

Clap and Blend

Students count syllables, then blend spoken syllable parts into words.

KRF2.b "Blend and segment syllables in spoken words."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CLAP PARTS

a	●	● ●	● ● ●
b	● ● ●	●	● ●
c	● ●	● ● ●	●

2 BLEND WORDS

cup-cake	•	•	pencil
but-ter-fly	•	•	cupcake
pen-cil	•	•	butterfly

HOW TO RUN THIS PAGE

Read each prompt aloud and have students say the word before they mark the page. Students show syllable segmentation by choosing a dot group, then show blending by connecting spoken parts to the whole word. You may model with win-dow before beginning.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • CLAP PARTS

SAY “Say each word with me and clap once for each part you hear. Listen to the question in each row, then circle the dots that show the number of parts.”

ROW	SAY	STUDENTS CIRCLE
a	Say rainbow slowly and clap its parts. Which dots show how many parts you hear?	2 dots
b	Say banana slowly and clap its parts. Which dots show how many parts you hear?	3 dots
c	Say fish slowly and clap its parts. Which dots show how many parts you hear?	1 dots

PART 2 • BLEND WORDS

SAY “Listen while I read the words on the right: cupcake, pencil, butterfly. I will point to each word part on the left and say its parts slowly. Blend the parts in your mouth, then draw a line to the word you hear.”

- **cup-cake** matches **cupcake**
- **but-ter-fly** matches **butterfly**
- **pen-cil** matches **pencil**

WHAT TO ACCEPT

Circle 2 dots for rainbow, 3 dots for banana, and 1 dot for fish. Lines should connect cup-cake to cupcake, but-ter-fly to butterfly, and pen-cil to pencil.