



Objective

The student will blend syllables in words.



Materials

- ▶ Syllable cards (Activity Master P.029.AM1a - P.029.AM1b)
- ▶ Student sheet (Activity Master P.029.SS1)
- ▶ Pencil



Activity

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

1. Place the syllable cards face down in rows. Provide the student with a student sheet.
2. The student selects two cards and reads them.
3. Determines if they make a word for one of the pictures on the student sheet.
4. If a word is formed, places the cards aside and records the word next to the picture.
If a word is not formed, returns cards to their original position.
5. Continues until the student sheet is completed.
6. Teacher evaluation

The illustration shows a 4x3 grid of empty boxes representing syllable cards. To the right of the grid are two overlapping boxes containing the syllables 'spi' and 'der'. Further right is a student sheet titled 'Name _____' with the subtitle 'Syllables, Words, and Pictures' and the code 'P.029.SS1'. The sheet features seven rows, each with a picture and a blank line for writing. The pictures are: a hand holding a pencil, a rabbit, a window, a turtle, a spider, a watermelon, and a table. The word 'spider' is written in cursive on the line next to the spider picture. At the bottom of the sheet, there is a small copyright notice: '© 2006 The Florida Center for Reading Research'.



Extensions and Adaptations

- ▶ Use three syllable words and choose three cards at a time (Activity Master P.029.AM2a - P.029.AM2c and Activity Master P.029.SS2).

Phonics

Syllables, Words, and Pictures

P.029.AM1a

mag

net

rab

bit

snow

man

back

pack



spi

der

win

dow

tur

tle

ta

ble

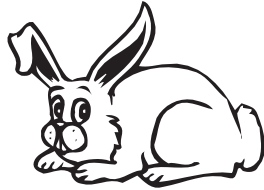


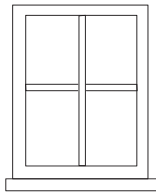
Name _____

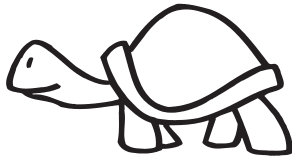
Syllables, Words, and Pictures

P.029.SS I



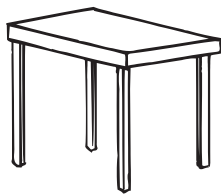














la

dy

bug

ham

bur

ger

el

e



Phonics

Syllables, Words, and Pictures

P.029.AM2b

phant

por

cu

pine

vol

ca

no

di



no

saur

news

pa

per

gor

il

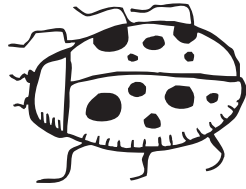
la



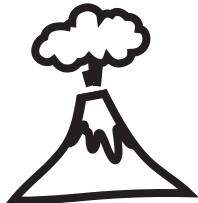
Name _____

Syllables, Words, and Pictures

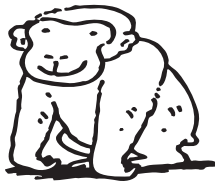
P.029.SS2

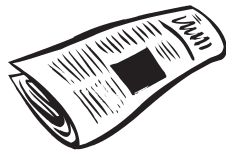




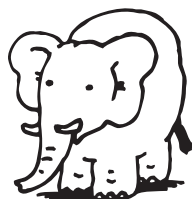














Objective

The student will segment syllables in words.

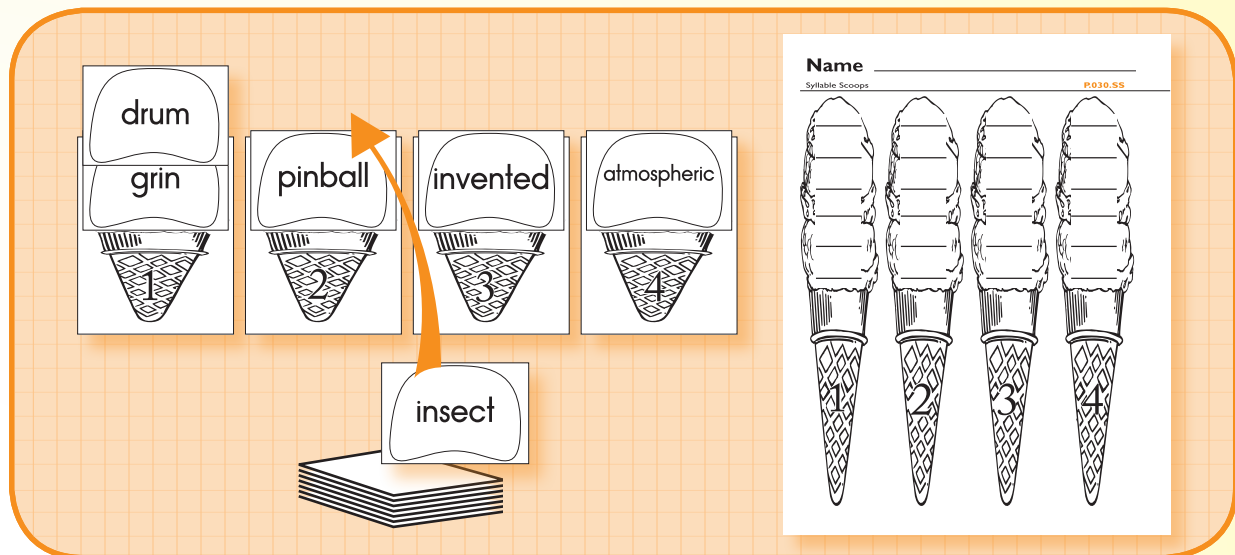
Materials

- ▶ Ice cream cone header cards (Activity Master P.030.AM1)
Copy, laminate, and cut apart.
- ▶ Word cards (Activity Master P.030.AM2a - P.030.AM2c)
Cards can be left as rectangles and placed on top of the numbered ice cream cone header cards or cut into scoop shapes.
- ▶ Student sheet (Activity Master P.030.SS)
- ▶ Pencils

Activity

Students segment and sort words by the number of syllables.

1. Place ice cream cone headers on a flat surface. Place 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., “insect”).
3. Say the word again segmenting it by syllables (i.e., “in-sect”).
Count the number of syllables (i.e., “2”).
4. Place the card on top of the ice cream cone that corresponds to the number of syllables in the word.
5. Continue until all words are sorted.
6. Record words on student sheet.
7. Teacher evaluation



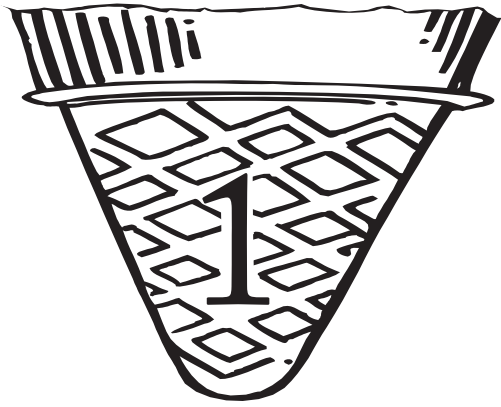
Extensions and Adaptations

- ▶ Use cards with other target words.

Phonics

Syllable Scoops

P.030.AMI



header



header



header



header

header cards



grin

blend

trust

strap

drum

quilt

muffin

admit



Phonics

Syllable Scoops

P.030.AM2b

return

number

pinball

insect

finishing

invented

galaxy

basketball



snapdragon

Atlantic

inconsistent

atmospheric

discontented

establishing

subcontracted

recommended



Name _____

Syllable Scoops

P.030.SS





P.031

Phonics

Syllable Patterns

Syllable Snake

Objective

The student will segment syllables in words.

Materials

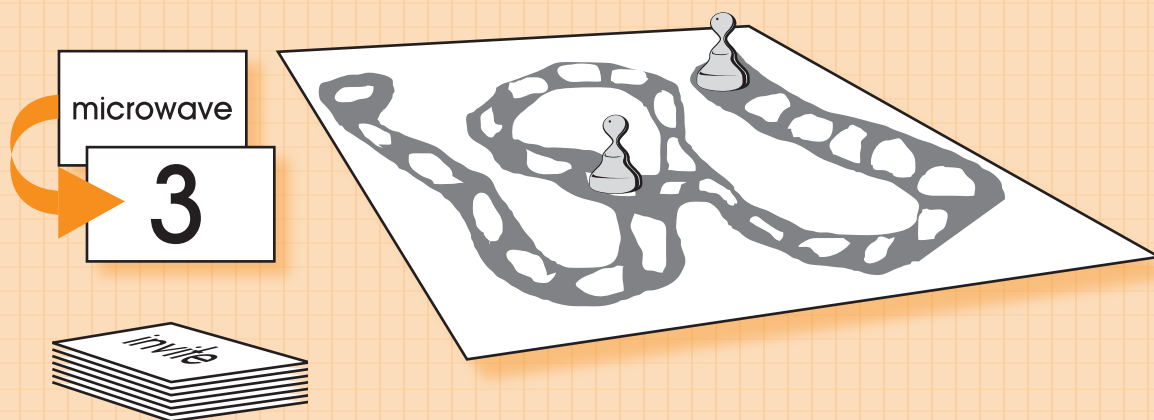
- ▶ Syllable Snake game board (Activity Master P.031.AM1a - P.031.AM1b)
- ▶ Word cards (Activity Master P.031.AM2a - P.031.AM2e)
Write the number of syllables on the back of the word cards.
- ▶ Game pieces (e.g., counters)

Activity

Students count syllables in words by playing a game.

1. Place game board and stack of word cards face up on a flat surface.
2. Students place game pieces at START on the game board.
3. Taking turns, students select the top card and read the word.
4. Say the word again segmenting it by syllables. Count and state the number of syllables.
5. Check the back of the card for the number of syllables. If correct, move game piece the same number of spaces on game board as the number of syllables in the word. If incorrect, leave game piece where it is and next student takes turn.
Word cards are placed at the bottom of the stack to be used again.
6. Game continues until all students reach the end of the game board.
7. Peer evaluation

“Microwave, mi-cro-wave. That’s three syllables.”



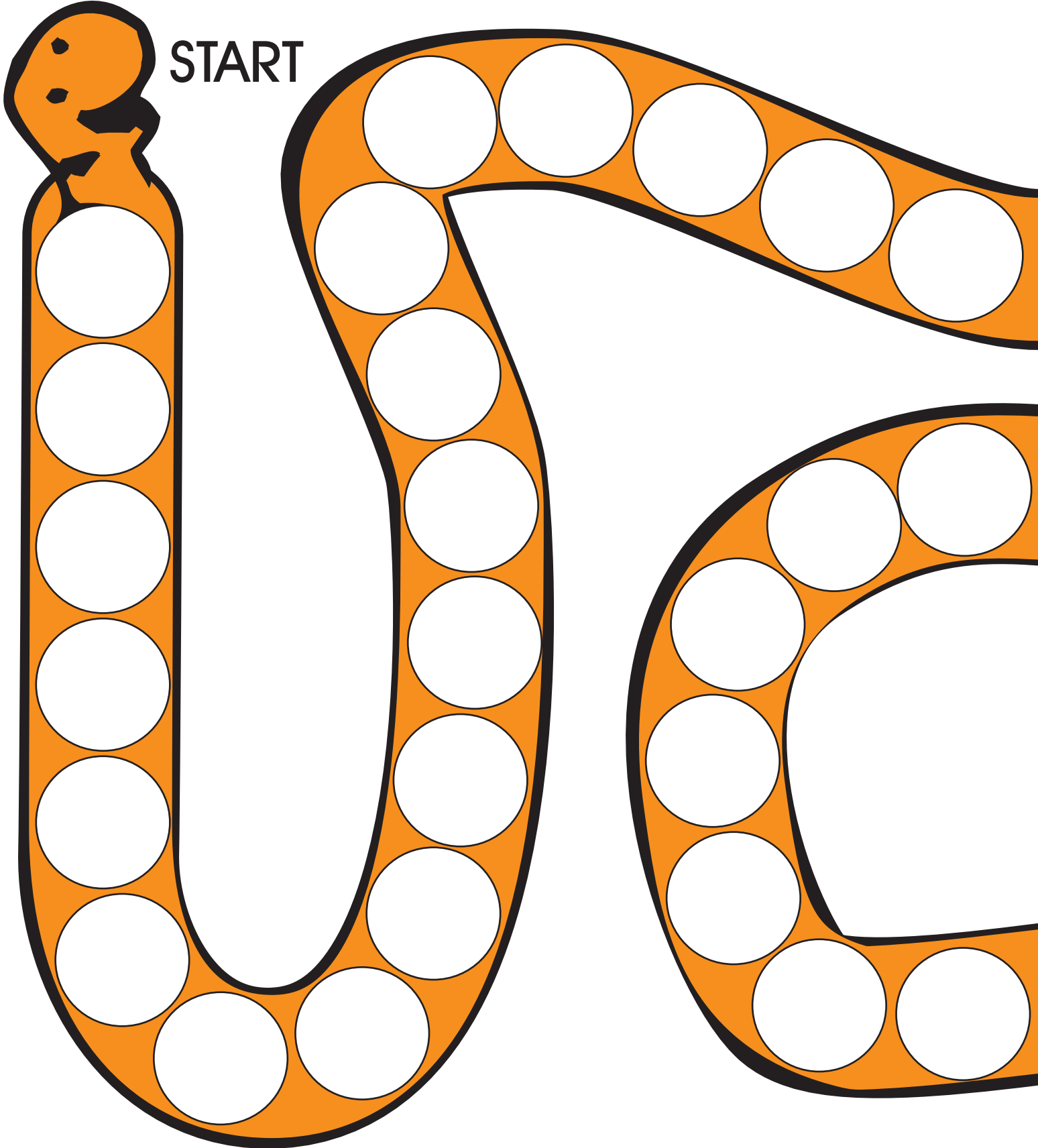
Extensions and Adaptations

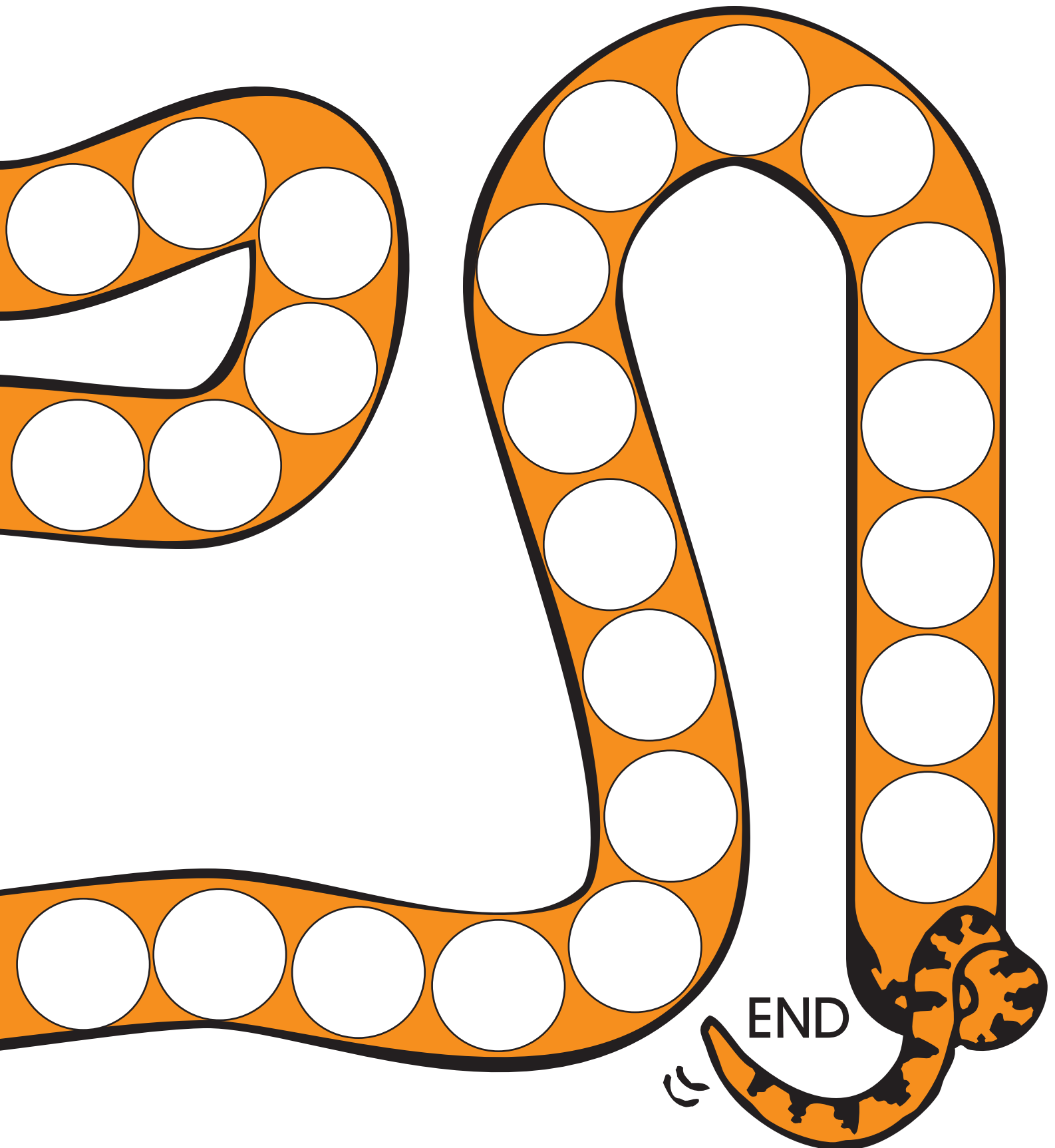
- ▶ Make other word cards to use in game.

Phonics

Syllable Snake

P.031.AM1a





Phonics

Syllable Snake

P.03 I .AM2a

straight

watch

game

plus

pave

thought

extend

mistake



invite

install

jigsaw

awake

bodyguard

hesitate

contemplate

candidate



Phonics

Syllable Snake

P.03 I.AM2c

microwave

summertime

transportation

information

confidential

prohibited

experience

permanently



chuckle

mermaid

cartoon

normal

cellar

valley

mushroom

whirlwind



Phonics

Syllable Snake

P.03 I.AM2e

vertical

accidental

monument

hospital

instrument

celebrate

mystify

quadruple





Objective

The student will segment syllables in words.

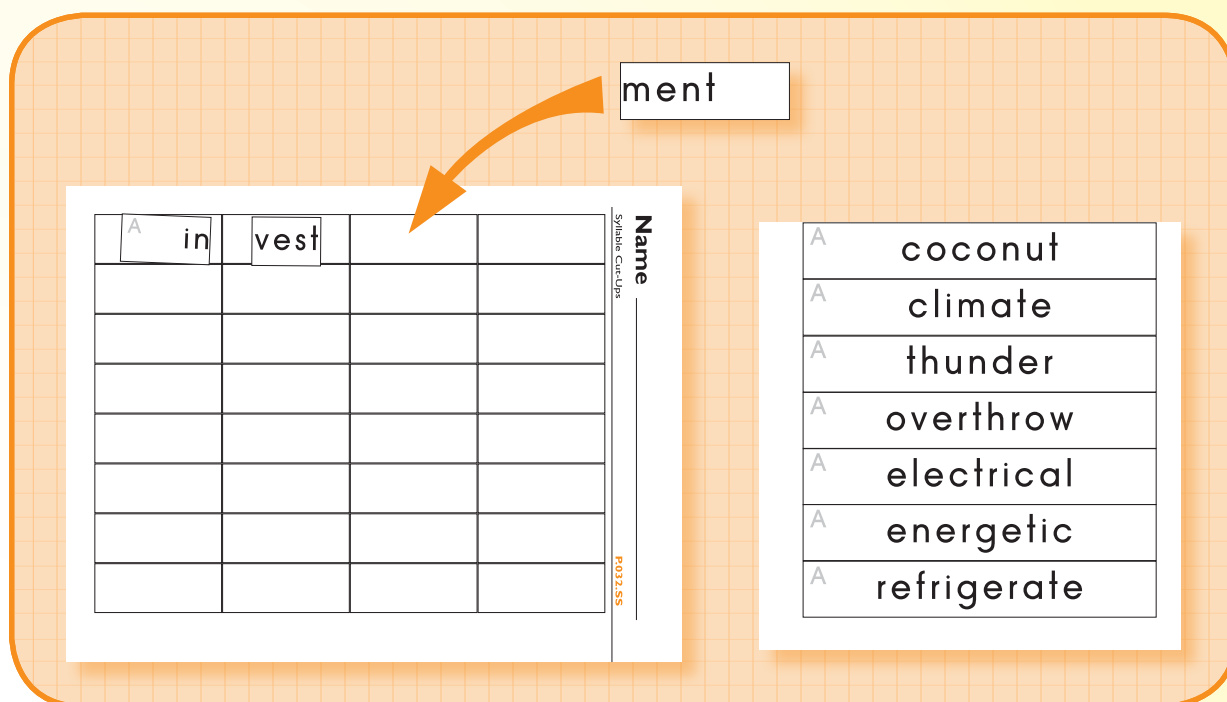
Materials

- ▶ Word sheets (Activity Master P.032.AM1a - P.032.AM1b)
One is marked "A" and one is marked "B"
- ▶ Student sheet (Activity Master P.032.SS)
Student will turn sheet horizontally to glue syllables.
- ▶ Scissors
- ▶ Glue

Activity

Students segment and cut words into syllables.

1. Place scissors and glue at center. Provide one student with word sheet "A" and the other student with word sheet "B." Provide each student with a student sheet.
2. Taking turns, students read their words to each other.
3. Cut one word at a time into syllables and glue separately in boxes on student sheet.
4. Exchange sheets, read each syllable on a line, and then blend together to form word.
5. Continue until all words are read.
6. Teacher evaluation



The diagram illustrates the activity setup. On the left is a student sheet (Activity Master P.032.SS) with a grid for gluing syllables. The grid has 8 rows and 4 columns. The first row contains the syllables 'in' and 'vest'. An orange arrow points from a box containing the word 'ment' to the empty space in the first row of the grid. On the right is a word sheet (Activity Master P.032.AM1a) with a list of words, each preceded by a small box containing the letter 'A':

A	coconut
A	climate
A	thunder
A	overthrow
A	electrical
A	energetic
A	refrigerate

Extensions and Adaptations

- ▶ Name syllable types of each word.
- ▶ Write more words to cut into syllables.

Phonics

Syllable Cut-Ups

P.032.AM1a

A

investment

A

coconut

A

climate

A

thunder

A

overthrow

A

electrical

A

energetic

A

refrigerate

B

consider

B

common

B

honest

B

celebration

B

enjoyment

B

underneath

B

disrespectful

B

constructiveness

Name _____

Syllable Cut-Ups

P.032.SS



Objective

The student will segment syllables in words.



Materials

- ▶ Student sheet (Activity Master P.033.SS1a - P.033.SS1f)

Choose target syllable pattern(s).

When mapping 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.

- ▶ Pencil



Activity

Students map graphemes to phonemes and mark syllables within words.

1. Provide the student with a student sheet.
2. Student writes each word using phoneme-grapheme mapping (i.e., one grapheme per box).
3. Underlines each vowel (i.e., single, r-controlled, and vowel teams).
4. Swoops the syllables underneath the letters.
5. Continues until the student sheet is complete.
6. Teacher evaluation

Name _____

Map and Swoop
P.033.SS1

	closed syllables					
cobweb	c	o	b	w	e	b
1. napkin						
2. helmet						
3. volcanic						
4. problem						
5. cricket						
6. fantastic						
7. trumpet						
8. inhibit						
9. plastic						
10. consistent						



Extensions and Adaptations

- ▶ Combine syllable types (Activity Master P.033.SS2).
- ▶ Use different words (Activity Master P.033.SS3).

Name _____

Map and Swoop

P.033.SS1a

closed syllables

cobweb

c o b w e b

1. napkin

2. helmet

3. volcanic

4. problem

5. cricket

6. fantastic

7. trumpet

8. inhibit

9. plastic

10. consistent

Name _____

P.033.SS1b

Map and Swoop

open syllables

veto

v e t o

1. me

2. yoyo

3. redo

4. silo

5. zero

6. she

7. hero

8. solo

9. hifi

10. no

Name _____

Map and Swoop

P.033.SSIc

VCE syllables

cake

c a k e

1. stale

2. trace

3. grapevine

4. stovepipe

5. homemade

6. sideswipe

7. stoneware

8. nosedive

9. milestone

10. chime

Name _____

P.033.SS1d

Map and Swoop

r-controlled syllables

corner

c or n er

1. order

2. horn

3. partner

4. perform

5. barber

6. charter

7. former

8. cursor

9. harder

10. mortar

Name _____

Map and Swoop

P.033.SS1e

vowel pair syllables

sleep

s l ee p

1. dream

2. railroad

3. cookbook

4. count

5. feet

6. rainbow

7. maintain

8. load

9. stood

10. meadow

Name _____

P.033.SS1f

Map and Swoop

final stable syllables									
maple	m	a	p	le					
1. jungle									
2. stifle									
3. castle									
4. juggle									
5. sparkle									
6. multiple									
7. wrestle									
8. impossible									
9. resemble									
10. pebble									

Name _____

Map and Swoop

P.033.SS2

combined syllables

organize

or g a n i z ~~e~~

1. tornado

2. struggle

3. trainer

4. hobo

5. statement

6. puddle

7. counterpart

8. overload

9. mistake

10. establishing

Name _____

P.033.SS3

Map and Swoop

center

c e n t er

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Six-Way Syllable Sort

Objective

The student will identify syllables in words.

Materials

- ▶ Header cards (Activity Master P.034.AM1)
- ▶ Word cards (Activity Master P.034.AM2a - P.034.AM2f)

Note: Two syllable words ending in consonant-le should use consonant-le as the target syllable.

Activity

Students will sort words by syllable types.

1. Place header cards face up on a flat surface. Shuffle the word cards and place face down in a stack.
2. Taking turns, students select the top card from the stack, read the word, and identify what type of syllable it is (e.g., “tennis, closed syllables” or “loop, vowel pair syllable”).
3. Place in column under matching header card.
4. Point to and read words in entire column starting with header card.
5. Continue until all cards are sorted.
6. Peer evaluation

she <small>open syllables</small>	snake <small>vowel-consonant-e syllables</small>	flat <small>closed syllables</small>	read <small>vowel pair syllables</small>	sharp <small>r-controlled syllables</small>	sample <small>consonant-le syllables</small>
do	slide	grand	loop	herd	needle
					circle

Extensions and Adaptations

- ▶ Make more words and sort.
- ▶ Sort fewer patterns and/or words.
- ▶ Record words.

flat

closed syllables

she

open syllables

snake

vowel-consonant-e syllables

sharp

r-controlled syllables

read

vowel pair syllables

sample

consonant-le syllables



Phonics

Six-Way Syllable Sort

P.034.AM2a

witness

bobbin

grand

suffix

tennis

camp

panic

happen

closed syllable word cards



si
lo

ze
ro

hi
fi

no

he

he
ro

me

do



Phonics

Six-Way Syllable Sort

P.034.AM2c

crave

prune

grapevine

homemade

stoneware

namesake

slide

grove

VCE syllable word cards



herd

curb

partner

north

swirl

corner

farmer

third



Phonics

Six-Way Syllable Sort

P.034.AM2e

loop

boatload

rainbow

beast

raid

play

cream

sheep

vowel pair syllable word cards



double

uncle

circle

jungle

needle

bugle

little

dazzle





Syllable Trivia

Objective

The student will identify syllables in words.

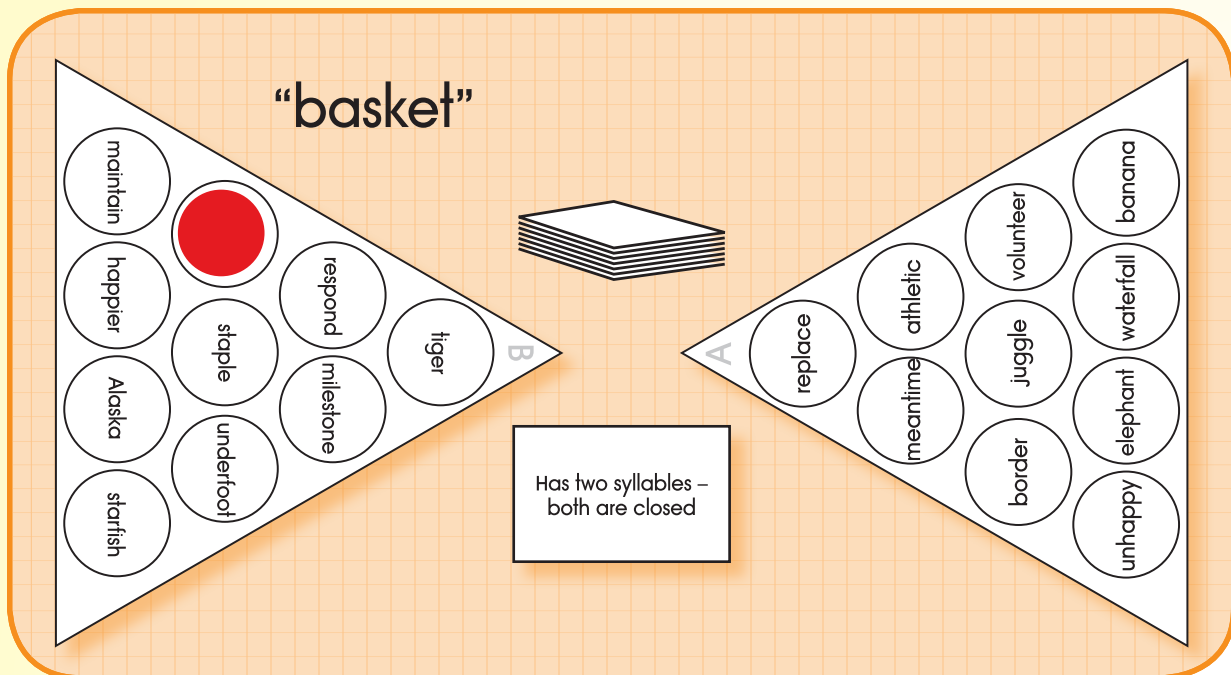
Materials

- ▶ Syllable Trivia triangles (Activity Master P.035.AM1a - P.035.AM1b)
- ▶ Trivia cards (Activity Master P.035.AM2a - P.035.AM2c)
- ▶ Answer key (Activity Master P.035.AM3a - P.035.AM3b)
An answer key is provided.
- ▶ Game pieces (e.g., counters)

Activity

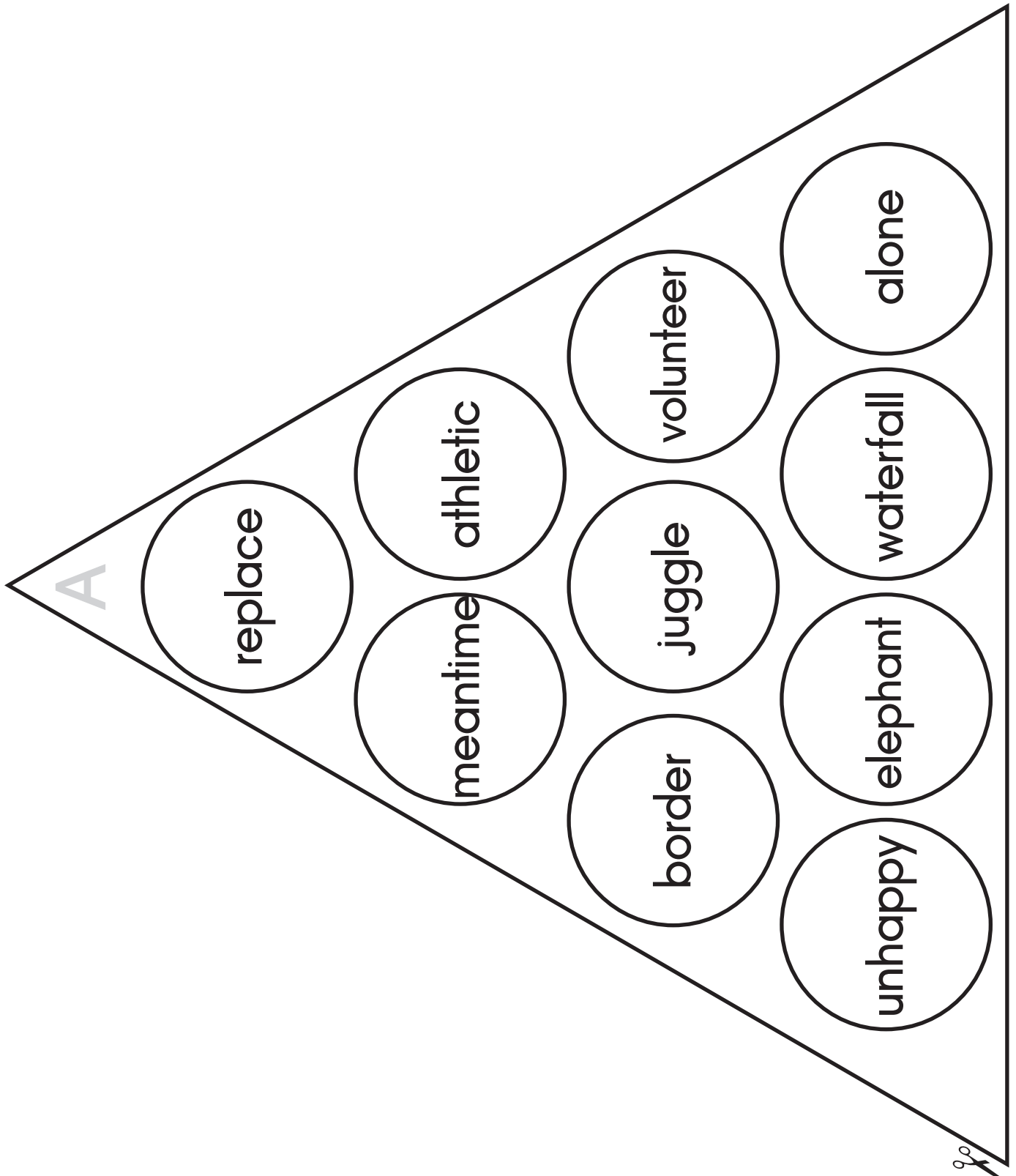
Students identify syllable patterns by playing a game.

1. Place trivia cards face down in a stack at the center. Provide each student with a different Syllable Trivia triangle and game pieces.
2. Taking turns, students select the top card from the stack and read it (e.g., Has two syllables - both are closed).
3. Look for word on triangle that fits description (e.g., basket). Read word and place game piece on that spot. Place trivia card in a discard pile.
4. If no word is found which matches description, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation



Extensions and Adaptations

- ▶ Make other descriptions and word cards.



Phonics

Syllable Trivia

P.035.AM1b

A large triangle is oriented with its top vertex pointing upwards. Inside the triangle, there are 13 circles arranged in four rows from top to bottom: the first row has one circle, the second row has two circles, the third row has three circles, and the fourth row has four circles. A large, light-colored letter 'B' is positioned near the top vertex. At the bottom vertex, there is a small icon of a pair of scissors, indicating where to cut out the triangle. The words inside the circles are: 'tiger', 'respond', 'milestone', 'basket', 'staple', 'underfoot', 'maintain', 'happier', 'Alaska', and 'sunshine'.

maintain

basket

respond

milestone

underfoot

staple

happier

Alaska

sunshine

tiger

B

<p>Has two syllables – both are VCE</p>	<p>Has two syllables – the first is open and the second is consonant-le</p>
<p>Has two syllables – the first is open and the second is closed</p>	<p>Has two syllables – both are closed</p>
<p>Animal with two syllables in name</p>	<p>Has three syllables – one closed, one r-controlled, and one vowel pair</p>
<p>Has two syllables – both are vowel pairs</p>	<p>Has three syllables – begins and ends with a schwa</p>



Phonics

Syllable Trivia

P.035.AM2b

Has three syllables – all are closed	Has two syllables – the first is closed and the second is consonant-le
Has two syllables – the first is open and the second is VCE	Has two syllables – the first is a vowel pair and the second is VCE
Animal with three syllables in name	Has three syllables – two are closed, and one is a vowel pair
Has two syllables – both are r-controlled	Has two syllables – the first is a schwa and the second VCE



Three syllable
compound word

Three syllable
word with prefix

Two syllable
compound word

Three syllable
word with suffix



Answer Key A

Has three syllables – all are closed	athletic
Has two syllables – the first is a vowel pair and the second is VCE	meantime
Has three syllables – two are closed and one is a vowel pair	volunteer
Has two syllables – both are r-controlled	border
Has two syllables – the first is a schwa and the second is VCE	alone
Animal with three syllables in name	elephant
Three syllable word with a prefix	unhappy
Has two syllables – the first is open and second is VCE	replace
Has two syllables – the first is closed and second is consonant-le	juggle
Three syllable compound word	waterfall

Answer Key B

Animal with two syllables in name	tiger
Has two syllables – both are closed	basket
Has two syllables – the first is open and the second is consonant-le	staple
Has two syllables – the first is open and the second closed	respond
Has two syllables – both are VCE	milestone
Has three syllables – one closed, one r-controlled, and one vowel pair	underfoot
Has two syllables – both are vowel pairs	maintain
Has three syllables – begins and ends with a schwa	Alaska
Two syllable compound word	sunshine
Three syllable word with a suffix	happier



Syllable Share

Objective

The student will identify syllables in words.

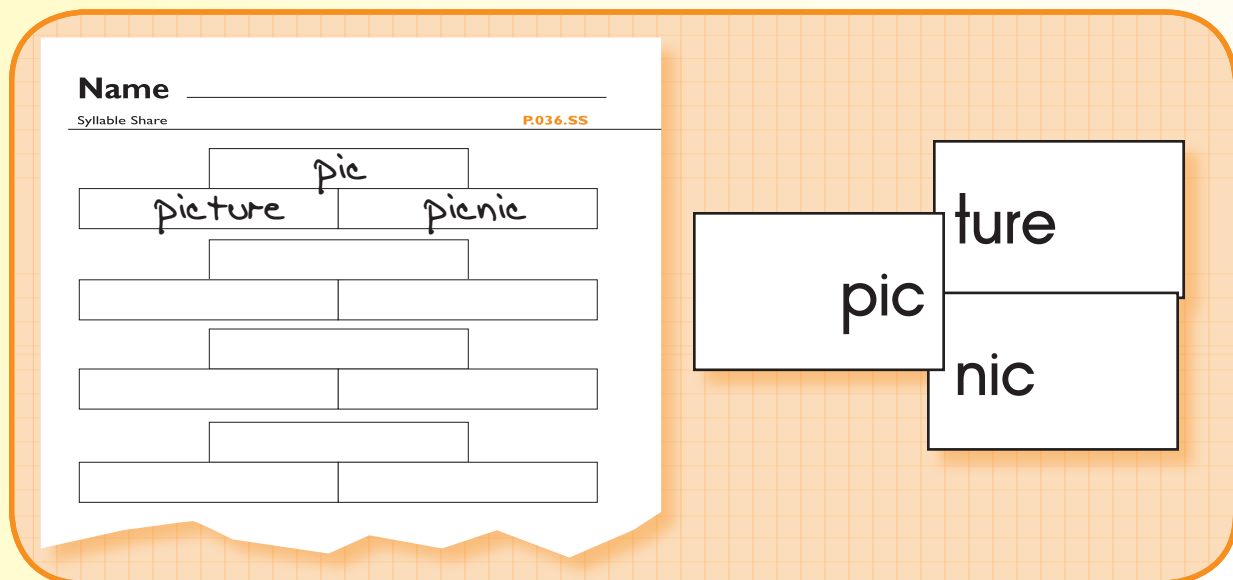
Materials

- ▶ Initial syllable cards (Activity Master P.036.AM1)
- ▶ Final syllable cards (Activity Master P.036.AM2a - P.036.AM2b)
- ▶ Student sheet (Activity Master P.036.SS)
- ▶ Pencils

Activity

Students make words from syllables by playing a card game.

1. Spread the initial syllable cards face up in a column on a flat surface. Place the final syllable cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card on the stack, say the 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. There will be two words formed with each initial syllable card.
4. Read the word.
5. Continue until all cards are placed.
6. Record the words on the student sheet by writing the common syllable in the top box and the words formed in the adjoining boxes (e.g., the common syllable “pic” is written in the top box and the words “picture” and “picnic” are written below).
7. Teacher evaluation



Name _____

Syllable Share P.036.SS

pic	
picture	picnic

pic

ture

nic

Extensions and Adaptations

- ▶ Use other initial and final syllable cards to make more words.

hand

ba

ham

or

pic

per

act

con



Phonics

Syllable Share

P.036.AM2a

shake

stand

by

ker

fect

son

der

bit

final syllable cards



nic

ture

ster

per

or

ress

tent

fuse



Name _____

Syllable Share

P.036.SS

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