

## One- and Two-Syllable Words

**Description** Children say a word, clap or tap a finger for each syllable and then identify the number of syllables in the word.

- You Need**
- ▶ Word Cards
  - ▶ Say and Sort Picture Cards
  - ▶ Say and Sort Sheet
  - ▶ One- and Two-Syllable Assessment–Individual Record form
  - ▶ Syllable Assessments–Class Record form

**Why Use It** These two assessments will give evidence as to whether children hear word parts and syllable breaks. Both tasks provide information as to whether children can hear and identify syllable breaks and say the number of syllables in each word. Use this information to form small groups of children who have difficulty hearing syllables and need more work. Task #1 is a simple clapping task. You can use the words suggested here or others that you add. Task #2 requires students to say and sort words by the number of syllables in the word.

**How to Use It** **Clap Syllables – Easy** Administer this test individually. Prepare a list of ten one- and two-syllable words, for example: *hot, absent, paper, went, pumpkin, run, monster, find, water* and *dream*. Be sure children have heard the words before and understand them. Ask children to clap the correct number of syllables. You can check whether each child's responses are accurate for each word.

**Say and Sort – More Challenging** Use the ten picture cards with one- and two-syllable words. Be sure children know the meaning of the words. Ask children to say each word and to sort them under the numerals (1 and 2). You can check whether each child's responses are accurate for each word. As an alternative, prepare a pencil-and-paper test in which children write the number of parts they hear next to each word.

- What to Notice**
- ▶ Number of words for which child can identify the correct number of syllables
  - ▶ Ability to identify one- and two-syllable words
  - ▶ Ability to represent sounds with letters
  - ▶ Ability to represent syllables