Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Syllable Segmentation

Use these activities to help students understand that words are made of syllables and practice identifying syllables in words.

**My Name Is...**

1. Use the following dialogue as a guide. (Replace all references to the name Susan with your own name.)

   **Teacher:** Fiddledee doo, fiddledee dee, Can you say your name for me?
   **My name is Susan.**
   **Let’s say my name.**
   **Students:** Susan
   **Teacher:** Now let’s clap my name.
   **Everyone:** Su . . . san (clapping on the syllables)

2. Continue using the chant as you clap syllables in the students’ names.

3. Write on the board the names of the students.

   **Teacher:** Did you know that every syllable must have a vowel sound? Let’s find the vowels in these names.
   Have students come to the board and circle the vowels.

   **Teacher:** Let’s find the syllables.
   Have students come to the board and underline each syllable in the word.

**Soup Ingredients**

1. Gather a variety of two- or three-syllable soup items such as a tomato, carrot, pepper, potato, zucchini, onion, etc.

   **Teacher:** (Show a tomato.) What is the name of this?
   **Students:** tomato
   **Teacher:** How many syllables do you hear? Clap the word tomato.
   **Students:** to (clap) ma (clap) to (clap)
   **Students:** three

2. Continue with other soup items by identifying and clapping syllables.

3. Write on the board the names of the soup items (tomato, carrot, zucchini, etc.)

   **Teacher:** Did you know that every syllable must have a vowel sound? Let’s find the vowels in these words.
   Have students come to the board and circle the vowels.

   **Teacher:** Let’s find the syllables.
   Have students come to the board and underline each syllable in the word.
Fruits

1. Identify two- or three-syllable fruits, such as apple, banana, cherry, etc.

   **Teacher:** (Show an apple.) What is the name of this fruit?
   **Students:** apple

   **Teacher:** How many word parts do you hear? Clap the word *apple*.
   **Students:** ap (clap) ple (clap)
   **Students:** two

2. Continue to identify syllables with the other fruit items.

Zoo Animals

1. Use plastic zoo animals or pictures of zoo animals.

   **Teacher:** (Show an animal.) What is the name of this animal?
   **Students:** gorilla

   **Teacher:** How many word parts do you hear? Clap the word *gorilla*.
   **Everyone:** gor (clap) il (clap) la (clap)
   **Students:** three

2. Continue identifying and clapping syllables with other animal names.

3. Write on the board the names of the zoo animals (gorilla, etc.)

   **Teacher:** Did you know that every syllable must have a vowel sound? Let’s find the vowels in these words.
   Have students come to the board and circle the vowels.
   **Teacher:** Let’s find the syllables.
   Have students come to the board and underline each syllable in the word.

Circus Animals

1. Show pictures of animals found at the circus.

   **Teacher:** (Show picture of an elephant). Elephants are at the circus. How many word parts do you hear in *elephant*? Let’s tap out the syllables in *elephant*.
   (Use a drum or rhythm stick.)
   **Students:** el (tap) e (tap) phant (tap). Three.

2. Continue tapping out syllables with other names of circus animals.

3. Write on the board the names of the circus animals (elephant, etc.)

   **Teacher:** Did you know that every syllable must have a vowel sound? Let’s find the vowels in these words.
   Have students come to the board and circle the vowels.
   **Teacher:** Let’s find the syllables.
   Have students come to the board and underline each syllable in the word.

Student Names

1. Collect photos of students. Hold them while greeting them.

   **Teacher:** Good morning, Mary. How many word parts do you hear in *Mary*? Let’s tap out the syllables. (Use a drum or rhythm stick.)
   **Teacher:** Mar (tap) y (tap). How many did you hear?
   **Students:** two

2. Continue with other students’ names.