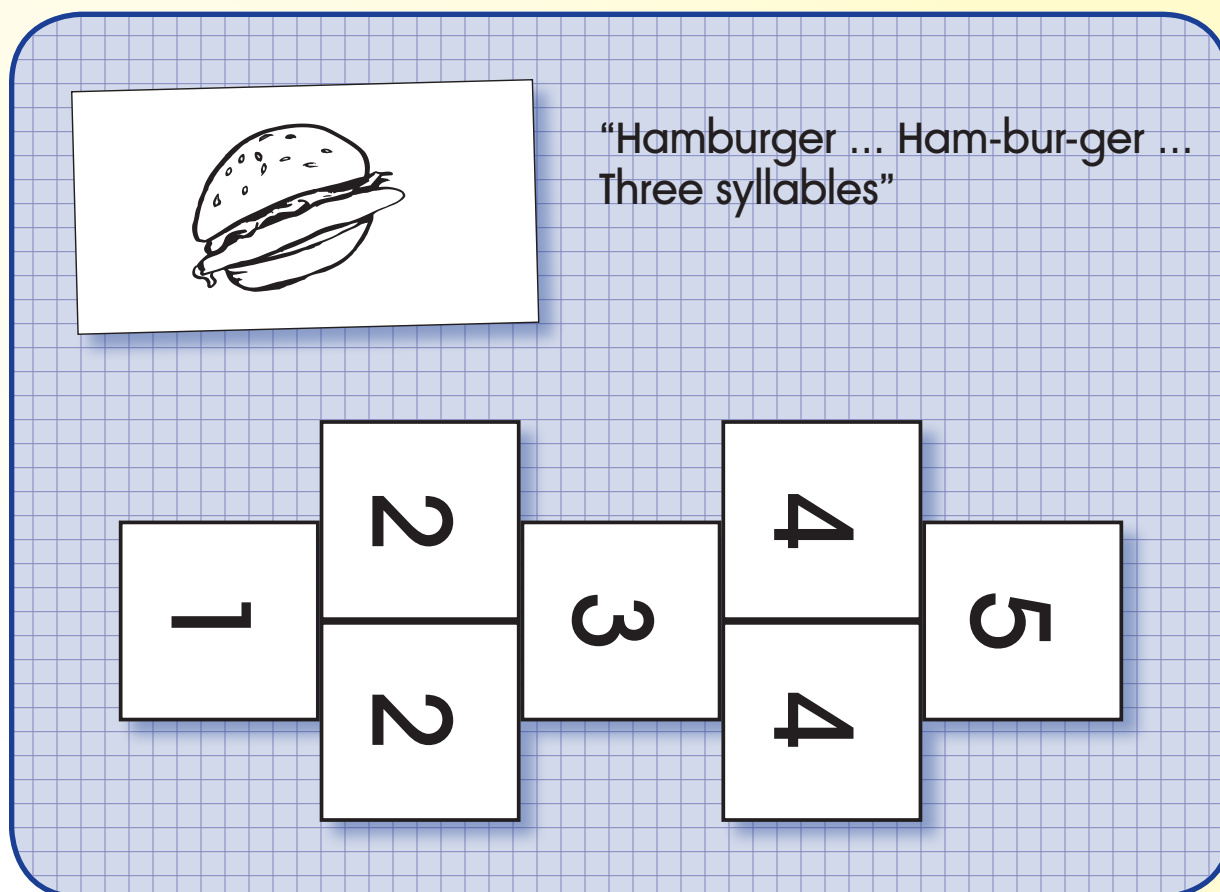
## Materials

- ▶ 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”

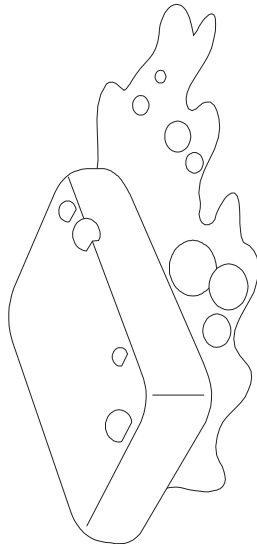
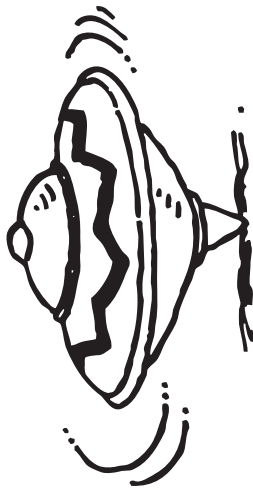
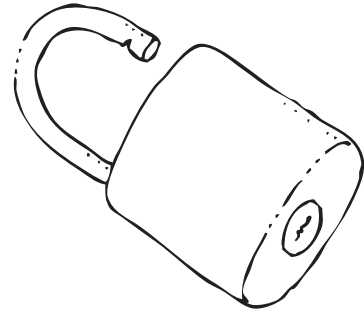
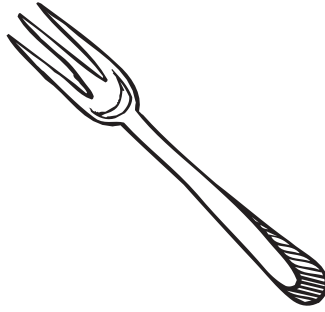
## Extensions and Adaptations

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

# Phonological Awareness

Syllable Hopscotch

PA.018.AM1a



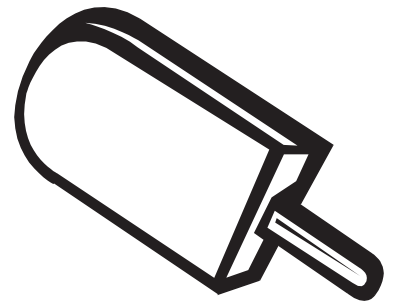
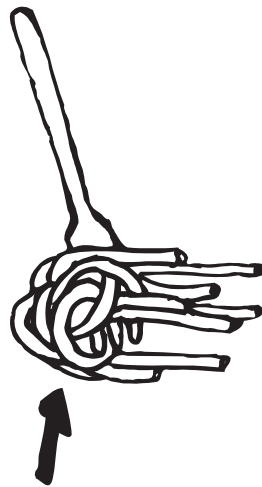
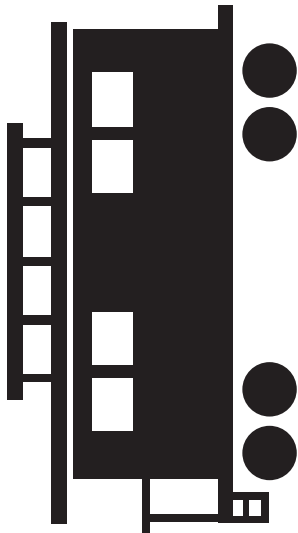
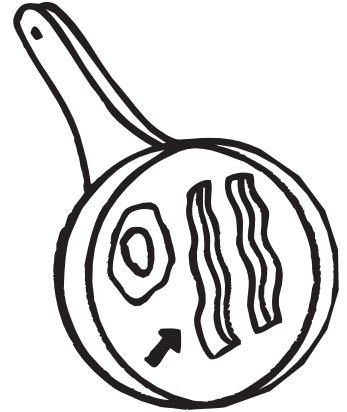
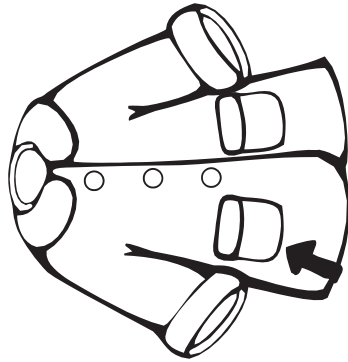
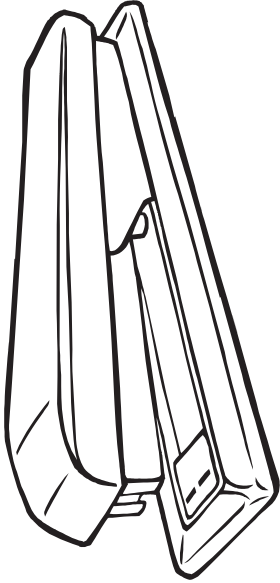
syllable picture cards: king-1, fork-1, lock-1, top-1, soap-1, tire-1



# Phonological Awareness

PA.018.AM1b

Syllable Hopscotch



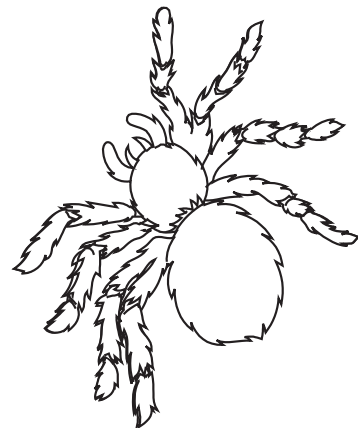
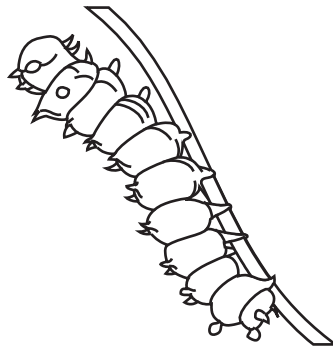
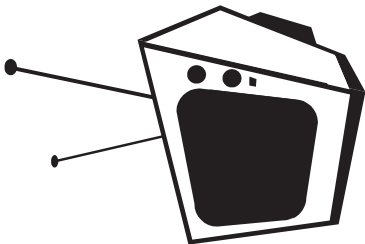
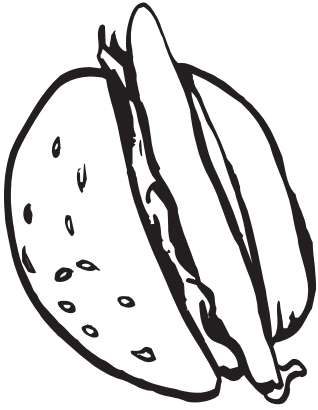
syllable picture cards:  
stapler-2, pocket-2, bacon-2, caboose-2, spaghetti-3, popsicle-3



# 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.AM1d

Syllable Hopscotch



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



# 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 and the code "PA.019.SS". It features a 4x4 grid. The bottom row of the grid contains four boxes with the numbers 1, 2, 3, and 4. Above the number 3 box is a picture of a lollipop. Below the grid are four picture cards: a dog, a dragon, a hand holding a pencil, and a helicopter. The grid is currently empty except for the lollipop picture in the third column, second row from the bottom.



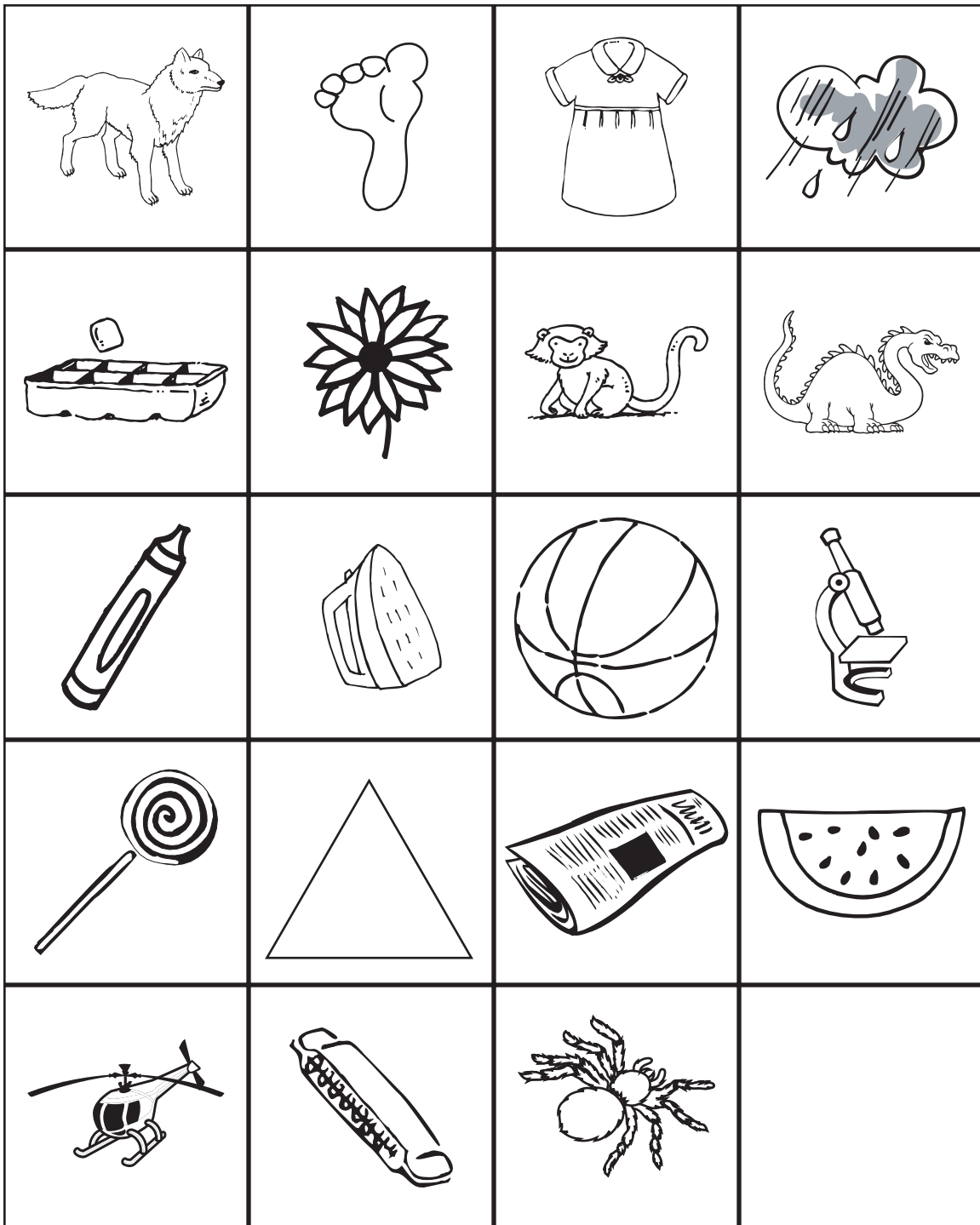
#### Extensions and Adaptations

- ▶ 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**

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| <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |





# Phonological Awareness

PA.020

Syllables  
Syllable Say

## Objective

The student will segment and blend syllables in words.

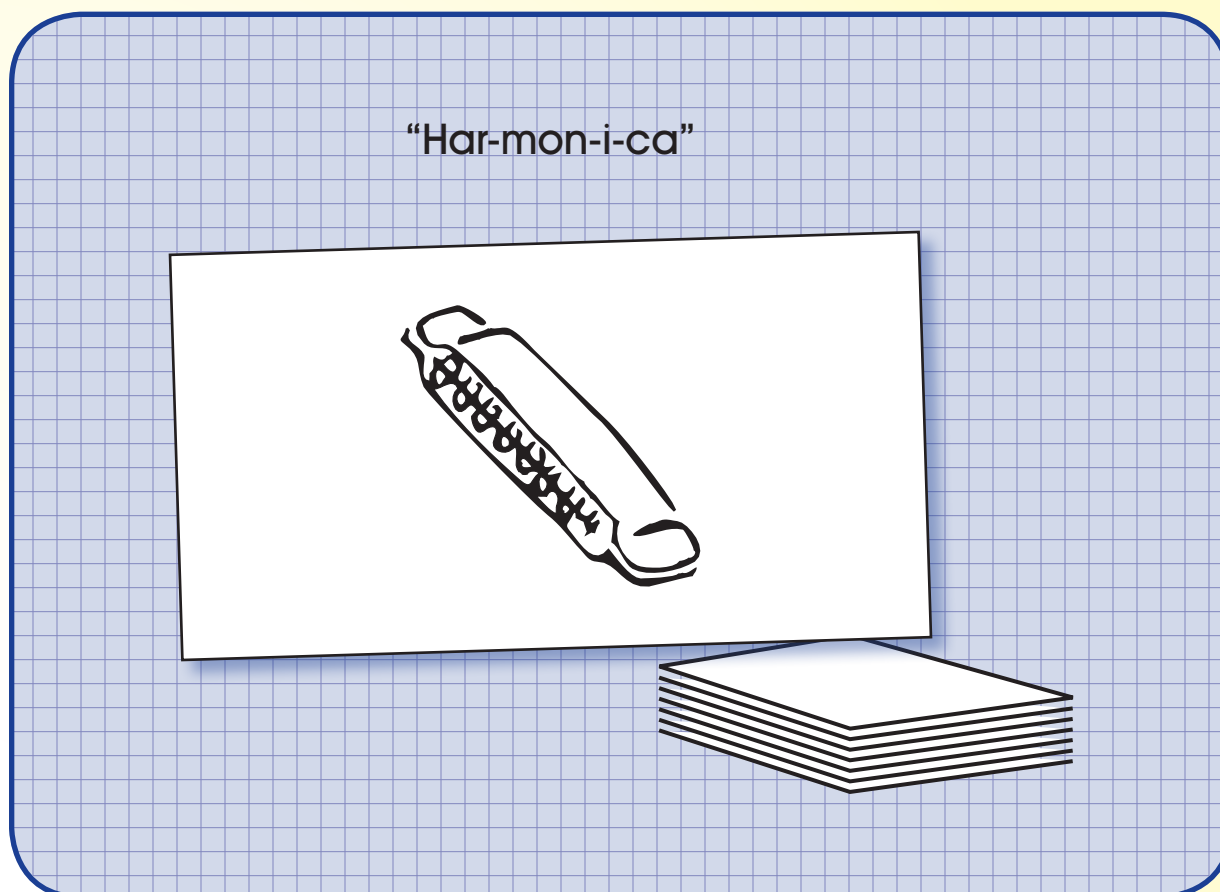
## Materials

- ▶ 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



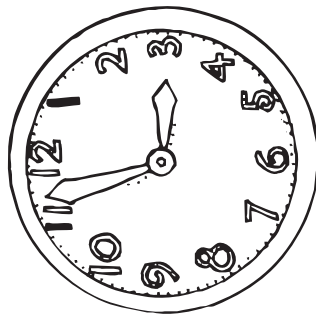
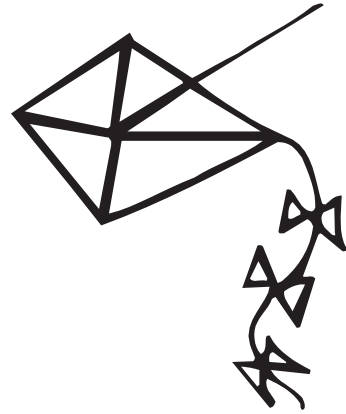
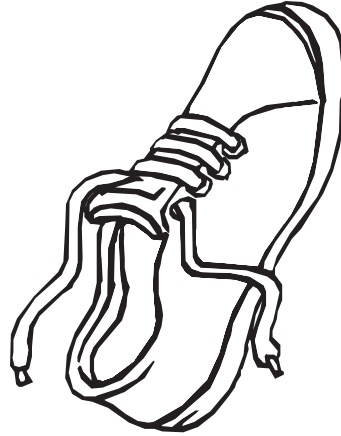
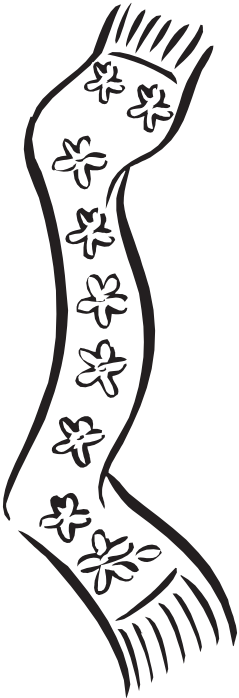
## Extensions and Adaptations

- ▶ 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



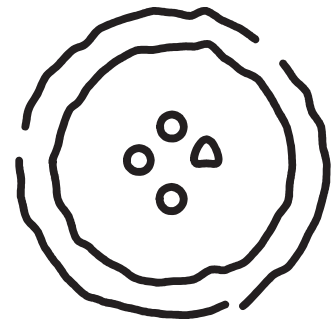
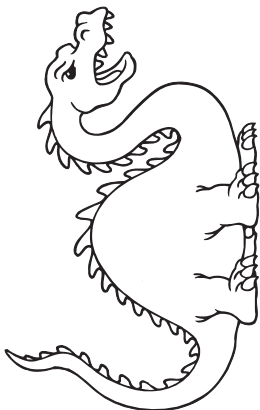
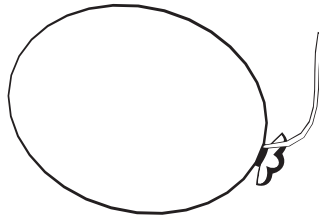
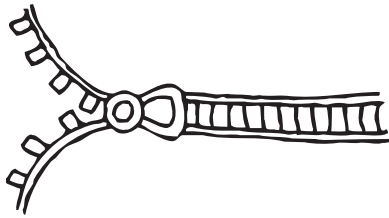
syllable picture cards: scarf-1, shoe-1, kite-1, plant-1, clock-1, spider-2



# Phonological Awareness

PA.020.AM1b

Syllable Say



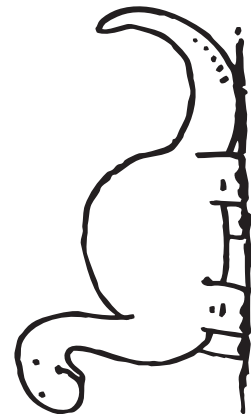
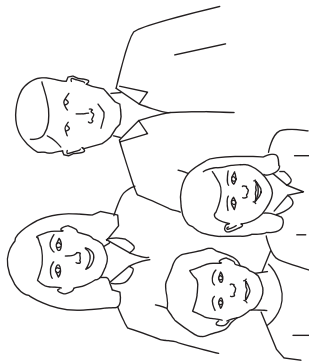
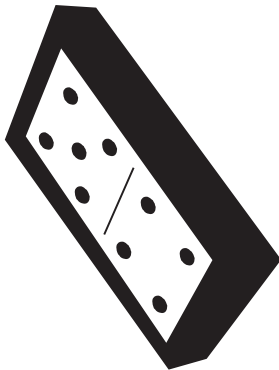
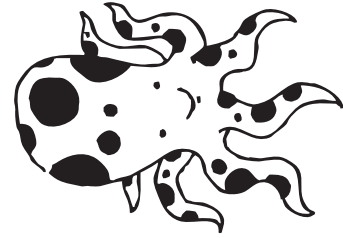
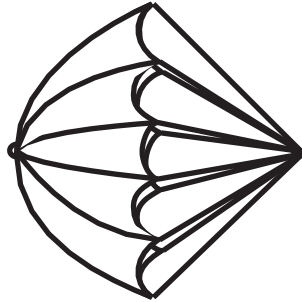
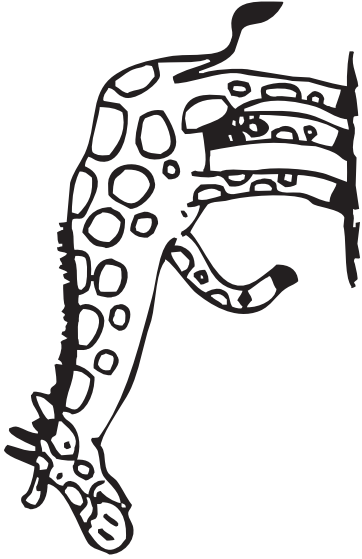
syllable picture cards: zipper-2, balloon-2, peanut-2, dragon-2, rainbow-2, button-2



# Phonological Awareness

Syllable Say

PA.020.AM1c



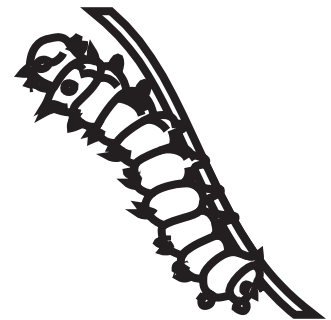
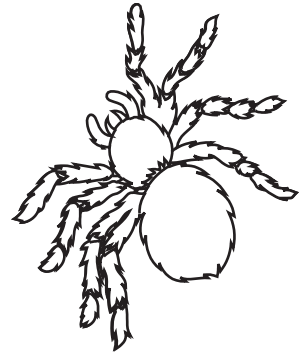
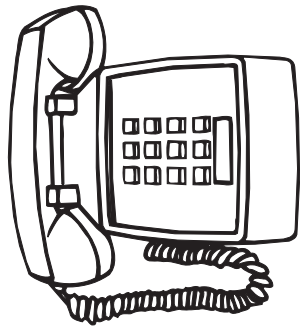
syllable picture cards: giraffe-2, parachute-3, octopus-3, domino-3, family-3, dinosaur-3



# Phonological Awareness

PA.020.AM1d

Syllable Say



syllable picture cards:  
telephone-3, watermelon-4, tarantula-4, harmonica-4, helicopter-4, caterpillar-4

