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Name of Activity:	<b>Duck Duck Goose</b>
Purpose:	Syllable segmentation
Grade Level:	Preschool and first grade
Seating Arrangement:	Complete circle on floor or chairs with sufficient room to run around the circle
Materials:	<ul style="list-style-type: none"><li>• <i>The Sounds Abound Program</i> pictures of multisyllabic words</li><li>• Round, colored labels beneath each picture to indicate the number of syllables</li></ul>
Source:	This activity is based on the game Duck Duck Goose.

### **Preparatory Activities**

1. Make sure children know how to play the regular Duck Duck Goose game.
2. Use the same preparation you used for the previous syllable segmentation activities.

### **Instructions**

- Tell students that you are going to play a game that is like Duck Duck Goose. Instead of talking much about it, model the game, using an example of a picture of a cupcake.

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- Show children the picture of the cupcake and have them clap as they say each of the syllables (*cup-cake*).
  - Model how to gently tap each child's head as you walk around the circle and say one syllable at a time: *cup, cake, cup, cake, cup, cake*. When you are ready for a child to begin running after you, say the entire word, *cupcake*. The child who was tapped last must quickly stand and try to catch you as she runs around the circle trying to reach her original spot before you do. Before each child takes her turn, have her segment the picture into syllables and blend the syllables into the word. If the student does not segment into the correct number of syllables, correct her immediately.

## Tips

1. Start with two-syllable words unless children have already mastered this level.
2. Choose a picture that matches the syllable segmentation ability level of the child who is "it." For example, for a child who has difficulty with syllable segmentation, choose a compound word such as *cowboy* and have the child first clap it for you and point to the syllable stickers as she says the syllables of the word. For children who have serious difficulty, have the entire class chant the syllable segmentation.
3. This activity lends itself to multiple ability levels. You can choose easier two-syllable compound words with a picture

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and labels as well as words with as many as four or five syllables, with or without pictures and labels.

4. Remind children to first do the complete segmentation and then say the entire word when they are choosing who will be “it” next.
5. To determine how long you will play, decide in advance how many pictures you will use.

### **Suggested Follow-Up Activities**

- Prepare four empty bins approximately 6”x8” wide for each group of three children and put numbers on them: 1, 2, 3, 4.
- On box 1, have a card with a picture of a cup. On box 2, have a picture of a pencil. On box 3, have a picture of a telephone. On box 4, have a picture of a helicopter.

Give each group of students old magazines with colorful pictures and a pair of scissors for each student. Ask students to find pictures of objects to match the syllable number on each box. Set a kitchen timer for five to fifteen minutes. Make sure each group has at least one student who has strong syllable segmentation skills. When the timer rings, set it again for another four minutes and have students check their boxes now as a committee to see if they put pictures in correctly.

- Combine pictures from each of the syllable groups. Divide your class into four groups and assign each group a number from one

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to four. Give each group pictures for one of the categories: one syllable, two syllables, three syllables, and four or more.

Give students glue and poster board and have them prepare a collage with their pictures. Use these for follow-up activities. (In the Appendix, we have included lists for animals, fruit, vegetables, and other foods according to the number of syllables in the words. Remember that this is an oral-language activity, and you will need to use pictures and not written words.)

### **Variation for Advanced Students**

Ask your more advanced students to do the segmentation of multisyllabic words without the dots and use abstract concepts for which there would be neither a picture nor dots, such as *wisdom*, *honesty*, and *intelligence*.

### **Individual Remediation Activities**

Use the same as the previous two activities, pages 52 and 55.