

Jumpin' Syllables



Suggested Group Size

Individual or Small Group

Objective(s)

The children will segment words into syllables and combine syllables to make two-syllable words.

Activity

Children learn to segment words into syllables, hopping like a frog for each syllable, and combine syllables to make two-syllable words.

Targeted VPK Education Standard(s)

- **V. Emergent Literacy**
 - **A.2.** Shows age-appropriate phonological awareness
 - A.2.(b).** Child combines syllables into words.

Related VPK Education Standards

- **I. Physical Health**
 - **A.3.** Exhibits auditory ability to facilitate learning
- **II. Approaches to Learning**
 - **A.1.** Shows eagerness and curiosity
 - **B.1.** Attends to tasks and seeks help when encountering a problem
- **III. Social and Emotional Development**
 - **D.3.** Participates in the group life of the class
- **IV. Language and Communication**
 - **A.1.** Gains meaning by listening
 - A.1.(a).** Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.
 - **A.2.** Follows two- and three-step directions
 - A.2.(a).** Child has mastery of two-step directions and usually follows three-step directions.

Related VPK Education Standards (continued)

- **C.2.** Uses an expanded vocabulary to describe many objects, actions and events
- **C.2.(a).** Child uses category labels.

• VIII. Motor Development

- **A.1.** Moves with balance and control
- **A.2.** Coordinates movements to perform simple tasks

Materials

- Objects for children to name that can fit inside the box, approximately 20
- Magic Syllable Box
- Frog puppet (a stuffed frog or bean bag frog may be substituted)
- Book: *Jump, Frog, Jump!* by Robert Kalan and Byron Barton

Procedures

1. Prepare a Magic Syllable Box. The box should be opaque and have objects inside that children can name. Decorate the box as desired.

Day 1

2. Ahead of time, place the Magic Syllable Box in a location where the small group can jump and have some space.
3. When sitting down with children, have the book, frog puppet, and 3-4 objects. Read the book, *Jump, Frog, Jump!*, to the children, noting how the frog jumps throughout the story.
4. Using the frog puppet and a few objects to create a short puppet show demonstrating syllables. The frog will jump with each syllable.
 - a. "This is a car. Can everyone say that? Car. Great! Now, our frog is going to jump for every syllable he hears when we say car. Let's say it together. Car." (Make the frog jump one time as the word is said.)
 - b. "Let's try another one. Here is a giraffe. Say it with me. Giraffe. Okay Mr. Frog, are you ready to jump? Let's say it together. Gi-raffe." (Make the frog jump two times as the word is said.)
5. Tell the children that they are going to hop with you to find a Magic Syllable Box. Hop with the children to the place where the Magic Syllable Box is located.
6. Have children take turns choosing an object from the Magic Syllable Box. Repeat the order used in step four above, saying the name of the object together, then hopping out the syllables of the word together.
7. Watch for children who don't seem to be hopping with the group. They may need work on this skill individually.

Procedures (continued)

Day 2

8. Ahead of time, put objects in the Magic Syllable Box which have a two-syllable name.
9. Reintroduce the Magic Syllable Box and remind them about hopping to each syllable from the day before. Today, the group is going to put words together and take them apart.
 - a. "I will say the first syllable in the word, and I want you to say the second syllable of the word. Okay, this is an eagle. I'll say the first syllable, and you finish the word." Teacher: "/e/." Children: "gull." Together, "Eagle!" Repeat with other objects. Once the children understand this step, proceed to the next.
 - b. "Now we'll change it. You'll say the first syllable in the word, and I will say the second syllable. Ready? This is a giraffe." Children: "gi-" Teacher: "-raffe." Together: "Giraffe!"
10. Take turns with individual children going through step 9 again. Do this as time permits, and follow up during other small group times or one-on-one.

Adaptations

- Choose objects with more syllables for children that understand how to segment syllables.
- Use photos of children from the class in the Magic Syllable Box. Hop out the number of syllables in each child's name.
- Use rhythm sticks or clapping instead of hopping.

Extensions

- Clap along to songs, with a clap for each syllable instead of clapping the beat.
- Use two-syllable words and delete one syllable. See if children know what part of the word is left.
- Add related materials to classroom centers:
 - **Blocks:** Add small plastic frogs.
 - **Reading/Literacy:** Add the book *Jump, Frog, Jump!* by Robert Kalan and Byron Barton to the class library.
 - **Music:** Add rhythm/percussion instruments such as rhythm sticks, tambourine, drums, etc., that can be used when singing songs. Use to keep rhythm of the syllables of words being sung.
 - **Science:** Add small plastic frogs.

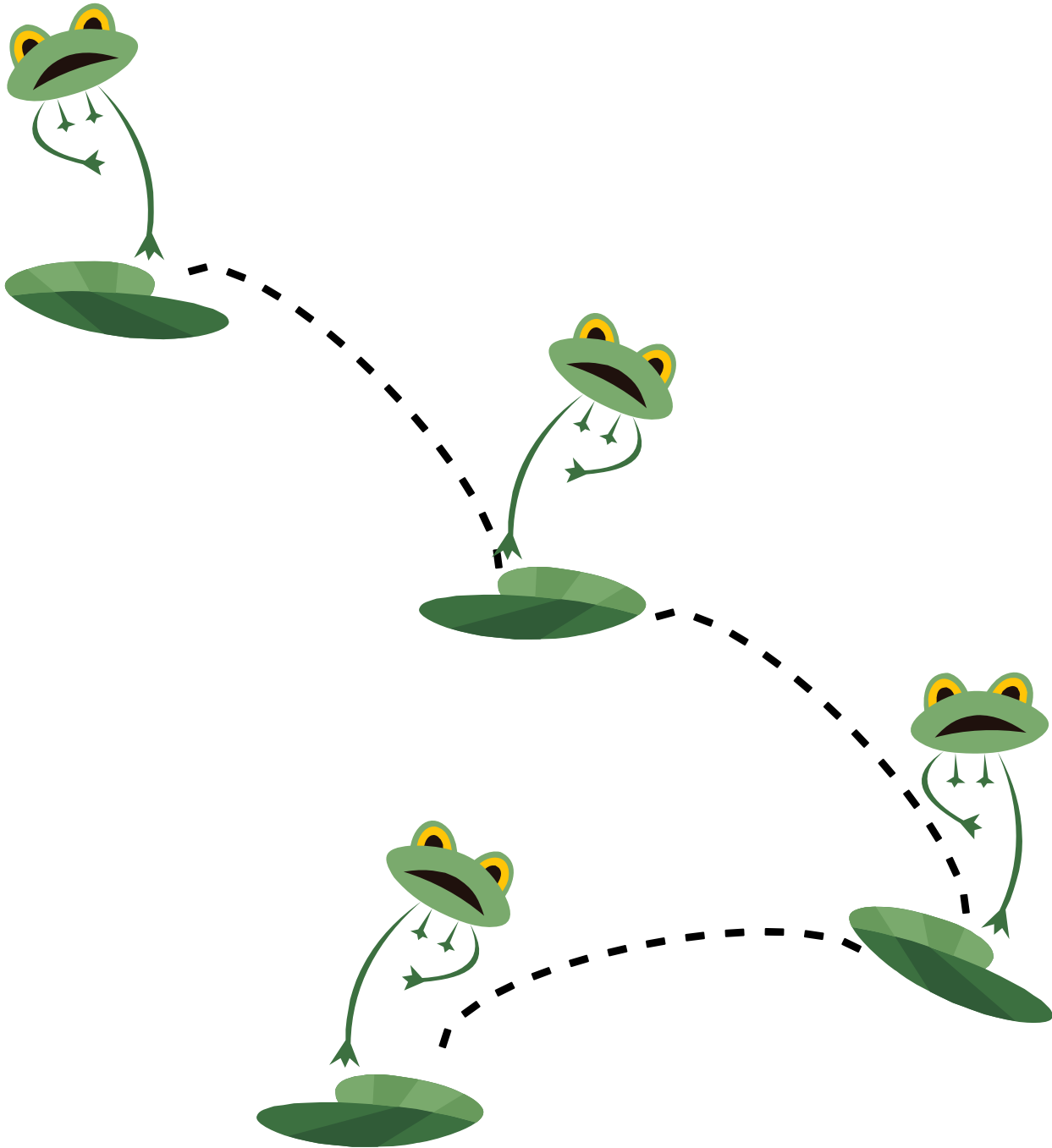
Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- segmenting words into syllables appropriately
- combining syllables to make two-syllable words.

Submitted by

Tara Huls, Program Specialist, Florida Department of Education, Office of Early Learning,
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For further information, please contact:

Florida Department of Education
Office of Early Learning
325 West Gaines Street, Suite 514
Tallahassee, FL 32399-0400
earlylearning@fldoe.org