

## CIRCLE Activity Collection

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# How Many Syllables in a Name?

Children will clap out the syllables in their names and in classmates' names.

### SETTING

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Small Group

### MATERIALS

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none

### 1. INTRODUCE

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“Today we are going to play a syllables game using our names. Our names are all different.” Address if some children have the same name. “**Just like other words, our names are made up of parts called syllables. Remember, a syllable is a word or part of a word. I want to learn more about your names by clapping out the syllables in each of your names.**”

### 2. MODEL AND EXPLAIN

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“In this game, we will go around the circle and clap the syllables in our names. Then we will all tell how many parts we have. Let’s start with my name so that I can show you how to play.”

Substitute your name for the word Brittney. “**My name is Brittney, so I need to clap the syllables in Brittney. Britt...ney.**” Clap as you say each syllable in the name. Then ask the children to say and clap the name again with you. “**Do that like me, Britt [clap] – ney [clap].**”

**“Good job clapping the parts in my name. My name has two syllables because I clapped two times. Now let’s go around the circle and clap your names.”**

### **3. GUIDE PRACTICE**

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Select the child next to you in the circle. **“It’s your turn. Say your name to the group.”** For example, Nora. **“Good, now clap the syllables in your name, Nora.”**

Child responds, “Nor [clap] – a [clap].”

**“How many syllables are in your name? That’s right, you have two syllables in your name because you clapped two times. Let’s all clap the syllables in Nora’s name.”** The whole group claps the parts in the child’s name.

Continue around the circle until all children clap their names.

### **4. SUMMARIZE**

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**“You all did a great job playing our name game today! You were able to clap the syllables in your names and tell me how many you heard. You can practice this game by clapping your friends’ names and other words you know on the carpet during center time.”**

### **SCAFFOLDING**

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Downward Scaffold:

Less support – **“Try that again. Slow down and clap each time your mouth opens.”**

More support – **“Sometimes it helps if you say the word slowly with your hand under your chin.”** Model how to hold your hand flat under your chin so that you can feel your chin move up and down. **“You say a syllable each time your mouth opens. Now, say your name slowly with your hand under your chin. How many times did your chin move?”**

[Ver Actividad en Español \(https://circleactivitycollection.org/cuantas-silabas-hay-en-un-nombre/\)](https://circleactivitycollection.org/cuantas-silabas-hay-en-un-nombre/)

### **ACTIVITY GRADE LEVEL(S)**

- Pre-K

**LEARNING AREA(S)**

- Pre-K Primary Domain: Phonological Awareness - Syllables

**HEAD START EARLY LEARNING OUTCOMES**

Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

**TEXAS PREKINDERGARTEN GUIDELINES**

III.B.5. Child can segment a syllable from a word.

**KINDERGARTEN TEKS ALIGNMENT**

§110.2(b)(2)(A)(vi) demonstrate phonological awareness by segmenting multisyllabic words into syllables

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