



Sounds of our language 2: syllables in our names



Lesson two of four lessons:

- Sounds of our language 1: letter of the week poster
- **Sounds of our language 2: syllables in our names**
- Sounds of our language 3: rhymes
- Sounds of our language 4: differences in our languages

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
✓			

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
	✓		✓				

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓		✓		

TOPIC INFORMATION

PURPOSE

To provide opportunities for students to divide their names into syllables, then to divide Aboriginal and Creole words into syllables once the skill is mastered in English.

STUDENT OUTCOMES

Early Childhood: English/Reading

- conventions – phonological awareness
- syllable awareness including identifying syllables within words (eg children's names).

Collect and organise data

- simple data collection – counting things or observing

Classify data by groups

- classifying items into categories including naming each group of items
- data can be represented in different ways





KEY BACKGROUND POINTS

In this activity, students divide all class members' names into syllables. This information may be graphed to show how many syllables each child has in their name.

Segmenting words into syllables is an important pre-literacy skill. Phonological awareness and syllable segmentation are fundamental aspects of literacy development.

Otitis Media has a large influence on Aboriginal students' ability to hear and tune into sounds and may make this task (syllabification) difficult for some students. For this reason it is important to work on oral and aural skills to improve Aboriginal children's ability to listen to the sounds in words and divide them into syllables. Using Aboriginal and Creole words to conclude these activities enables students to learn more about these languages, the pronunciation of words, and how these can be divided into syllables.

CULTURAL & PROTOCOL CONSIDERATIONS

Traditionally Aboriginal languages are segmented at a syllable level, and were not intended to be written down and therefore broken into individual sounds as in English. This needs to be taken into consideration when teaching phonological awareness tasks.

Always work with an AIEO or Aboriginal community members to ensure the activity is appropriate and contains local information.

RESOURCES

Medium	Author, producer, developer etc	Title	Source
package with book, cd, stickers	Department of Education and Training Western Australia	<i>Do you hear what I hear?</i> Living and learning with conductive hearing loss/ otitis media	DET: 92644733
book	Berry R & Hudson J (1997)	<i>Making the jump: a resource book for teachers of Aboriginal Students</i>	Kimberley region: Catholic Education Office

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- paper for graphing results – students
- four large pieces of card for charting number of syllables in children's names
- large different coloured marking pens for use on the charts
- one large chart for a class graph (optional – you may prefer to use the board)
- digital camera and printing equipment (optional).
- teacher-made picture frame (or you may use an empty picture frame)

LESSON STEPS

Preparation

- **Plan** your lesson with help of AIEO (or the Aboriginal Education team at your DEO) to ensure the activity is appropriate.
- **Prepare** four large pieces of card by writing one of these headings on each: 1 syllable; 2 syllables; 3 syllables; 4 syllables ... These are for children (or teacher) to write their names or paste their photos on the appropriate chart.
- **Make** a picture frame (from heavy card ... and you may choose to decorate it), big enough for students to hold in front of their face and the rest of the class can see the student's face as in a picture.
- **Take** photos of each child (optional, or see below)





Implementation

Whole class

- **Sit** in a circle with your class, ensuring all children can see you.
- **Talk** to your class about syllables – decide how to show syllables. For example: drum beats, claps, syllables ...
- **Demonstrate** clapping syllables for a variety of words. Ask children to join you.
- **Explain** that you can clap syllables for all words, including peoples' names.
- **Clap** your name with the class (you may wish to use your first name for this example).
- **Explain** that they are going to go around the circle and clap the syllables for each child's name, passing the picture frame around as they go to indicate whose turn it is. You may choose any object instead of a picture frame.
- **Tell** students to listen carefully because some people might have difficult names to clap so they have to do it together to help everyone. This will encourage all children to join in and have a go at clapping each child's name, not just their own.
- **Go** around the circle and clap the syllables for each child's name. To make it fun, encourage the children to sometimes hold their hands up high and clap, or to close their eyes and clap, to stand up and clap, or to put their hands behind their backs and clap.
- When all names have been clapped, ask children to put up their hand if they have one syllable in their name. Then ask people to put up their hands if they have two syllables ... then to take turns to write their names on the appropriate syllable-card (or see below).

For younger children:

- **Take** photos of each of the children and print these out (this should be done before the lesson).
- **Display** your syllable-cards and go over what the headings, showing the number of syllables, mean.
- **Let** each child come up to the front and put their photo on the card which shows how many syllables their name has.
- **Clap** the syllables together to make sure they counted right (encourage them to listen for the correct answer).

For older children:

- **Ask** each child to write a class list and enter the number of syllables in each name. You may wish to provide them with the class list first and they fill in the number of syllables.
- **Discuss** as a group how to show this information in a graph.
- **Draw** a big graph on some cardboard (or board), showing number of claps on the horizontal axis, and space for children to write names on the vertical axis.
- **Encourage** each student to come up and write their name on the vertical axis of the graph and enter a cross to show the number of syllables in their name. They may need to colour in a box on the graph, or draw a cross, depending on which type of graph you use.

After these tasks, encourage students to think of other words they know that have a specific number of syllables. For example, 'We only had one person with four claps in their name, can you think of any more words that have four claps?' Encourage students to think of other people's names, names of towns and communities or animal names. These words

can be added to the graph, or otherwise write a list to put under the graph. Write any Standard Australian English words in blue, and any Aboriginal or Creole names in red to differentiate between the two.

ASSESSMENT

Observe the participation of the students during the activity. Can they accurately clap and count the correct number of syllables? If not, help them to 'clap out' the correct syllables by modelling the task in front of them.

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