LEARNING OBJECTIVE: Segment words into syllables and count the syllables in 1–4 syllable words.

LANGUAGE OBJECTIVE: Identify the number of syllables in a word from a representative picture and audio prompt.

Lesson Overview
Segment 1–4 syllable words into syllables and count syllables by clapping, sorting pictures, and playing a board game.

Materials
• 1–4 Syllable Flash Cards
• Syllable Snake game board
• Game pieces (one per student)

Preparation
• Cut out flash cards.

Teach and Model
Introduce the concept of syllables.

Explain: All words have syllables. Some have only one, some have two, some have three, and some have even more. We can break each word into its syllables.

Model breaking a word into syllables: say the word, emphasize the syllables in the word and clap for each syllable, and say how many syllables are in the word.


Have students repeat the model for the following words: hummingbird (three syllables), book (one syllable), kindergarten (four syllables).

Explain: Another way to break words into syllables is to put a hand under your chin. When you say each syllable, your chin should drop and touch the back of your hand.

Model breaking a word into syllables with the back of your hand just below your chin: Whisper. Whis-per. Two syllables.

Have students put their hands under their chins and repeat the model for the following words: wonderful (three syllables), hat (one syllable).

Practice and Apply: The Name Game
Introduce the concept of counting syllables in names.

Explain: We can count the syllables in our names.

Model counting the syllables in your name: say the word, emphasize the syllables in the word and clap for each syllable, say how many syllables in the word.

Model: My last name is Franklin. Frank-lin (clap twice). Two syllables.

Have students join and repeat with the names of each student in the group. Example: Christopher. Chris-to-pher (clap three times). Three syllables.

Repeat counting the syllables in your name, this time with your hand under your chin. Repeat with the names of each student in the group.

Repeat counting the syllables in your name, this time, explain that you will clap, stomp, or dance for each syllable in your name. Model clapping, stomping, and dancing for each syllable in your name. Repeat with the names of each student in the group.

Variation: For a quieter activity, clap, snap, and whisper the syllables in each word.
**Practice and Apply: Syllable Snake**

Shuffle the flash cards and place them face down next to the game board.

**Explain:** *Draw a flash card, say the word, and say the number of syllables. Move your game piece to the next space with that number. For example, if you pick kangaroo, you move your game piece to the number three.*

Have students take turns. Use clapping or the hand-under-the-chin method if a student needs extra support.

- **One syllable flash cards:** bee, can, clock, bike, bed, bus, king, book
- **Two syllable flash cards:** mirror, doctor, cookies, backpack, present, bathtub, pencil, butter, airplane, rocket, jacket, pumpkin, hammock, tuba, guitar, goldfish
- **Three syllable flash cards:** kangaroo, newspaper, strawberry, hospital, spaghetti, umbrella, butterfly, domino, computer, astronaut, microscope, cucumber, tomato, banana, envelope, potato
- **Four syllable flash cards:** elevator, television, calculator, macaroni, motorcycle, aquarium, alligator, binoculars

**Check Progress: Robot Talk**

Observe student during practice activities and use the following activity to check progress made on the target skill. If the student can correctly identify the number of syllables in each word type, consider the intervention successful.

Talk like a robot and break words into syllables as indicated.

- **You talk like a robot as you count the syllables in the words.**
- **Model, using a robot voice when emphasizing syllables:** Rainbow. Rain-bow. **Two syllables.** Now say the words with me. How many syllables in *poster*? Post-er. **Two syllables.** How about *microwave*? Mi-cro-wave. **Three syllables.**

Using the word bank below, give each student the opportunity to identify the number of syllables in each word type.

- **One syllable words:** stop, door, egg, hand, bread, pen, foot, mouse, first, lunch, dog
- **Two syllable words:** question, water, morning, monkey, river, tuna, zero, forest, ladder, closet, bumpy, chicken, little, pony, rainbow, open
- **Three syllable words:** triangle, together, seventeen, everyone, gymnastics, important, energy, basketball, elephant, scientist, animal
- **Four syllable words:** caterpillar, invisible, kindergarten, secretary, dependable, acceptable, adventurous, inexpensive, convertible, incredible
## Progress Tracking Sheet

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Name</th>
<th>Lesson/Skill</th>
<th>Intervention Successful (Y/N)</th>
<th>Notes</th>
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1–4 Syllable Words: 1–4 Syllable Flash Cards
Phonological Awareness: Counting Syllables
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<table>
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