

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.