

# 4

## Identify and Count Syllables in Spoken Words

### Language Objectives

- Identify syllables in spoken words.
- Segment and count syllables in spoken words.

### Building Literacy

Knowing about syllables in spoken words is an important step in phonemic awareness.

- Identifying syllables helps children understand that words are made of sounds.
- Segmenting and counting syllables helps children focus on individual parts of words.
- Being able to hear individual syllables in words leads to noticing the sounds of words, or phonemes.

### Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

|         |          |          |
|---------|----------|----------|
| spider  | rocket   | elephant |
| rabbit  | rock     | dollar   |
| fly     | lizard   | sandwich |
| rake    | umbrella | nickel   |
| raccoon | table    | ladybug  |
| ham     | shoes    | balloon  |
| hammer  |          |          |



### ENGLISH LANGUAGE LEARNERS

Learning about syllables can help English language learners with pronunciation. Work with individuals to review the words above, modeling the pronunciation of each syllable. Have them repeat each after you. Emphasize the accented syllable and have students do the same.

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## show me

Have children look at p. 13 from their Targeted Lessons Student Book. Have them point to the star with the 1 in it. **What do you see in the picture?** (a spider) **Look at the picture as I sing the beginning of "The Itsy Bitsy Spider."**

The itsy bitsy spider  
climbed up the waterspout.

Ask children to sing with you as you sing the words again. Tell them that today they will be thinking about syllables. **Words have parts called syllables.** Say *spider*, clapping once for each syllable. *Spider has two syllables.* Listen again. Say *spider* again and clap once for each syllable. **How many syllables are in spider?** (2) **Clap with me.** Repeat, saying *spider* several times. Have children clap the syllables with you. Repeat with *itsy*, *bitsy*, and *up*.

## guide me


**Identify Syllables in Spoken Words** Have children point to the apple with the 2 in it. **Point to the pictures as I say their names.** Identify the pictures for children: rabbit, fly. Say *rabbit*, clapping the syllables. **Say rabbit with me and clap the syllables.** **How many syllables are in rabbit?** (2) **Say fly with me and clap the syllables.** **How many syllables are in fly?** (1) **Which word has two syllables?** (rabbit) Guide children to circle the picture of the rabbit.

It's your turn to find the word with two syllables. **Point to the fish with the 3 in it.** Let's name the pictures: *rake*, *raccoon*. Say *rake* and clap the syllables. Say *raccoon* and clap the syllables. Find the word that has two syllables and draw a circle around it. Guide children to determine that *raccoon* has two syllables, clapping each syllable with them as needed.





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### Identify and Count Syllables in Spoken Words

show me



guide me

|  |   |
|--|---|
| <p>2</p>  |  |
| <p>3</p>  |  |

PHONOLOGICAL AND PRINT AWARENESS 13

### TEACHING STRATEGIES

If children can't hear the syllables in words, they may need more practice. Have them clap with you as you say several one-syllable words, such as *desk*, *shoe*, *hat*. After you say and clap each word, ask **How many syllables are there in \_\_\_\_?** Repeat with two-syllable words. Use familiar words, such as *pencil*, *crayon*, *paper*.

# 4 Identify and Count Syllables in Spoken Words

## work time







**Task 1** Have children look at p. 14 from their Targeted Lessons Student Book and point to the heart with the 4 in it. What are the pictures in this row? (*ham, hammer*) I will say one of the words, clapping the syllables. Find the word and circle it. Say and clap *hammer*. Now, you say and clap the word: *hammer*. How many syllables are in *hammer*? (2) Circle *hammer*. Continue the activity by having children identify the pictures in row 5 (*rocket, rock*). Then guide them to say and clap *rocket*, say how many syllables it has, and circle the rocket.

**Task 2** Point to the mug with the 6 in it. What picture do you see by the 6? (*lizard*) Say *lizard*. I will say the word and clap each syllable. Put an X in a box for each syllable you hear. *Liz-ard*. Check that children put an X in two boxes going from left to right. Repeat the word and clap the syllables as needed. How many syllables are in *lizard*? (2)

Continue by saying and clapping *umbrella*, having children put an X in a box for each syllable. How many syllables are in *umbrella*? (3)

4 Identify and Count Syllables in Spoken Words

work time

|   |   |   |
|---|---|---|
| 4 |  |  |
| 5 |  |  |
| 6 |  | <div>X</div> <div>X</div> <div></div>   |
| 7 |  | <div>X</div> <div>X</div> <div>X</div>  |

14 PHONOLOGICAL AND PRINT AWARENESS

### TEACHING STRATEGIES

Some children may benefit from more kinesthetic activities. Hold your hand flat under your chin. Repeat the word after me. Count how many times your chin touches your hand. That's the number of syllables. Or, have children push a counter forward for each syllable. Then count the counters.



guide me

**Count Syllables in Spoken Words** Have children look at p. 15 from the Targeted Lessons Student Book. Have them point to the flag with the 8 in it. I will say the picture name, clapping the syllables. Say it after me, putting an X in a box for each syllable you hear. Say and clap *table*. Have children repeat it, guiding them to put an X in a box for each syllable from left to right. Guide children to count their Xs. How many syllables are in *table*? (2)

Now find the kite with the 9 in it. I will say and clap the picture name: *shoes*. Say *shoes*. Put an X in a box for each syllable you hear. Help children understand that even though there are two shoes in the picture, there is only one syllable in the word *shoes*. Continue similarly with *elephant* (3 syllables) and *dollar* (2 syllables).

Identify and Count Syllables  
in Spoken Words 4

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8

X

X

9

X

10

X

X

X

11

X

X

PHONOLOGICAL AND PRINT AWARENESS 15

# 4 Identify and Count Syllables in Spoken Words

## work time

Have children look at p. 16 from the Targeted Lessons Student Book and point to the mitten with the 12 in it. Say and clap *sandwich*. Have children repeat the word. Put an X in a box for each syllable from left to right. How many syllables are in *sandwich*? (2) Write 2 on the line. If needed, help children write the numerals. Continue the procedure with *nickel*, *ladybug*, and *balloon*.

Which word has the most syllables? (*ladybug*) How many syllables are in *ladybug*? (3)

## check for understanding

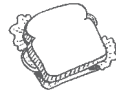
Let's see what you learned about syllables. I will say a word. Clap the syllables as I say it. *Today*. Tell me how many syllables are in *today*. (2) Continue with *night* (1), *jacket* (2), *window* (2), *butterfly* (3). You may wish to continue the activity, using children's first names.

## reflect

Have children turn and talk to a partner about what they have learned. What did you learn about syllables and words? If time allows, have partners take turns naming an object in the classroom and counting the syllables in the word.

4 Identify and Count Syllables in Spoken Words


work time

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X


2

13 

X

X

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14 

X

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3

15 

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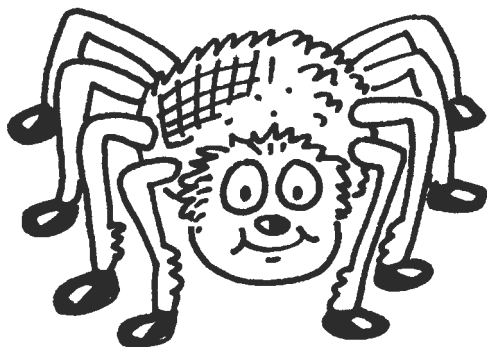
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16 PHONOLOGICAL AND PRINT AWARENESS

# Identify and Count Syllables in Spoken Words

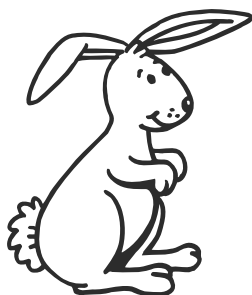
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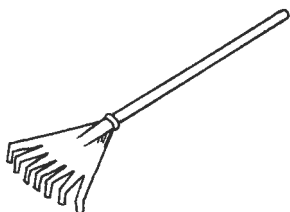


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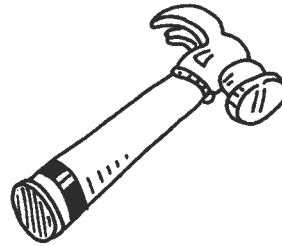
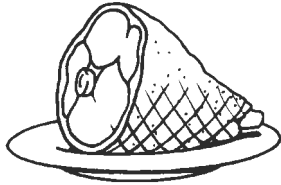


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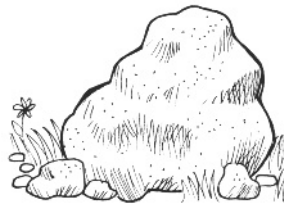
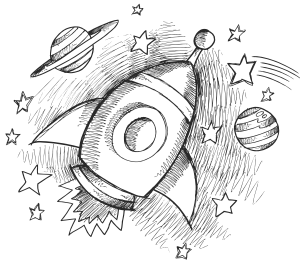


## work time

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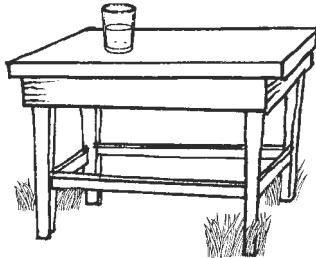
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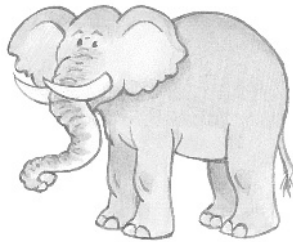
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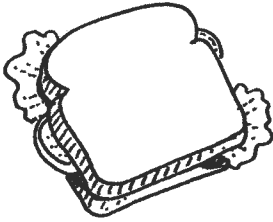


# 4

## Identify and Count Syllables in Spoken Words

### work time

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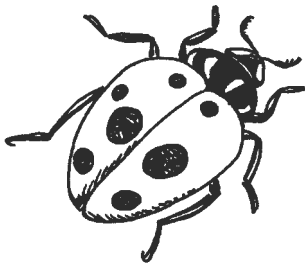
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14



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