

# The Name Game



## Suggested Group Size

Small Group or Large Group

## Objective(s)

The children will recognize the syllables in their classmates' name.

## Activity

Children hear the syllables in their classmates' names and hit the floor with a rhythm stick for each syllable.

## Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **IV. Language, Communication, and Emergent Literacy**
  - **F. Emergent Reading**
    - **F.2.** Shows age-appropriate phonological awareness
      - **F.2.d.** Child combines syllables into words (e.g., "sis"="ter"+ "sister").

## Materials

- Rhythm sticks, at least 1 per child, a pair is preferable (unsharpened pencils can be substituted for rhythm sticks)
- Object to represent a drum, one per child (e.g., margarine tubs turned over, lids, circles cut out of cardboard)

## Procedures

1. Give each child a pair of sticks.
2. Explain to the children and demonstrate how to chant a name and while saying each syllable beat the floor or "drum" once.
3. When going through the children's names, introduce each name and then chant it four times while "beating" each syllable.
4. Repeat step three while going through the class roster.

## Adaptations

- Alter between two and three syllable words.
- Stomp the floor, clap hands, or hit sticks together for each syllable instead of using rhythm sticks.
- For children with more experience, find words with four syllables for them to practice with.
- Using a large floor drum, have a small group of children sit around the drum and use their hands to “beat” out the syllables in each name together.

## Extensions

- Add related materials to classroom centers:
  - **Dramatic Play:** Add the rhythm sticks to the dramatic play area for the children to practice beating out the syllables in their names and other words.
  - **Reading/Literacy:** Add books that focus on finding the syllables in words so the children can practice clapping, stomping or beating each syllable.
  - **Music:** Add songs that help children sound out words to find the syllables.
- Pause where a syllable ends when speaking, so that children begin to hear the breaks in words (e.g., “Ki-ar-a, can you get the cup-cakes for me?”).
- Clap or stomp syllables in words during transition times (e.g., “We’re going to the playground everyone. Let’s clap out playground. Play-ground. Play-ground.”).
- When reading books to children, talk about syllables in certain words from the book (e.g., “Today we’re going to read another book by Leo Lionni. Let’s say the author’s name together, Leo Lionni. Hmm, I wonder how many syllables there are in each of his names. Let’s find out. Clap and say the first name with me. Leo. Now let’s try his last name. Li-onn-i. There are more syllables in his last name, aren’t there?”).

## Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- recognizing each syllable in a name by “beating” each syllable while saying the name.

## Related Standards for Four-Year-Olds

- **I. Physical Development**
  - **A. Health and Wellness**
    - **A.3.** Demonstrated auditory ability to facilitate learning and healthy growth and development
  - **D. Fine Motor**
    - **D.2.** Uses eye-hand coordination to perform fine motor tasks
- **II. Approaches to Learning**
  - **A. Eagerness and Curiosity**
    - **A.1.** Shows curiosity and is eager to learn new things and have new experiences

## **Related Standards for Four-Year-Olds (continued)**

- **IV. Language, Communication, and Emergent Literacy**
  - **A. Listening and Understanding**
    - **A.1.** Increases knowledge through listening
      - **A.1.a.** Child shows understanding by asking and answering relevant questions.
    - **A.2.** Follows multi-step directions
      - **A.2.a.** Child achieves mastery of two-step direction and usually follows three-step directions, with teacher support and multiple experiences over time.
  - **B. Speaking**
    - **B.1.** Speech is understood by both a familiar and an unfamiliar peer or adult
      - **B.1.a.** Child's speech is understood by both a familiar and an unfamiliar adult