

SYLLABLE SORT

Clap It and Count It – Cut and Paste, 3 Levels

26
PAGES





Five skills, one syllable job each. Every skill is a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

1 Read the plan page cold if you have to

The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written — a substitute or a paraprofessional who has never seen the lesson can pick it up and run it. The stage directions in the lighter type are for you, not for the class.

2 Pick a level per student, not per class

Level 1 is the fewest pictures, a tinted box showing exactly where a piece goes, and no spare piece. Level 2 adds a picture and one extra piece. Level 3 takes the tint away, doubles the field and keeps the piece count exact. Nobody's page says which level it is: the three dots on the name line are the only code, and they are for you.

3 Four of the five skills print no word at all

On the clapping pages and on the sorting pages no word is printed next to any picture: the picture is the prompt and the number of beats is the answer. The only print a student meets there is the numbers themselves — the choices on the roof sign, the number on each card to cut, and the 1 CLAP, 2 CLAPS and 3 CLAPS labels over the sorting houses, which say what the numeral already says. That is the whole point — a student who cannot yet read a word can do every one of these pages from the picture and the numeral alone. Read It and Clap It is the one skill that prints the word, and it prints it whole.

4 Say the picture out loud before anything is cut

A student who names the picture silently and then glues is doing a matching task. Naming it out loud and clapping it is the part you can hear, correct and take data on, and it is the reason the direction line on every page starts with Clap or Say.

5 Write the data on the plan page

The data box sits at the bottom of every plan page rather than on a separate sheet, because a separate sheet does not get filled in.

If you only do one thing

Clap the student's own name first, every session, before the page comes out. It is the one word every student already owns, it takes four seconds, and it turns an abstract instruction into something they have already done correctly once today.





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture of a common object with no word printed beside it, the student will clap the word and glue the number card that matches how many syllables it has, choosing between one clap and two claps, with 80% accuracy across 3 sessions.

You need: the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“Every word is made of beats, and you can hear them with your hands. Watch. Dog. One clap. Bas-ket. Two claps.”

Clap once on dog, then twice on basket, slowly, with your hands high enough for the group to see.

“Say it with me and clap with me: dog. Bas-ket. Dog. Bas-ket.”

“Today every picture on your page is a one-clap word or a two-clap word. Nothing else.”

“No word is written on your page — only the numbers, on the roof and on your cards. The picture tells you the word, your hands tell you the beats, and the number you glue tells me you heard them.”

Read the direction line once, then let them work.

THE THREE LEVELS



Three pictures, three cards, and the box is tinted so there is no question where a piece goes. Nothing spare — but both numbers are on the strip, because choosing between them IS the skill.



Four pictures, no tint, five cards, one spare. The spare is a second copy of a number already in play, so a student who counts the pieces instead of clapping gets the page wrong.



Six pictures, no tint and no spare — six cards for six boxes. Both numbers are answers three times over, so neither number is the safe guess.

IF A STUDENT IS STUCK

- If a student claps on every sound instead of every beat — c-a-t is what they were taught to do last month — put your hand under their chin: the chin drops once for cat and twice for bas-ket.
- If a student glues a piece into every box without clapping — using the pieces up rather than listening — cover the strip with your hand and ask for the word out loud, clapped, before a card is touched.
- If a student names a picture with a longer word than the one you expect — a nickname, or a longer name for the same thing — give them the word you want, clap it together, and then ask for the number; naming is not what this page is measuring.

TRY IT IN THE ROOM TODAY

Clap the lunch menu on the way out of the door. Say each food, clap it, and hold up fingers for the beats.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY



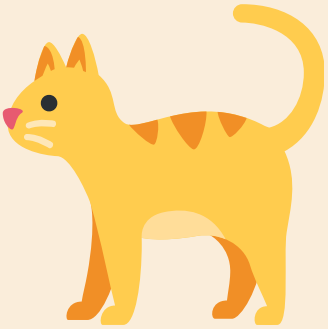
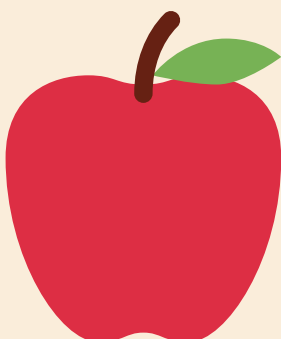


NAME

DATE



Clap the picture. Glue the number of claps you hear.

1 2	
1 	
2 	
3 	

✂ CUT OUT THE
THREE NUMBER
CARDS

2

1

1



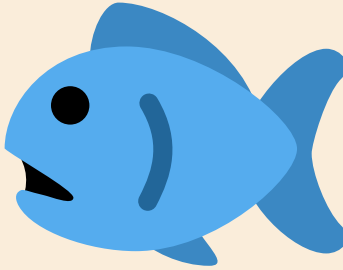


NAME

DATE



Clap each picture. Glue the number of claps you hear.

1 2			
1 		2 	
3 		4 	

 CUT OUT THE FIVE NUMBER CARDS — ONE IS LEFT OVER



NAME

DATE



Clap each picture. Cut and glue the number of claps.

1 2	
1	
2	
3	
4	
5	
6	



CUT OUT
THE SIX
NUMBER
CARDS

1

2

2

1

2

1



NAME

DATE



Say the word. Clap it. Glue the number of claps under it.

1 2 3		
		
sock	pumpkin	envelope
		

✂ CUT OUT THE THREE NUMBER CARDS



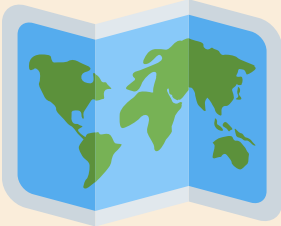


NAME _____

DATE _____



Say each word and clap it. Glue the number of claps under it.

1	2	3
		
map	envelope	
		
		
dish	lollipop	
		

FIVE,
LEFT
OVER

3

1

2

3

1



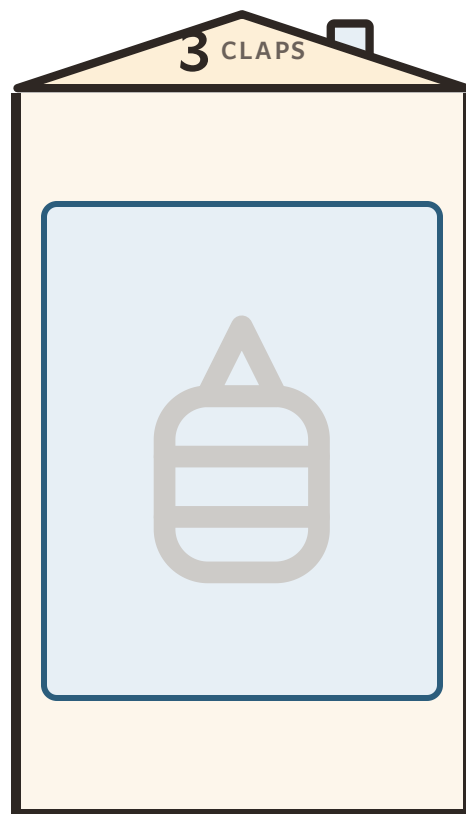
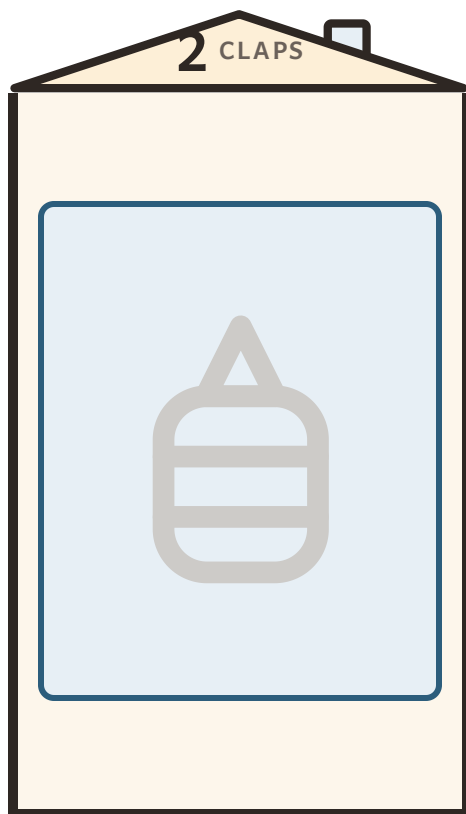
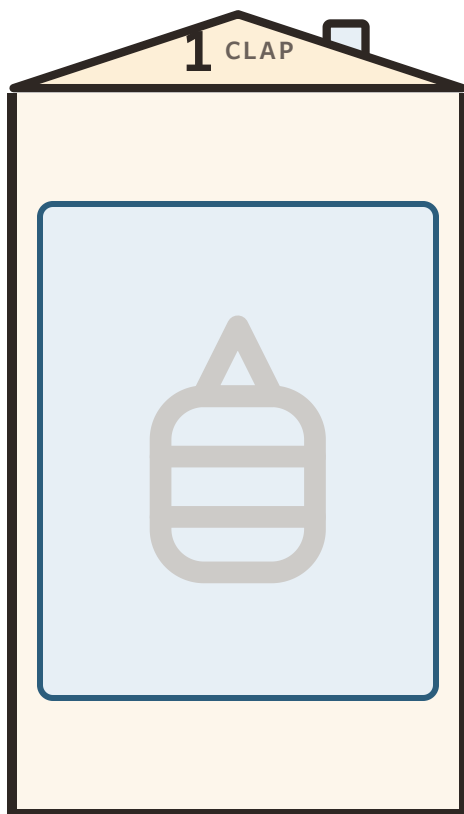


NAME

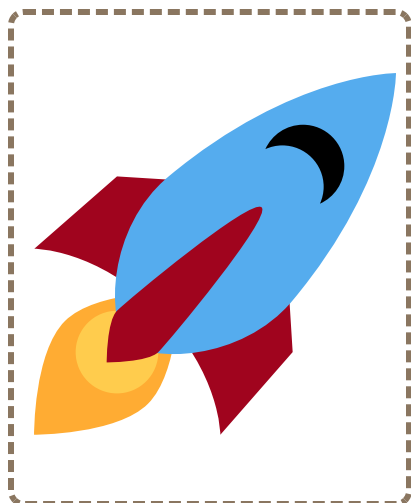
DATE



Cut out the pictures. Clap each picture and glue it in the house for that many claps.



CUT OUT THE THREE PICTURES





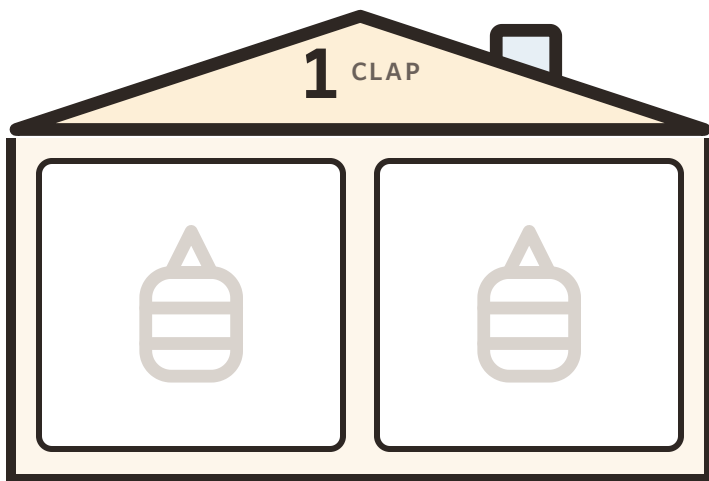
NAME

DATE

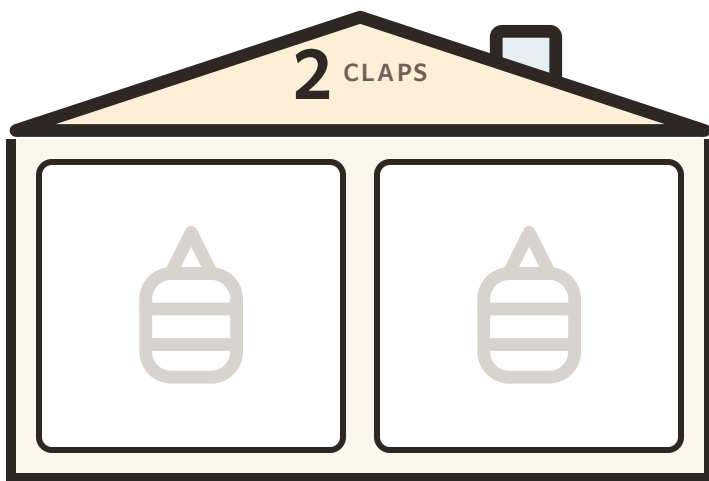


Clap each picture. Sort all six cards into the three houses.

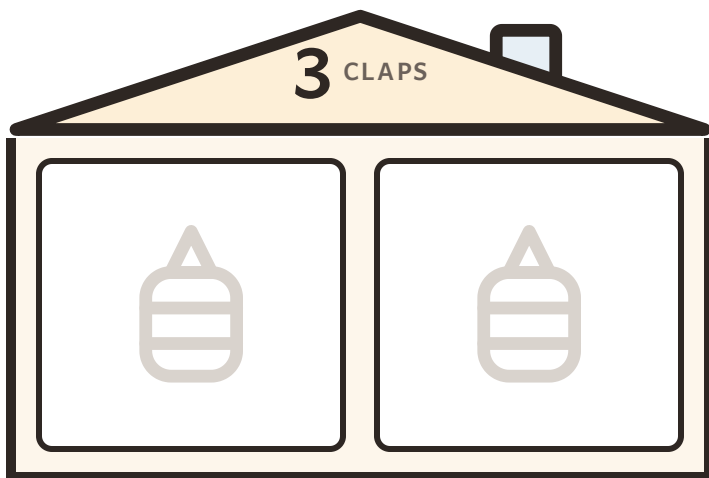
1 CLAP



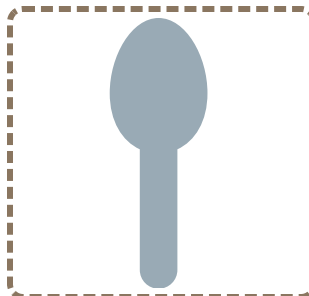
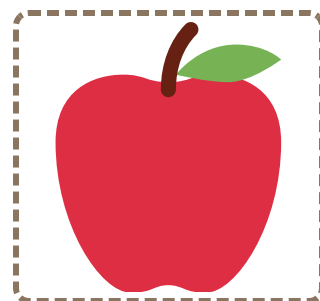
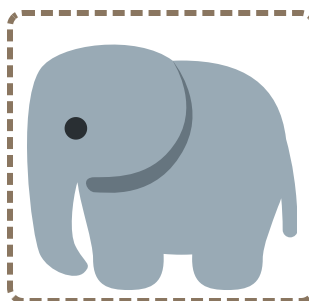
2 CLAPS



3 CLAPS



CUT OUT THE SIX PICTURES



ANSWER KEY – THE CLAPPING PAGES



Each item is listed as the picture and the number that belongs in its box, in the order the pictures appear on the page, top to bottom and left to right. Every answer was recomputed from the same data that draws the page, not typed in by hand.

One Clap or Two

Level 1 cat – 1 apple – 2 key – 1

Level 2 carrot – 2 fish – 1 spider – 2 truck – 1 (left over: 1)

Level 3 pencil – 2 star – 1 owl – 1 balloon – 2 tree – 1 snowman – 2

Two Claps or Three

Level 1 rocket – 2 umbrella – 3 carrot – 2

Level 2 pineapple – 3 window – 2 butterfly – 3 turkey – 2 (left over: 3)

Level 3 guitar – 2 octopus – 3 umbrella – 3 feather – 2 butterfly – 3 mushroom – 2

One, Two or Three Claps

Level 1 bee – 1 elephant – 3 candy – 2

Level 2 umbrella – 3 goat – 1 mailbox – 2 snail – 1 (left over: 1)

Level 3 snowflake – 2 kite – 1 butterfly – 3 ruler – 2 pineapple – 3 shark – 1

Why both numbers are on every strip

A Level 1 page in this pack still makes the student choose. There is no errorless version of counting beats — a strip of identical pieces would be a page with the skill taken out of it — so Level 1 scaffolds everything else instead: the fewest pictures, a tinted box showing where the piece goes, and no spare piece to account for.



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