



Objective

The student will blend syllables in words.

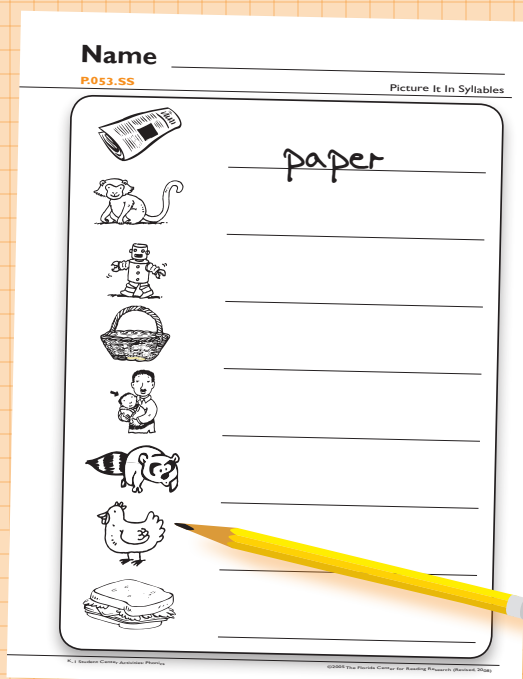
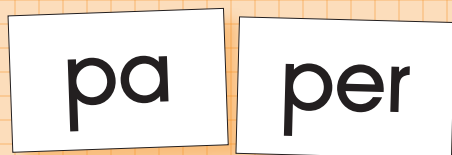
Materials

- ▶ Syllable cards (Activity Master P.053.AM1a - P.053.AM1b)
- ▶ Student sheet (Activity Master P.053.SS)
- ▶ Pencils

Activity

Students combine syllables to form words while playing a matching game.

1. Place the syllable cards face down in rows. Provide each student with a student sheet.
2. Taking turns, students select two cards, read the syllable on each card, blend them, and read the word orally (e.g., “pa – per, paper”).
3. Determine if they make a word that corresponds to one of the pictures on the student sheet.
4. If a match is made, place the cards aside and record the word next to the picture on the student sheet. If a match is not made (e.g., “mon-bot, monbot”), return cards to their original positions.
5. Continue until student sheet is complete.
6. Teacher evaluation



Extensions and Adaptations

- ▶ Make and use other two syllable cards (Activity Master P.053.AM2).

Phonics

Picture It In Syllables

P.053.AM1a

pa

per

mon

key

ro

bot

bas

ket

syllable cards



ba

by

rac

coon

chick

en

sand

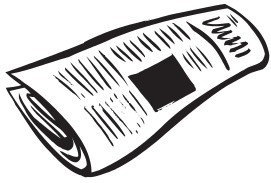
wich



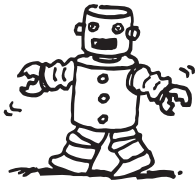
Name _____

Picture It In Syllables

P.053.SS

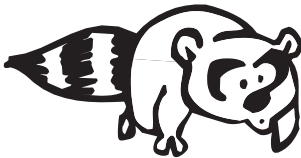


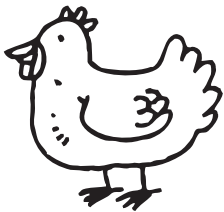


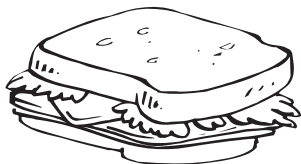












P.053.AM2

Picture It In Syllables

blank cards



Piece It Together

 **Objective**

The student will blend syllables in words.

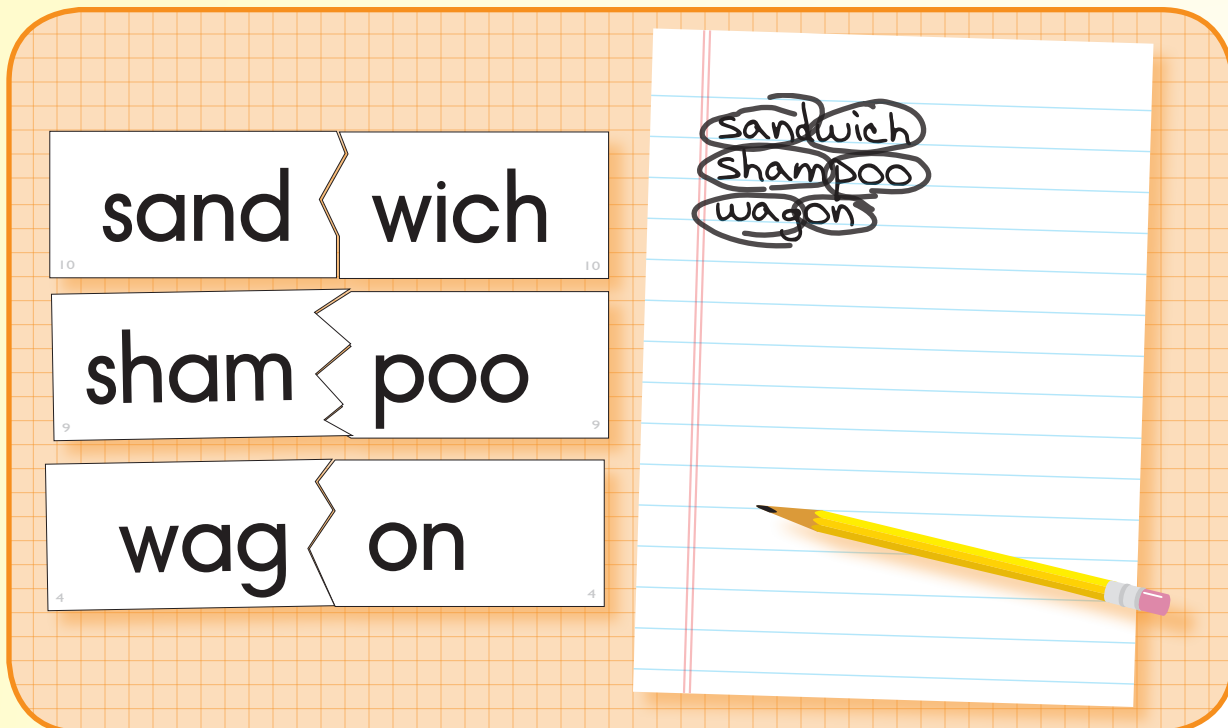
 **Materials**

- ▶ Puzzle pieces (Activity Master P.054.AM1a - P.054.AM1d)
Copy on card stock, laminate, and cut.
- ▶ Bag
Place all puzzle pieces in the bag.
- ▶ Paper
- ▶ Pencils

 **Activity**

Students make words from syllable puzzle pieces.

1. Place bag of puzzle pieces on a flat surface. Provide each student with paper.
2. Taking turns, students pull one puzzle piece from the bag until all pieces are distributed.
Combine pieces with the same number.
3. Say the syllable on each puzzle piece, blend, and read the word (e.g., “sand - wich, sandwich”)
4. Write the word and circle the syllables.
5. Continue until all puzzles are complete, recorded, and syllables are circled.
6. Teacher evaluation

 **Extensions and Adaptations**

- ▶ Complete three syllable puzzles (P.054.AM 2a –P.054.AM2b).
- ▶ Make other word puzzles (Activity Master P.054.AM3).

P.054.AM1a

Piece It Together

<p>1</p> <p>mer</p>	<p>2</p> <p>et</p>	<p>3</p> <p>pen</p>
<p>ham</p> <p>1</p>	<p>jack</p> <p>2</p>	<p>o</p> <p>pen</p> <p>3</p>

puzzle pieces



Phonics

Piece It Together

P.054.AMIb

wag on

4 4

pen cil

5 5

el bow

6 6

puzzle pieces



<p>7</p> <p>low</p> <p>7</p>	<p>8</p> <p>dow</p> <p>8</p>	<p>9</p> <p>pool</p> <p>9</p>
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puzzle pieces



Phonics

Piece It Together

P.054.AM1d

<p>sand</p> <p>10</p>	<p>wich</p> <p>10</p>
<p>cam</p> <p>11</p>	<p>el</p> <p>11</p>
<p>ti</p> <p>12</p>	<p>ger</p> <p>12</p>

puzzle pieces



<p>oo</p> <p>to</p> <p>pus</p> <p>13</p> <p>13</p> <p>13</p>	<p>ham</p> <p>burg</p> <p>er</p> <p>14</p> <p>14</p> <p>14</p>	<p>po</p> <p>ta</p> <p>to</p> <p>15</p> <p>15</p> <p>15</p>
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puzzle pieces



Phonics

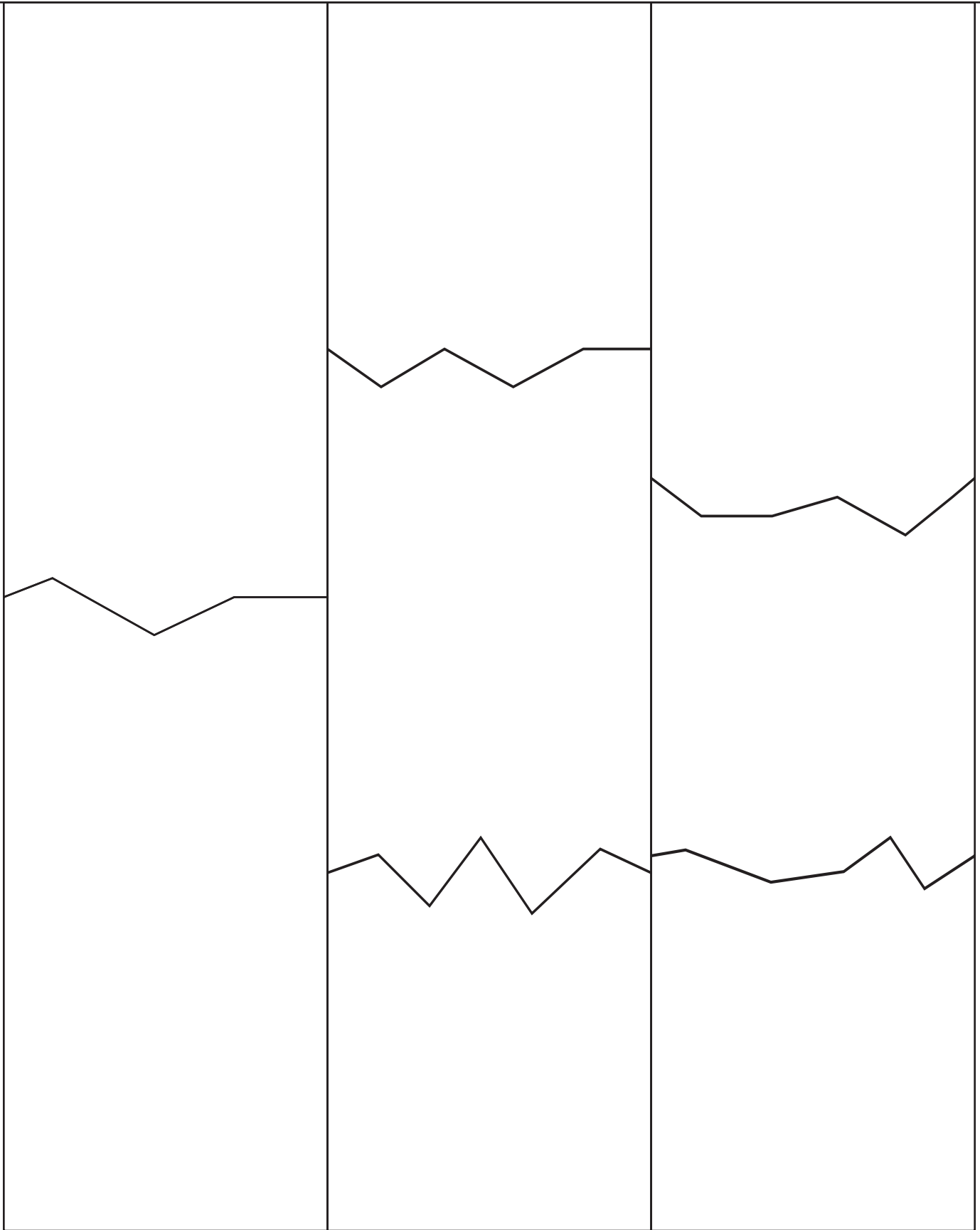
Piece It Together

P.054.AM2b

16 vo	16 ca	16 no
17 um	17 bre	17 ld
18 en	18 ve	18 lpe

puzzle pieces





blank puzzle pieces





Syllable Closed Sort

Objective

The student will segment syllables in words.

Materials

- ▶ Pocket Chart
- ▶ Header cards (Activity Master P.055.AM1)
- ▶ Syllable word cards (Activity Master P.055.AM2a - P.055.AM2d)
- ▶ Student sheet (Activity Master P.055.SS)
- ▶ Pencils

Activity

Students sort words by the number of syllables.

1. Place the header cards across the top row of the pocket chart. Place the word cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card and read the word (e.g., “basket”).
3. Say the word again segmenting it by syllables (i.e., “bas-ket”). Count the number of syllables (i.e., “2”).
4. Place the word in the column on the pocket chart that corresponds to the number of syllables. Record the word in the corresponding column on the student sheet.
5. Continue until all words are sorted and recorded.
6. Teacher evaluation

1	2	3	4
horse	silly	butterfly	motorcycle
	pencil	telephone	understanding

1	2	3	4	Name
horse	silly	butterfly	motorcycle	
	pencil	telephone	understanding	

Extensions and Adaptations

- ▶ Sort by number of phonemes.
- ▶ Make and use other word cards (Activity Master P.055.AM2d).

1

header

2

header

3

header

4

header

header cards



Phonics

Syllable Closed Sort

P.055.AM2a

five

frog

horse

meet

spot

baby

syllable word cards: five - 1, frog - 1, horse - 1, meet - 1, spot - 1, baby - 2



peanut

pencil

silly

window

tomorrow

elephant

syllable word cards: peanut - 2, pencil - 2, silly - 2,
window - 2, tomorrow - 3, elephant - 3



Phonics

Syllable Closed Sort

P.055.AM2c

butterfly

telephone

banana

watermelon

caterpillar

alligator

syllable word cards: butterfly - 3, telephone - 3, banana - 3,
watermelon - 4, caterpillar - 4, alligator - 4



P.055.AM2d

Syllable Closed Sort

understanding

motorcycle

syllable and blank word cards: understanding - 4, motorcycle - 4



Name _____

Syllable Closed Sort

P.055.SS

4	
3	
2	
1	



Objective

The student will segment syllables in words.

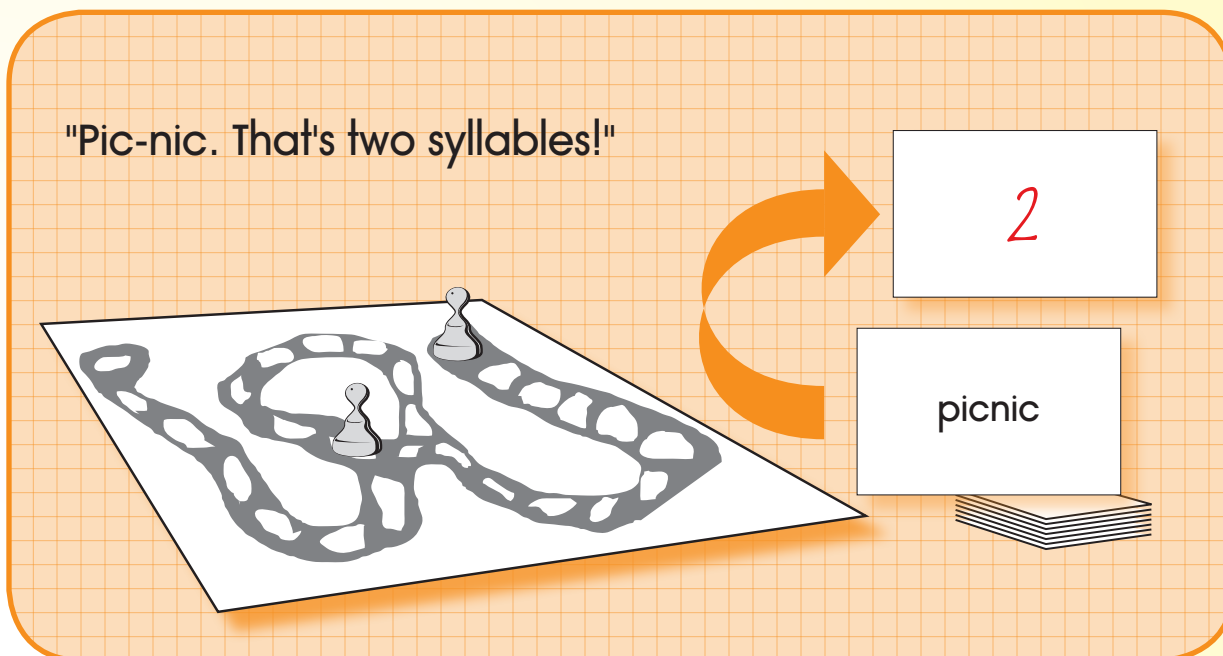
Materials

- ▶ Syllable game board (Activity Master P.056.AM1a - P.056.AM1b)
Copy on card stock, connect, and laminate.
- ▶ Syllable word cards (Activity Master P.056.AM2a - P.056.AM2c)
Write the number of syllables on the back side of the word cards for self-check.
- ▶ Game pieces (e.g., counters)

Activity

Students count the number of syllables in words while playing a board game.

1. Place the game board and stack of word cards face up on a flat surface. Place game pieces at START on the game board.
2. Taking turns, students select the top card and read the word (e.g., “picnic”).
3. Say the word again segmenting it by syllables (i.e., “pic-nic”). Count the number of syllables (i.e., “2”). Check the back of the card for the number of syllables.
4. If correct, move game piece the same number of spaces on game board. If incorrect, leave game piece where it is.
5. Place word card at bottom of stack.
6. Continue until students reach the end.
7. Peer evaluation



Extensions and Adaptations

- ▶ Make other word cards to use in game (Activity Master P.056.AM3).

Phonics

Word Syllable Game

P.056.AM1a

START

cards



END

Phonics

Word Syllable Game

P.056.AM2a

through

scratch

teach

chicken

happy

chilly

often

people

syllable word cards: through - 1, scratch - 1, teach - 1, chicken - 2,
happy - 2, chilly - 2, often - 2, people - 2



triangle

hospital

chocolate

Saturday

astronaut

tomorrow

magnetic

escalator

syllable word cards: triangle - 3, hospital - 3, chocolate - 3, Saturday - 3,
astronaut - 3, tomorrow - 3, magnetic - 3, escalator - 4



Phonics

Word Syllable Game

P.056.AM2c

harmonica

rhinoceros

tarantula

helicopter

caterpillar

watermelon

hippopotamus

encyclopedia

syllable word cards: harmonica - 4, rhinoceros - 4, tarantula - 4, helicopter - 4,
caterpillar - 4, watermelon - 4, hippopotamus - 5, encyclopedia - 6



P.056.AM3

Word Syllable Game

blank cards





Compound Word Puzzles



Objective

The student will form compound words.



Materials

- ▶ Compound word cards (Activity Master P.057.AM1a - P.057.AM1c)
Copy on card stock, laminate, and cut.
- ▶ Student sheet (Activity Master P.057.SS)
- ▶ Pencils



Activity

Students make compound words by putting puzzles pieces together.

1. Place puzzle pieces face up in rows on a flat surface. Provide each student with a student sheet.
2. Taking turns, student one selects a card and reads it orally (e.g., “pop”).
3. Student two selects a word that, when combined with the word student one chose, makes a compound word and reads it orally (i.e., “corn”). Read the compound word (i.e., “popcorn”) and record on student sheet.
4. Continue until all compound words are formed and recorded.
5. Teacher evaluation

Word	+	Word	=	Compound Word
pop	+	corn	=	popcorn
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	
	+		=	



Extensions and Adaptations

- ▶ Make puzzles using base words, inflections, suffixes, or prefixes (Activity Master P.057.AM2).

pop corn

grass hopper

foot ball

apple sauce



Phonics

Compound Word Puzzles

P.057.AM1b

black board

earth quake

home work

sun flower

compound word cards



grand mother

play ground

butter fly

fire fighter



Name _____

Compound Word Puzzles

P.057.SS

Word	+	Word	=	Compound Word
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____
_____	+	_____	=	_____

blank compound word cards





Inflection Toss

Objective

The student will blend base words and inflections to make words.

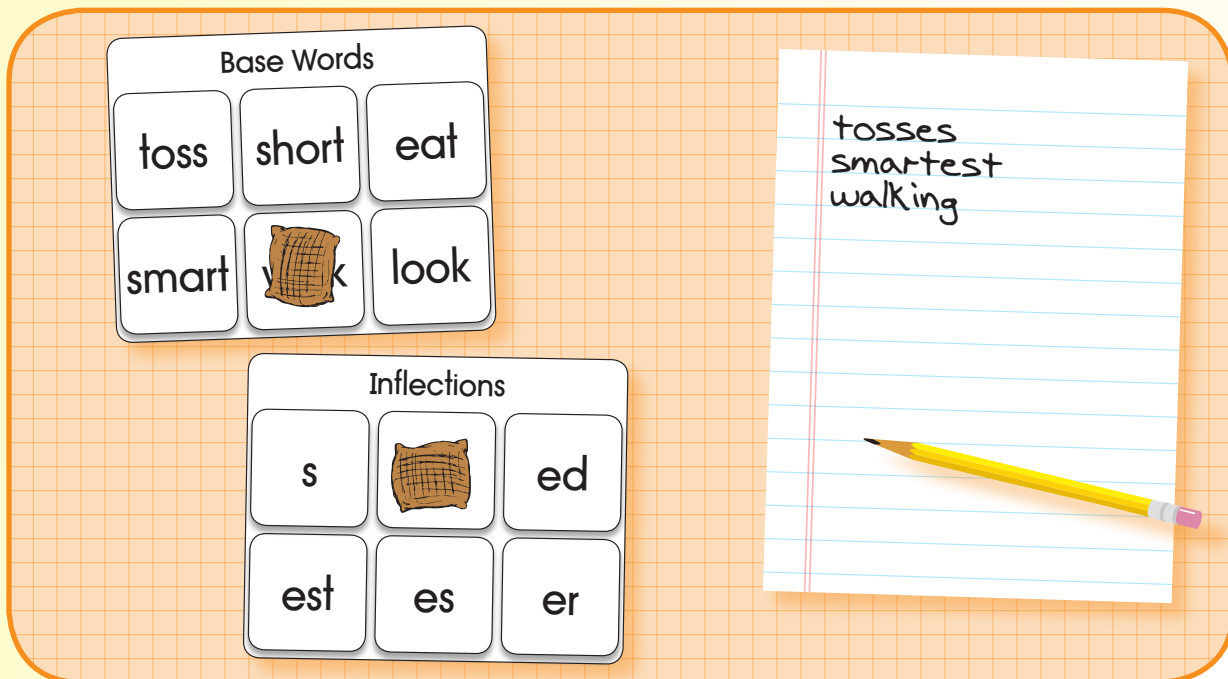
Materials

- ▶ Base word and inflection grids (Activity Master P.058.AM1a - P.058.AM1b)
- ▶ Shallow boxes (e.g., shoe boxes, small plastic containers)
Place each grid in the bottom of a box.
- ▶ Two small bean bags
- ▶ Paper
- ▶ Pencils

Activity

Students make words combining base words and inflections by playing a bean bag game.

1. Place boxes side by side with the base word box on the left and inflection box on the right. Place small bean bags at the center. Provide each student with paper.
2. Taking turns, students toss a small bean bag into each box. Say the base word and inflection on which the bags land (e.g., “walk–ing”). Blend them and read the word (i.e., “walking”).
3. Determine if the word is real or nonsense. If real, write the word on paper.
4. Continue until at least ten real words are listed on paper.
5. Teacher evaluation



The diagram illustrates the activity setup. It features a grid of base words and inflections. The base words are arranged in two rows: the first row contains 'toss', 'short', and 'eat'; the second row contains 'smart', a bean bag icon, and 'look'. The inflections are arranged in two rows: the first row contains 's', a bean bag icon, and 'ed'; the second row contains 'est', 'es', and 'er'. To the right of the grid is a notepad with a yellow pencil. The notepad has the words 'tosses', 'smartest', and 'walking' written on it.

Extensions and Adaptations

- ▶ Use other base words (Activity Master P.058.AM2).

Base Words

toss

short

eat

smart

walk

look

base word grid



Inflections

ed

er

ing

es

s

est



Base Words

cook

play

sing

fast

fish

tall

base word grid





Prefix and Suffix Flip Book

Objective

The student will blend base words and affixes to make words.

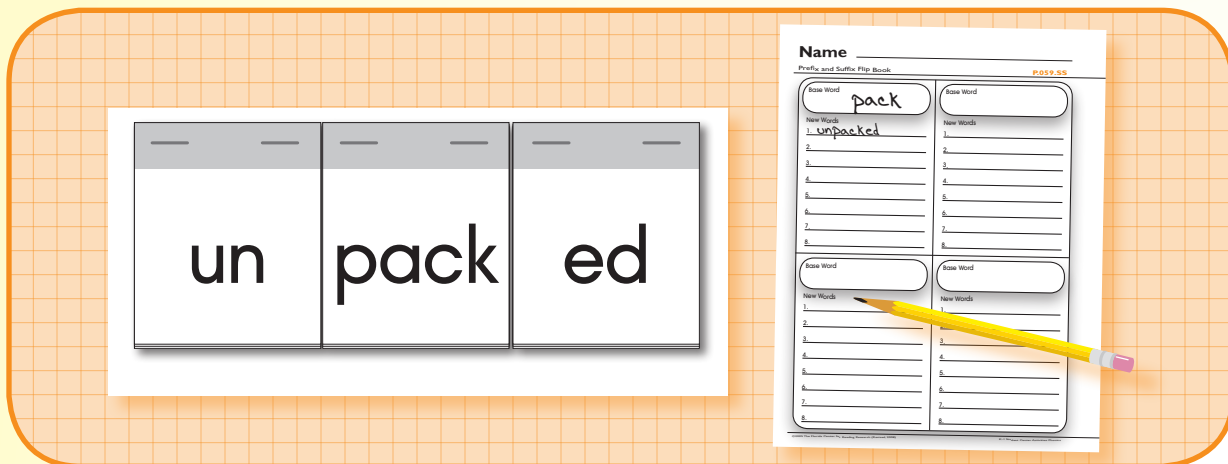
Materials

- ▶ Base word and affix flip cards (Activity Master P.059.AM1a - P.059.AM1b)
Copy, laminate, and cut around borders. Compile and cut pages up to the gray lines. Staple to card stock or poster board.
- ▶ Student sheet (Activity Master P.059.SS)
- ▶ Pencil

Activity

Students make words using base words, prefixes, and suffixes.

1. Place flip book at the center. Provide the student with a student sheet.
2. The student flips through the base words in the flip book, selects, and reads the word orally (e.g., “pack”).
3. Flips through the prefixes to form a real word and reads it orally (e.g., “unpack”). Records word on the student sheet. Continues making and recording words by blending prefixes and the base word.
4. Flips through the suffixes to form a real word and reads it orally (e.g., “packs”). Records word on the student sheet. Continues making and recording words by blending suffixes and the base word.
5. Flips both prefixes and suffixes to form a real word using the same base word and reads it orally (e.g., “unpacked”). Records word on the student sheet. Continues making and recording words by blending prefixes and suffixes with the base word.
6. Chooses another base word.
7. Continues until two or more base words are used.
8. Teacher evaluation



Extensions and Adaptations

- ▶ Make and use additional base words (Activity Master P.059.AM2).

s

er

like

friend

un

re

base word and affix flip cards



Phonics

Prefix and Suffix Flip Book

P.059.AMIb

ing

ly

pack

read

dis

mis

base word and affix flip cards



Name _____

P.059.SS

Prefix and Suffix Flip Book

Base Word

New Words

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

Base Word

New Words

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

Base Word

New Words

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

Base Word

New Words

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

Phonics

Prefix and Suffix Flip Book

P.059.AM2

blank flip pages





Objective

The student will identify base words and affixes.



Materials

- ▶ Word cards (Activity Master P.060.AM1a - P.060.AM1b)
- ▶ Student sheet (Activity Master P.060.SS)
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers
- ▶ Pencils



Activity

Students segment words by isolating the base word and affixes.

1. Place word cards face down in a stack on a flat surface. Provide each student with a whiteboard, Vis-à-Vis® marker, and student sheet.
2. Taking turns, students select the top card from the stack, read it orally (e.g., “tallest”), and write the word on their whiteboards.
3. Determine the base word and the affix (i.e., tall - est). Put a line between the base word and affix.
4. Record on student sheet.
5. Continue until all words are recorded.
6. Teacher evaluation

The illustration shows a stack of whiteboards on the left, with the word "tallest" written on the top one. To the right is a student sheet titled "Prefix and Suffix Word Pins" with the following table structure:

Word	=	Prefix	+	Base Word	+	Suffix
tallest	=		+	tall	+	est
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	
	=		+		+	

A yellow pencil is shown pointing to the first row of the table.



Extensions and Adaptations

- ▶ Make and use compound words (Activity Master P.056.AM3).

Phonics

Break Apart

P.060.AM1a

tallest

returning

undo

landed

misuse

discolored

word cards



wishes

trainer

unsure

removes

asking

helpful



Name _____

Break Apart

P.060.SS

Word	=	Prefix	+	Base Word	+	Suffix
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____
_____	=	_____	+	_____	+	_____