



Objective

The student will segment syllables in words.

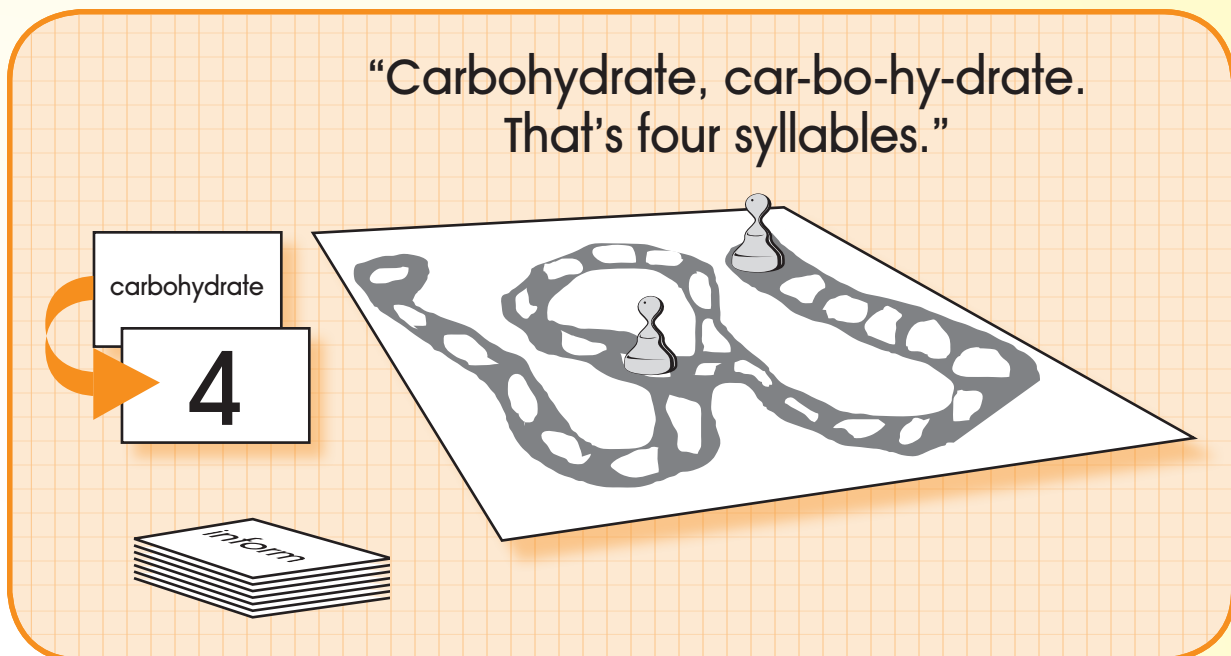
Materials

- ▶ Syllable game board (Activity Master AP.008.AM1a - AP.008.AM1b)
- ▶ Word cards (Activity Master AP.008.AM2a - AP.008.AM2d)
Write the number of syllables on the back of the word cards. Optional: Provide students with a dictionary that shows syllable breaks.
- ▶ Game pieces (e.g., counters)

Activity

Students count syllables in words by playing a game.

1. Place game board on a flat surface and word cards face up in a stack.
2. Students place game pieces at START on the game board.
3. Taking turns, students pick the top card and read the word (e.g., carbohydrate).
4. Say the word again segmenting it by syllables (i.e., car-bo-hy-drate). Count and state the number of syllables (i.e., four syllables).
5. Check the back of the card for the number of syllables. If correct, move game piece to the next space with the corresponding number. If incorrect, leave game piece where it is and next student takes turn. Word card is placed at the bottom of the stack.
6. Continue until all students reach the END of the game board.
7. Peer evaluation



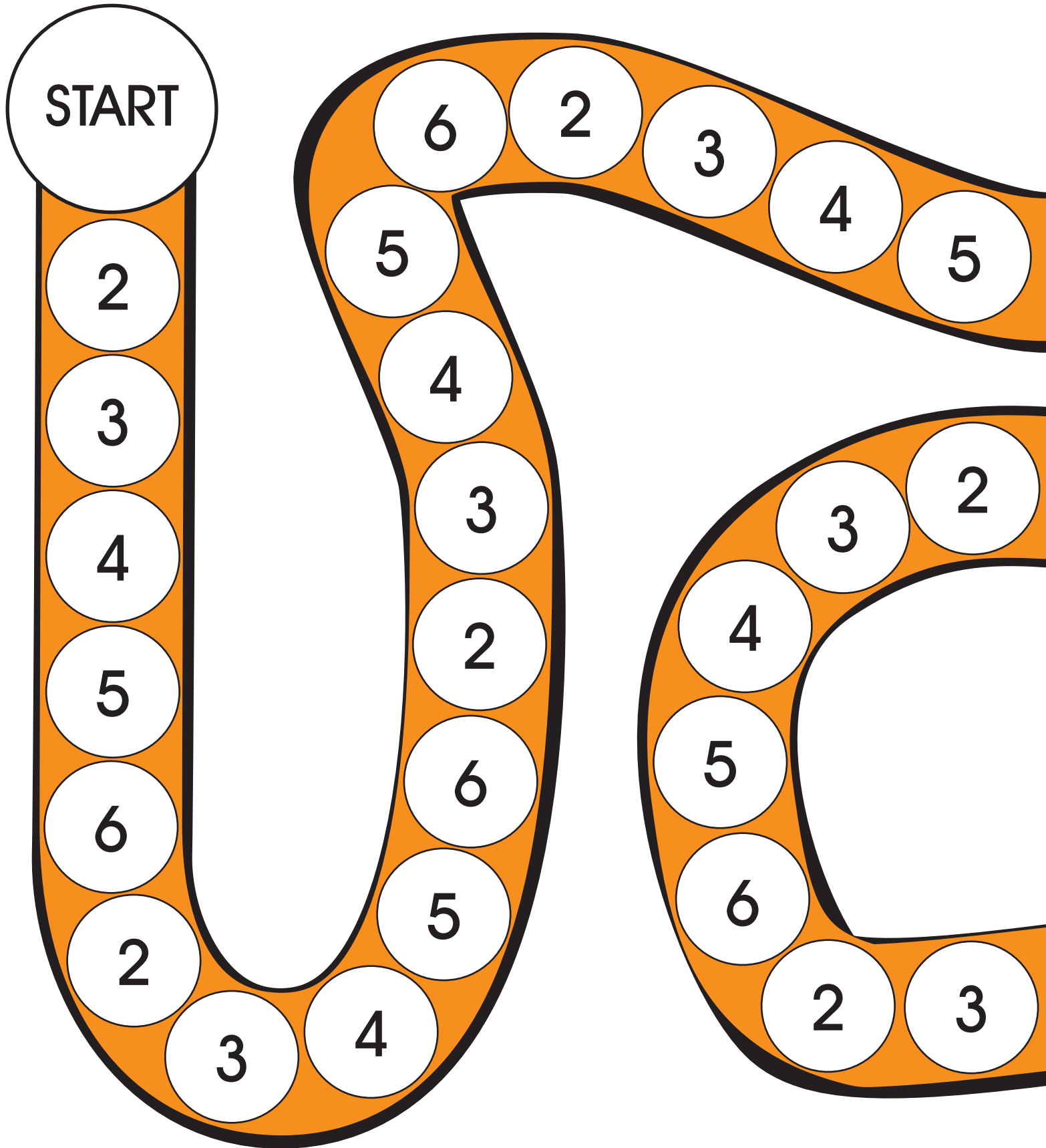
Extensions and Adaptations

- ▶ Make other word cards to use in game (Activity Master AP.003.AM3).
- ▶ Use other game board (Activity Master AP.007.AM1a - AP.007.AM1b). Read the words from the activity (or make others), count syllables, move game piece corresponding number of spaces.
- ▶ Sort target words by number of syllables.

Advanced Phonics

Syllable Game

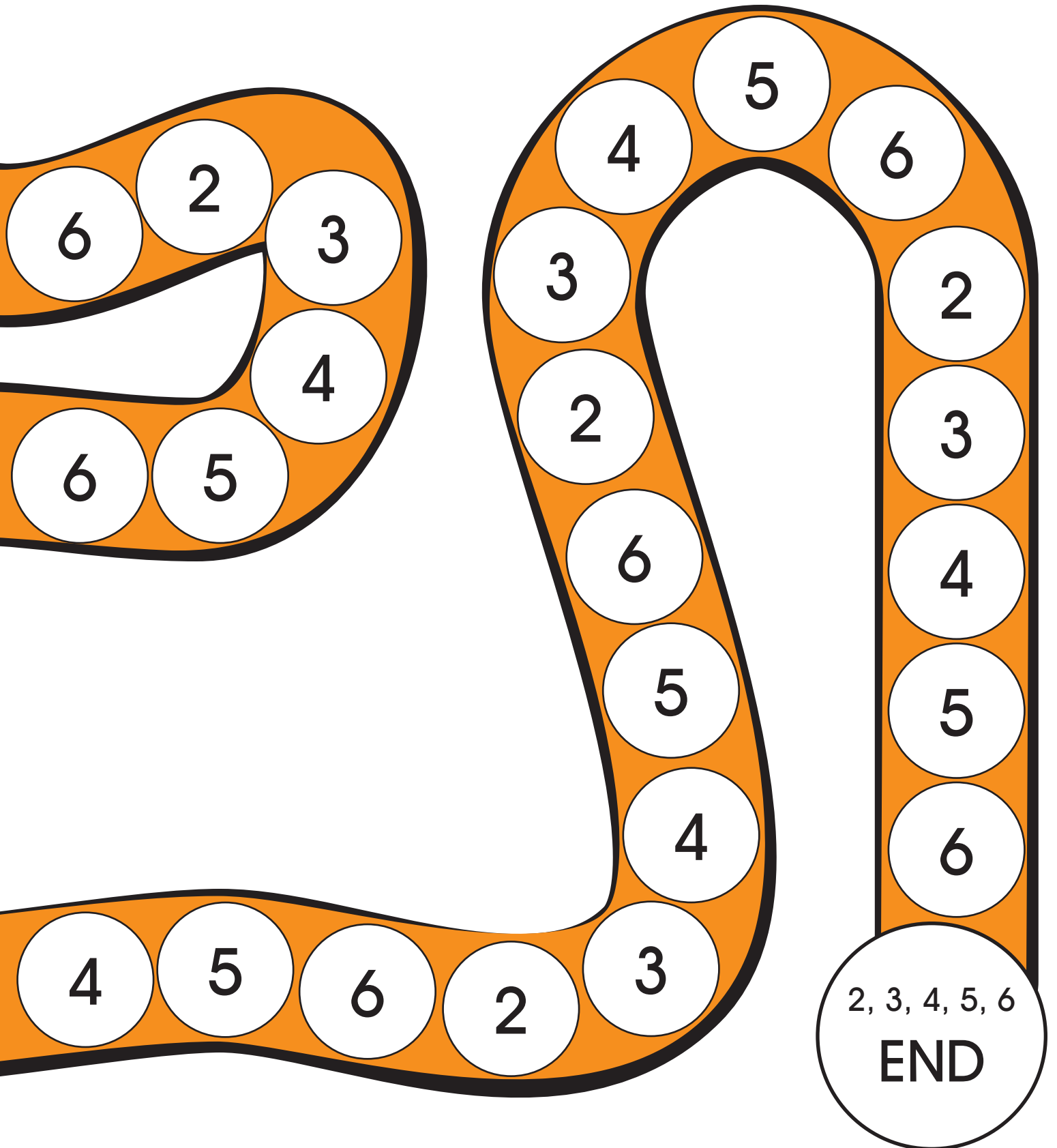
AP.008.AM1a



Advanced Phonics

AP.008.AM1b

Syllable Game



Advanced Phonics

Syllable Game

AP.008.AM2a

dolphin

employ

fragment

inform

encyclopedia

unsatisfactory

autobiography

unimaginable

word cards - two and six syllable words



Advanced Phonics

AP.008.AM2b

Syllable Game

committee

headquarters

festival

percussion

advertise

distinguish

foundation

livelihood

word cards - three syllable words



Advanced Phonics

Syllable Game

AP.008.AM2c

emergency

constellation

immediate

occupation

administer

locomotive

binoculars

catastrophe

word cards - four syllable words



Advanced Phonics

AP.008.AM2d

Syllable Game

denomination

precipitation

quadrilateral

vocabulary

hydroelectric

intermediate

perpendicular

supernatural

word cards - five syllable words



Advanced Phonics



Syllable Patterns

AP.009

Syllable Score

Objective

The student will segment syllables in words.

Materials

- ▶ Word cards (Activity Master AP.009.AM1a - AP.009.AM1b)
Write word segmented into syllables on the back of the word cards (e.g., har-mon-i-ca).
Optional: Provide students with a dictionary that shows syllable breaks.
- ▶ Student sheet (Activity Master AP.009.SS1)
- ▶ Pencils

Activity

Students segment words and record the number of syllables.

1. Place the word cards face up in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack, read it, and say the syllables aloud.
3. Check the back of the card for syllable segmentation. If incorrect, say the syllables correctly.
4. Record word and number of syllables on the student sheet. Use hyphens to indicate syllables (e.g., har-mon-i-ca).
5. Continue until all words and number of syllables are recorded. Write total number of syllables.
6. Peer evaluation

The illustration shows the materials for the activity. On the left, a word card for "harmonica" is shown with an arrow pointing to a card with "har-mon-i-ca" written on it, demonstrating syllable segmentation. Below this is a stack of cards labeled "character". On the right, a student sheet (AP.009.SS1) is shown with a table for recording words and syllable counts. The word "af-ter-ward" is written in the first row, and the number "3" is circled in the "Syllables" column. A yellow pencil is shown writing on the sheet.



















Extensions and Adaptations

- ▶ Write other words attempting to increase total number of syllables using student sheet.
- ▶ Make other word cards (Activity Master AP.009.AM2).
- ▶ Sort and write target words by the number of syllables (Activity Master AP.009.SS2).
- ▶ Segment words into syllables and record in boxes (Activity Masters AP.009.SS3, AP.009.SS4).

Advanced Phonics

AP.009.AM1a

Syllable Score

 temper  	 precious  
 character  	 synthesis  
 percussion  	 afterward  
 dynamite  	 harmonica  
 invisible  	 particular  

word cards - answers: tem-per, pre-cious, char-ac-ter, syn-the-sis, per-cus-sion, af-ter-ward,
dy-na-mite, har-mon-i-ca, in-vis-i-ble, par-tic-u-lar



Advanced Phonics

Syllable Score

AP.009.AM1b



automatic



democracy



individual



planetarium



antibiotics



university



representative



veterinarian



incomprehensible



agriculture

word cards - answers: au-to-mat-ic, de-moc-ra-cy, in-di-vid-u-al, plan-e-tar-i-um, an-ti-bi-ot-ics,
u-ni-ver-si-ty, rep-re-sen-ta-tive, vet-er-i-nar-i-an, in-com-pre-hen-si-ble, ag-ri-cul-ture



Advanced Phonics

Syllable Score

AP.009.AM2

blank word cards



Name _____

AP.009.SS2

Syllable Score

1

1. _____

2. _____

3. _____

4. _____

5. _____

2

1. _____

2. _____

3. _____

4. _____

5. _____

3

1. _____

2. _____

3. _____

4. _____

5. _____

4

1. _____

2. _____

3. _____

4. _____

5. _____

5

1. _____

2. _____

3. _____

4. _____

5. _____

6

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Syllable Score

AP.009.SS3

cooperate

co

op

er

ate

cottonwood

bibliography

obstacle

geography

permission

administration

exercise



Syllable Sort

Objective

The student will identify syllables in words.

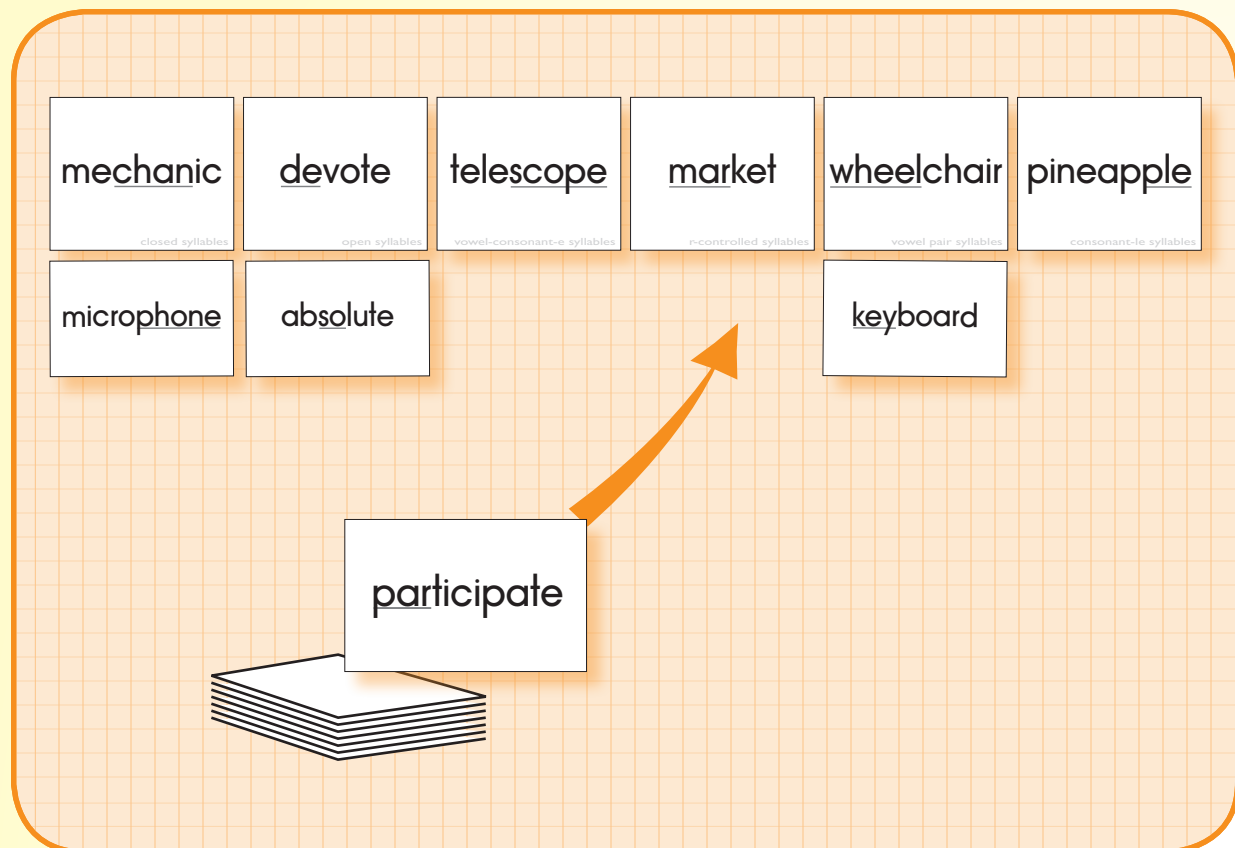
Materials

- ▶ Header cards (Activity Master AP.010.AM1)
Syllable type is underlined.
- ▶ Word cards (Activity Master AP.010.AM2a - AP.010.AM2c)

Activity

Students sort words by syllable types.

1. Place header cards face up in a row. Place the word cards face down in a stack.
2. Taking turns, students select a card from the stack, read the word, note the underlined syllable, and identify what type it is (e.g., “participate, r-controlled syllable”).
3. Place in column under corresponding header card (i.e., market).
4. Point to and read words in entire column starting with header card.
5. Continue until all cards are sorted.
6. Peer evaluation



<u>mechanic</u> <small>closed syllables</small>	<u>devote</u> <small>open syllables</small>	<u>telescope</u> <small>vowel-consonant-e syllables</small>	<u>market</u> <small>r-controlled syllables</small>	<u>wheelchair</u> <small>vowel pair syllables</small>	<u>pineapple</u> <small>consonant-le syllables</small>
<u>microphone</u>	<u>absolute</u>			<u>keyboard</u>	

participate

Extensions and Adaptations

- ▶ Record the sorted words and underline the target syllables on the student sheet (Activity Master AP.010.SS). Add more words.
- ▶ Make other word cards (Activity Master AP.003.AM3) and sort using the headers.
- ▶ Identify and highlight target syllables in a passage.

Advanced Phonics

AP.010.AMI

Syllable Sort

mechanic

closed syllables

devote

open syllables

telescope

vowel-consonant-e syllables

market

r-controlled syllables

wheelchair

vowel pair syllables

pineapple

consonant-le syllables

header cards



Advanced Phonics

Syllable Sort

AP.010.AM2a

calendar

intelligent

magnificent

chemical

detergent

absolute

imitation

identity

word cards – closed syllables - calendar, intelligent, magnificent, chemical
open syllables - detergent, absolute, imitation, identity



Advanced Phonics

AP.010.AM2b

Syllable Sort

penetrate

trademark

microphone

limelight

freeway

keyboard

entertain

disagreed

word cards – vowel-consonant-e syllables - penetrate, trademark, microphone, limelight
vowel pair syllables - freeway, keyboard, entertain, disagreed



Advanced Phonics

Syllable Sort

AP.010.AM2c

participate

passenger

landmark

intersect

rattlesnake

quadrple

resemble

motorcycle

word cards – r-controlled syllables - participate, passenger, landmark, intersect
consonant-le syllables - rattlesnake, quadrple, resemble, motorcycle



Name _____

AP.010.SS

Syllable Sort

closed
syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

open syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

vowel-consonant-e
syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

vowel pair
syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

r-controlled
syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

consonant-le
syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Syllable Swap

Objective

The student will identify syllables in words.

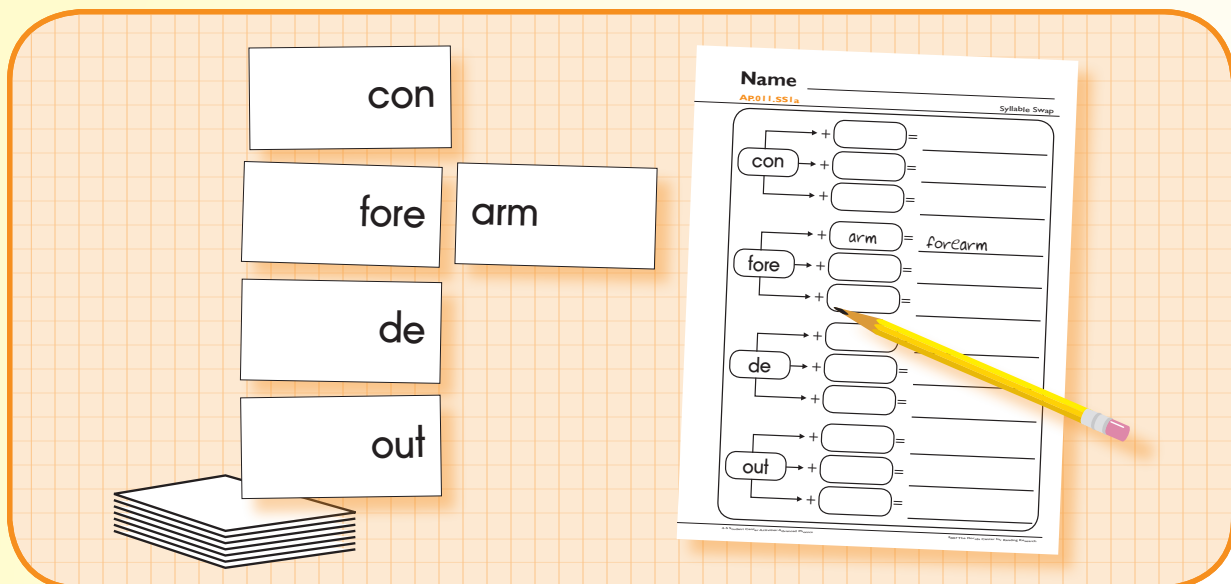
Materials

- ▶ Initial syllable cards (Activity Master AP.011.AM1)
- ▶ Final syllable cards (Activity Master AP.011.AM2a - AP.011.AM2c)
- ▶ Student sheets (Activity Master AP.011.SS1a - AP.011.SS1b)
- ▶ Pencils

Activity

Students make three words using the same initial syllable.

1. Spread the initial syllable cards face up. Place the final syllable cards face down in a stack. Provide each student with a different student sheet. Students pick up the initial syllable cards that match the initial syllables on their student sheet.
2. Taking turns, students select the top card on the stack and say the final syllable part.
3. Match it to each initial syllable card saying initial syllable first, followed by the final syllable on the card. Do this until the two combined form a word or no word is formed.
4. If word is formed, place final syllable with the initial syllable. Read the word.
5. If no word is formed, place final syllable card on bottom of stack. Note: There will be three words formed with each initial syllable card.
6. Continue until all cards are placed.
7. Record the final syllable and word next to the corresponding initial syllables on the student sheet.
8. Teacher evaluation



Extensions and Adaptations

- ▶ Make other initial and final syllable cards (Activity Master AP.009.AM2).
- ▶ Use final syllables to make words using multiple initial syllables (Activity Master AP.011.SS2).
- ▶ Use other initial and final syllables (Activity Masters AP.011.SS3 and AP.011.SS4).

Advanced Phonics

AP.011.AMI

Syllable Swap

con

de

ex

fore

pro

can

com

out

initial syllable cards



Advanced Phonics

Syllable Swap

AP.011.AM2a

cert

vince

trol

ny

stroy

pend

pect

haust

ist

head

final syllables – answers: concert, convince, control, deny, destroy,
depend, expect, exhaust, exist, forehead



Advanced Phonics

AP.011.AM2b

Syllable Swap

arm

word

gram

ton

trude

cel

teen

vas

plex

pete

final syllables – answers: forearm, foreword, program, proton, protrude,
cancel, canteen, canvas, complex, compete



Advanced Phonics

Syllable Swap

AP.011.AM2c

bat

come

law

line

final syllables – answers: combat, outcome, outlaw, outline



Name _____

AP.011.SSI.a

Syllable Swap

con + = _____
con + = _____
con + = _____

fore + = _____
fore + = _____
fore + = _____

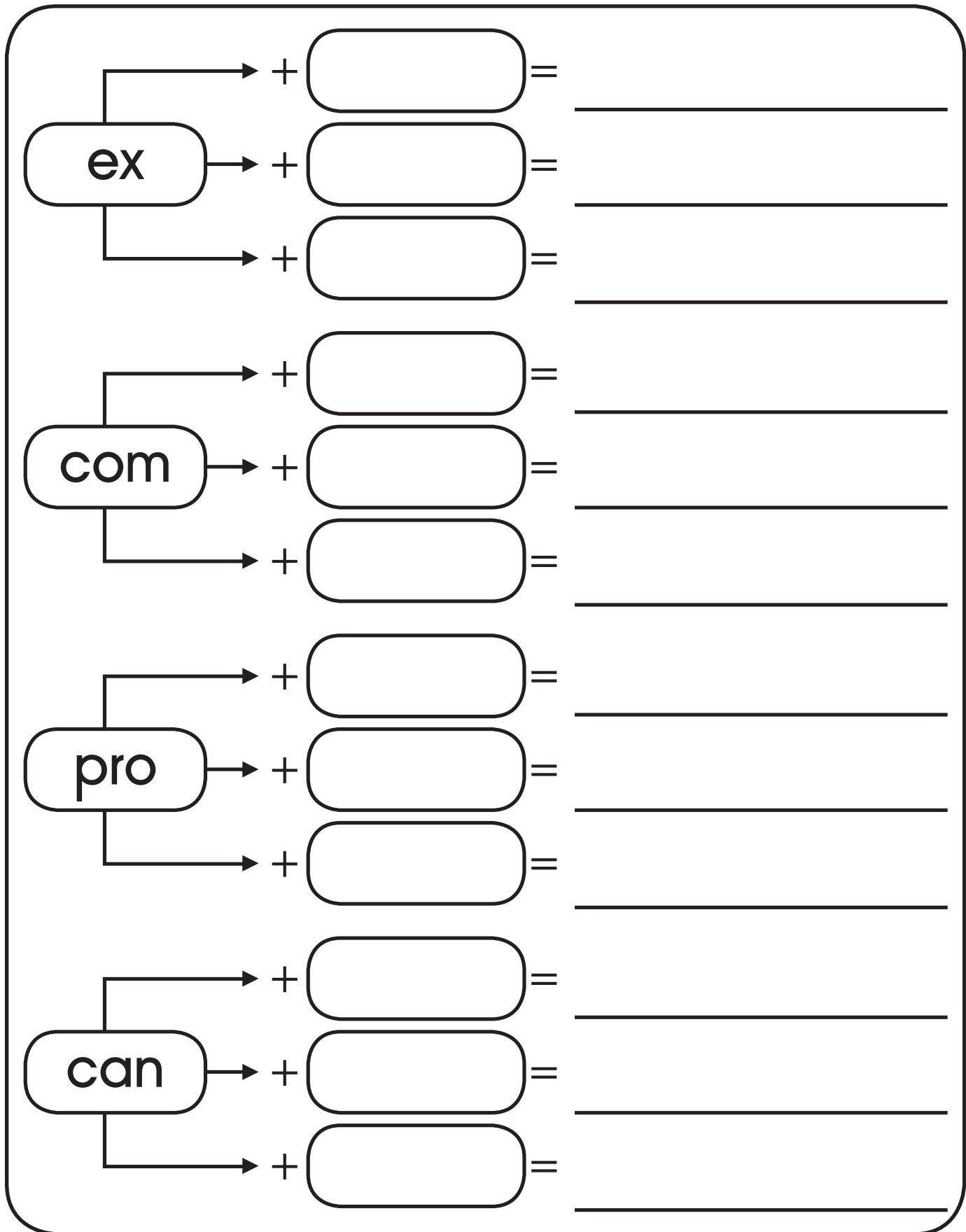
de + = _____
de + = _____
de + = _____

out + = _____
out + = _____
out + = _____

Name _____

Syllable Swap

AP.011.SS1b



A grid for syllable swap activities. It is divided into four sections, each with a syllable in a rounded rectangle on the left. Arrows point from the syllable to three empty rounded rectangles, each followed by a plus sign and an equals sign. To the right of each row of three boxes is a horizontal line for writing.

- ex** section: Three empty boxes with plus signs and equals signs, followed by a line.
- com** section: Three empty boxes with plus signs and equals signs, followed by a line.
- pro** section: Three empty boxes with plus signs and equals signs, followed by a line.
- can** section: Three empty boxes with plus signs and equals signs, followed by a line.

Name _____

AP.01 I.SS2

Syllable Swap

boun
ca
con
drib

du
im
man
ob

post
re
trea
tum

[] +

[] +

[] +

[] +

[] +

[] +

[] +

[] +

[] +

[] +

[] +

[] +

serve

ble

ty

age

=

=

=

=

=

=

=

=

=

=

=

=

Name _____

Syllable Swap

AP.011.SS3

The worksheet contains four identical sets of syllable swap exercises. Each set consists of a starting syllable box on the left, followed by three empty syllable boxes. Arrows indicate the swap of syllables between the starting box and the empty boxes. To the right of each empty box is an equals sign and a horizontal line for the student to write the resulting syllable.

Name _____

AP.01 I.SS4

Syllable Swap

Blank rounded rectangular boxes for syllables, arranged in four groups of three boxes each. Each group is connected by a bracket to a larger rounded rectangular box. To the right of each larger box are two horizontal lines for writing.



Syllable Map-It

Objective

The student will match phonemes to graphemes and identify syllables in words.

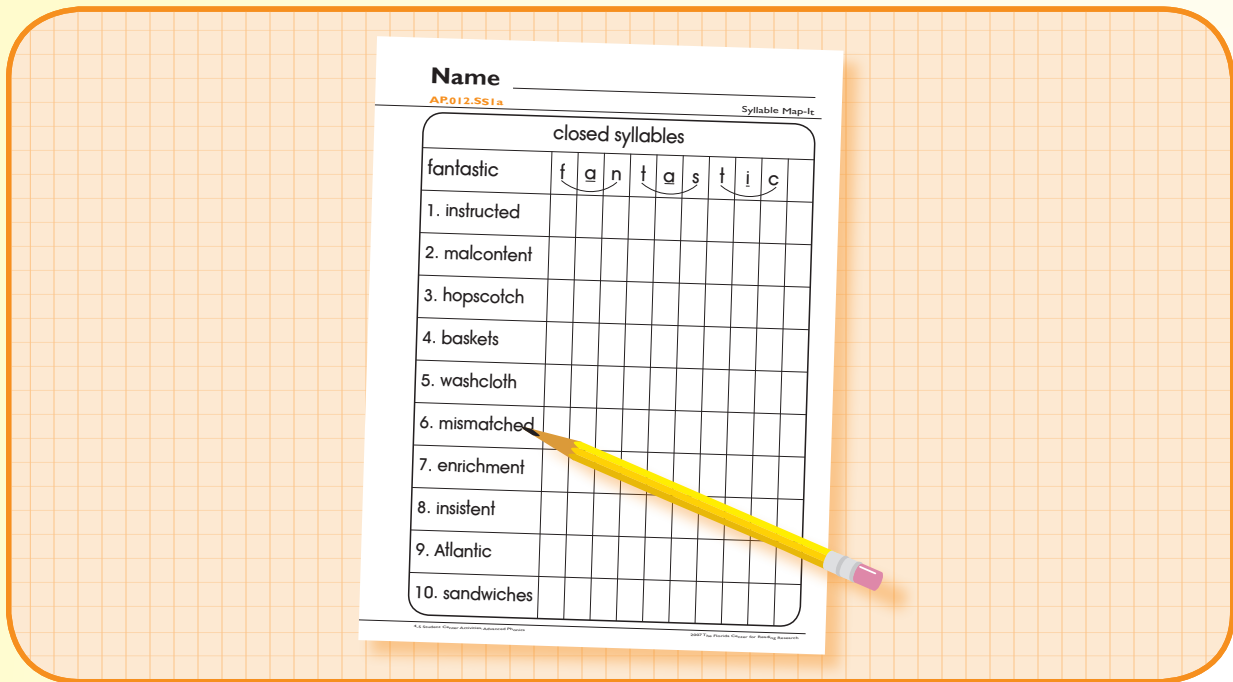
Materials

- ▶ Student sheet (Activity Master AP.012.SS1a - AP.012.SS1f)
Choose target syllable pattern(s). When mapping vowel-consonant-e (VCE) syllables, the “e” is placed below the final grapheme with a slash and an arrow is drawn leading back to the vowel that it is making long.
- ▶ Answer Key (AP.012.AM1a - AP.012.AM1b)
An answer key is provided for optional use.
- ▶ Pencil

Activity

Students map sounds to letters and mark syllables within words.

1. Provide the student with the target student sheet.
2. Student writes each word using phoneme-grapheme mapping (i.e., one grapheme per box).
3. Underlines each vowel sound. Note: The “e” in “ed” will not be underlined when it combines with the “d” to make the single sounds /t/ or /d/.
4. Makes a swoop underneath the letters of the syllables (e.g., fan tas tic).
5. Continues until the student sheet is complete.
6. Teacher evaluation



Name _____

AP.012.SS1a Syllable Map-It

closed syllables

fantastic	f	a	n	t	a	s	t	i	c
1. instructed									
2. malcontent									
3. hopscotch									
4. baskets									
5. washcloth									
6. mismatched									
7. enrichment									
8. insistent									
9. Atlantic									
10. sandwiches									

Extensions and Adaptations

- ▶ Complete student sheet consisting of combined syllable types (Activity Master AP.012.SS2).
- ▶ Write target words, map graphemes to phonemes, and mark syllables (Activity Master AP.012.SS3).

Name _____

AP.012.SS1a

Syllable Map-It

closed syllables

fantastic	f	<u>a</u>	n	t	<u>a</u>	s	t	<u>i</u>	c	
1. instructed										
2. malcontent										
3. hopscotch										
4. baskets										
5. washcloth										
6. mismatched										
7. enrichment										
8. insistent										
9. Atlantic										
10. sandwiches										

Name _____

Syllable Map-It

AP.012.SS1b

open syllables

sil <u>o</u>	s	i	l	o						
1. lazy										
2. halo										
3. Pluto										
4. polo										
5. yo-yo										
6. photo										
7. rhino										
8. zero										
9. we										
10. redo										

Name _____

AP.012.SS1c

Syllable Map-It

vowel-consonant-e (VCE) syllables

milestone	m	i	l	s	t	o	n			
1. snakebite										
2. homemade										
3. lifelike										
4. grapevine										
5. pinecone										
6. pipeline										
7. sideswipe										
8. likewise										
9. rhinestone										
10. nosedive										

Name _____

Syllable Map-It

AP.012.SS1d

r-controlled syllables

barnyard	b	<u>ar</u>	n	y	<u>ar</u>	d				
1. perturb										
2. scorcher										
3. forward										
4. farmer										
5. farther										
6. mortar										
7. murmur										
8. order										
9. harbor										
10. charter										

Name _____

AP.012.SS1e

Syllable Map-It

vowel pair syllables

steamboat	s	t	<u>ea</u>	m	b	<u>oa</u>	t			
1. toenail										
2. railroad										
3. eighteen										
4. proofread										
5. mainstream										
6. oatmeal										
7. weekday										
8. newsbreak										
9. reindeer										
10. freeload										

Name _____

Syllable Map-It

AP.012.SS1f

consonant-le syllables

thimble	th	i	m	b	le					
1. beagle										
2. sample										
3. circle										
4. comfortable										
5. stumble										
6. dwindle										
7. visible										
8. unstable										
9. resemble										
10. doodle										

Name _____

AP.012.SS2

Syllable Map-It

combined syllables

stateroom	s	t	<u>a</u>	t	r	<u>oo</u>	m			
1. porcupine										
2. screwdriver										
3. university										
4. prejudge										
5. chronicle										
6. aftershock										
7. moonlight										
8. tarnished										
9. fortress										
10. dragonfly										

Advanced Phonics

AP.012.AMIa

Syllable Map-It

closed syllables										
fantastic	f	a	n	t	a	s	t	i	c	
1. instructed	i	n	s	t	r	u	c	t	e	d
2. malcontent	m	a	l	c	o	n	t	e	n	t
3. hopscotch	h	o	p	s	c	o	t	c		
4. baskets	b	a	s	k	e	t	s			
5. washcloth	w	a	s	h	c	l	o	t		
6. mismatched	m	i	s	m	a	t	c	h		
7. enrichment	e	n	r	i	c	h	m	e	n	t
8. insistent	i	n	s	i	s	t	e	n	t	
9. Atlantic	A	t	l	a	n	t	i	c		
10. sandwiches	s	a	n	d	w	i	c	h	e	s

open syllables										
silo	s	i	l	o						
1. lazy	l	a	z	y						
2. halo	h	a	l	o						
3. Pluto	P	l	u	t	o					
4. polo	p	o	l	o						
5. yo-yo	y	o	y	o						
6. photo	ph	o	t	o						
7. rhino	rh	i	n	o						
8. zero	z	e	r	o						
9. we	w	e								
10. redo	r	e	d	o						

vowel-consonant-e (VCE) Syllables										
milestone	m	i	l	s	t	o	n	e		
1. snakebite	s	n	a	k	b	i	t	e		
2. homemade	h	o	m	m	a	d	e			
3. lifelike	l	i	f	l	i	k	e			
4. grapevine	g	r	a	p	v	i	n	e		
5. pinecone	p	i	n	c	o	n	e			
6. pipeline	p	i	p	l	i	n	e			
7. sideswipe	s	i	d	s	w	i	p	e		
8. likewise	l	i	k	w	i	s	e			
9. rhinestone	rh	i	n	s	t	o	n	e		
10. nosedive	n	o	s	d	i	v	e			

r-controlled syllables										
barnyard	b	ar	n	y	ar	d				
1. perturb	p	er	t	ur	b					
2. scorcher	s	c	or	ch	er					
3. forward	f	or	w	ar	d					
4. farmer	f	ar	m	er						
5. farther	f	ar	th	er						
6. mortar	m	or	t	ar						
7. murmur	m	ur	m	ur						
8. order	o	r	d	er						
9. harbor	h	ar	b	or						
10. charter	ch	ar	t	er						

Advanced Phonics

Syllable Map-It

AP.012.AM1b

vowel pair syllables										
steamboat	s	t	ea	m	b	oa	t			
1. toenail	t	oe	n	ai	l					
2. railroad	r	ai	l	r	oa	d				
3. eighteen	ei	gh	t	ee	n					
4. proofread	p	r	oo	f	r	ea	d			
5. mainstream	m	ai	n	s	t	r	ea	m		
6. oatmeal	oa	t	m	ea	l					
7. weekday	w	ee	k	d	ay					
8. newsbreak	n	ew	s	b	r	ea	k			
9. reindeer	r	ei	n	d	ee	r				
10. freeload	f	r	ee	l	oa	d				

consonant-le syllables										
thimble	th	i	m	b	le					
1. beagle	b	ea	g	le						
2. sample	s	a	m	p	le					
3. circle	c	ir	c	le						
4. comfortable	c	o	m	f	or	t	a	b	le	
5. stumble	s	t	u	m	b	le				
6. dwindle	d	w	i	n	d	le				
7. visible	v	i	s	i	b	le				
8. unstable	u	n	s	t	a	b	le			
9. resemble	r	e	s	e	m	b	le			
10. doodle	d	oo	d	le						

combined syllables										
stateroom	s	t	a	t	r	oo	m			
1. porcupine	p	or	c	u	p	i	n	e		
2. screwdriver	s	c	r	ew	d	r	i	v	er	
3. university	u	n	i	v	er	s	i	t	y	
4. prejudice	p	r	e	j	u	d	g	e		
5. chronicle	ch	r	o	n	i	c	le			
6. aftershock	a	f	t	er	sh	o	ck			
7. moonlight	m	oo	n	l	igh	t				
8. tarnished	t	ar	n	i	sh	ed				
9. fortress	f	or	t	r	e	ss				
10. dragonfly	d	r	a	g	o	n	f	l	y	



Objective

The student will produce words using syllables.

Materials

- ▶ Syllable cards (Activity Master AP.013.AM1a - AP.013.AM1b)
Copy on card stock, laminate, and cut.
- ▶ Student sheet (AP.013.SS1)
- ▶ Paper bags
- ▶ *Label bags (i.e., initial syllables and final syllables).*
- ▶ Timer
- ▶ Pencils

Activity

Students make words by using syllable cards.

1. Place initial syllable cards in bag labelled *initial syllables*. Place final syllable cards in bag labelled *final syllables*. Provide students with a timer. Provide each student with a student sheet.
2. Students each choose five cards from the *initial syllables* bag and five cards from the *final syllables* bag. Record syllables on student sheet.
3. Set the timer for three minutes.
4. Use the cards to make as many words as possible. Record words as they are made on student sheet. Read words aloud after timer rings.
5. Place cards back in the bag and select new cards from the bags and continue to make new words.
6. Teacher evaluation

Extensions and Adaptations

- ▶ Use the same syllables as partner and compare words that are made. Record words on paper.
- ▶ Make syllable cards to construct three and four syllable words (Activity Master AP.007.AM5).
- ▶ Use target syllable patterns and syllable bank to make words (Activity Master AP.013.SS2).
- ▶ Write target words, segment into syllables, and identify syllable types (Activity Master AP.013.SS3).

Advanced Phonics

Select Syllables

AP.013.AMIa

re	per	de
in	im	com
coun	pos	fix
pic	out	mar
ca	ex	

initial syllables



Advanced Phonics

AP.013.AM1b

Select Syllables

tract	tain	cent
fect	port	side
press	ply	ing
ties	ter	ting
ture	ward	ket
vel	ble	nic
fer		

final syllables



Name _____

Select Syllables

AP.013.SSI

Initial Syllables _____ _____ _____	Final Syllables _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--	--

Initial Syllables _____ _____ _____	Final Syllables _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--	--

Initial Syllables _____ _____ _____	Final Syllables _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--	--

Name _____

AP.013.SS2

Select Syllables

Syllable Bank

closed

ig
land
min

open

fa
sta
pro

VCE

nite
nite

r-controlled

gur
vor
ter

vowel pair

main
now
ceed

consonant-le

gle
ple

_____ + _____ = _____
open r-controlled

_____ + _____ = _____
vowel pair closed

_____ + _____ = _____
r-controlled VCE

_____ + _____ = _____
open consonant-le

_____ + _____ = _____
closed vowel pair

_____ + _____ = _____
r-controlled consonant-le

_____ + _____ = _____
closed VCE

_____ + _____ = _____
open vowel pair

Name _____

Select Syllables

AP.013.SS3

Syllable Types:

closed
open
VCE

r-controlled
vowel pair
consonant-le

anteater

ant - eat - er

closed - vowel pair - r-controlled

example
