

Musical Moments: Name Clap Game

Wincey Terry-Bryant, Wolf Trap Master Teaching Artist

*In this short video, **Wolf Trap Master Teaching Artist Wincey Terry-Bryant** explores **syllables in names** through **rhythmic clapping and drumming**, demonstrating an **arts-integrated approach** to **literacy** and **math**. Using instruments and a visual chart, Ms. Wincey taps into children's **love of music** while supporting **phonological awareness, categorization, and comparison skills**.*

This experience is designed to provide educators with an opportunity to:

- Support early literacy and math skills by using rhythm and syllable segmentation through music and name play.
- Engage children in active learning with interactive chants, claps, and instruments to build phonological awareness.
- Combine math and literacy by connecting syllable counting with charting and number recognition.
- Foster participation and confidence through name-based activities that celebrate each child.

Target Age: Pre-K, ages 3 to 5

Key Vocabulary: syllable, prove, snap, clap, stomp, prediction, more/less, compare, column, under

***Connections to Early Childhood Learning Goals**

- **Language and Literacy:** Child understands and builds vocabulary. Child demonstrates awareness that spoken language is composed of smaller segments of sound, distinguishing claps as a syllable in each name.
- **Cognitive Development:** Child uses instruments or movement to represent ideas.
- **STEM/Mathematics: Counting and Cardinality:** Child uses number names to count in sequence and pairs one number with one object. Child compares groups (number of syllables, number of names in each syllable category) using more/less.
- **STEM/Mathematics: Algebraic Thinking:** Child identifies and extends simple rhythmic patterns using numbers, movements, and instruments.
- **STEM/Mathematics: Compare and Categorize:** Child categorizes names and groups of names based on attributes such as number of syllables and number of names in each syllable category.
- **Motor Development:** Child develops large/small muscles, movement, and coordination.



Concepts Highlighted in this Experience

- **Music:** Children will explore steady beat using natural (voice, hands, fingers) and physical instruments (drum) to represent and count syllables.



Extending the Experience

- Invite children to make predictions about the number of syllables in each name and ask probing questions: *Do you think "Epiphany" will be longer or shorter than "Jake?"*

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- Teacher and/or child can prove predictions by using fingers to count the number of syllables in each name as the group marks syllables using body percussion or an instrument.
- Assign partners and pass out rhythm sticks. Performer 1 plays their name with rhythm sticks while Performer 2 uses their fingers to count the taps or syllables.
- Interact with the Syllable Name Chart for more math connections: *How many names have 3 syllables? Which syllable group has more names: 1 syllable or 2 syllables?*
- Create charts with vocabulary words from a story you read or another content area.

Getting Ready to Try this Experience with my Classroom or Group

- Is there anything I need to do to prepare children and adults for this experience?
- Where could I do this experience? Do I need to make adjustments to my space to make it successful?
- Do I need to have any special materials?
- When would this experience work best for my class or group?

Reflections for Inclusive Practice

- Do I need to adjust this experience for the mobility, sensory, or processing needs of children or adults in my class or group?
- Would I want to change the content or context of this experience to make it more relevant or accessible to the children and adults I work with?
- How can I implement this experience in a way that considers the language needs of the children and adults I am working with?

Resources

Head Start Early Learning Outcomes Framework

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

District of Columbia Early Learning Standards

<https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/2019%20District%20of%20Columbia%20Early%20Learning%20Standards.%203.17.20.pdf>

Notes from the Teaching Artist:

Wincey Terry-Bryant: “Music is inherently mathematical, and I believe everyone is born with an innate love of some form of music. Because the arts offer multi-sensory opportunities for children to experience the symmetry in math and music through patterns, rhythms, counting, etc. sonically, kinesthetically, and visually, joyful, and engaging music activities give students an early awareness and access to math.”

Wincey Terry-Bryant is a New Jersey-based music artist and Wolf Trap Master Teaching Artist.