



P.093

# Phonics

## Syllable Patterns

### Multisyllabic Words

(Adapted from *Just Read, Florida! K-3 Reading Academy*)



#### Objective

The student will blend syllables in words.



#### Materials

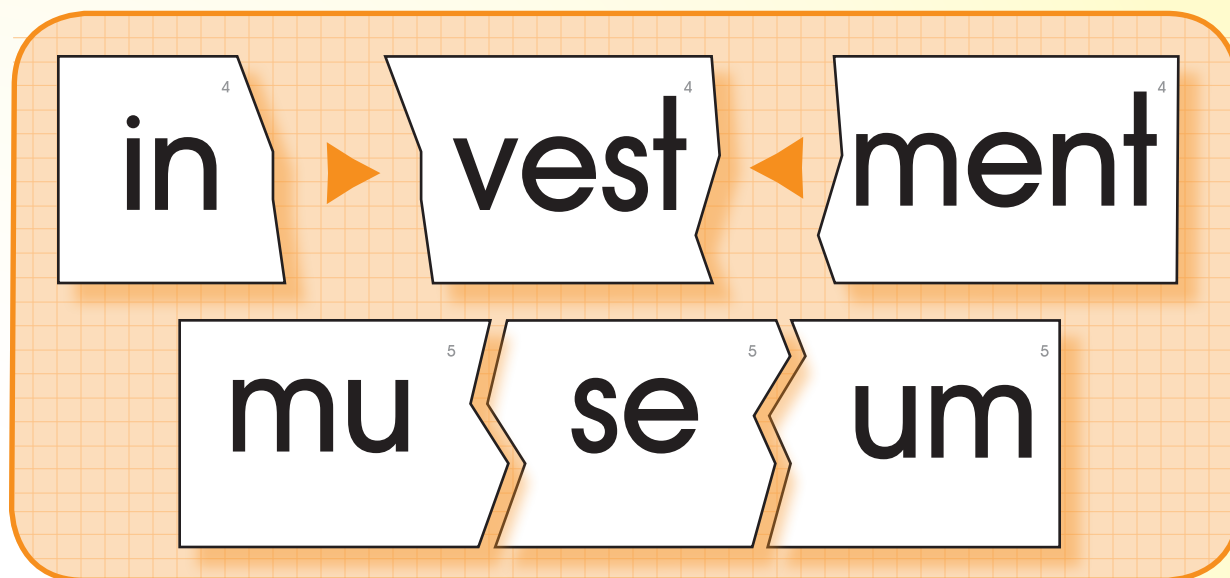
- ▶ Multisyllabic word puzzles (Activity Master P.093.AM1a - P.093.AM1c)  
*Cut apart puzzle pieces.*
- ▶ Bag  
*Place all puzzle pieces in a bag.*
- ▶ Paper
- ▶ Pencils



#### Activity

Students make words from syllable puzzle pieces.

1. Place bag of multisyllabic word puzzles on a flat surface.
2. Taking turns, each student pulls one puzzle piece from the bag until all pieces are distributed.
3. Students read the syllables on their puzzle pieces.
4. Look at the number on each puzzle piece and combine with other pieces with the same number. Put the pieces together to form a word.
5. Read the word and use it in a sentence.
6. Write the word and circle the syllables.
7. Continue with other number cards and repeat the activity.
8. Teacher evaluation



#### Extensions and Adaptations

- ▶ Work individually to put the scrambled syllable puzzles together.
- ▶ Make other multisyllabic word puzzles.

# Phonics

Multisyllabic Words

P.093.AM1a

1 fan	2 At	3 e
1 tas	2 lan	3 las
1 tic	2 tic	3 tic



in 4	vest 4	ment 4
mu 5	se 5	um 5
re 6	luc 6	tant 6



# Phonics

Multisyllabic Words

P.093.AM1c

<p>7</p> <p>e</p> <p>lec</p> <p>7</p> <p>tric</p> <p>7</p>	<p>8</p> <p>mag</p> <p>8</p> <p>net</p> <p>8</p> <p>ic</p> <p>8</p>	
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**Objective**

The student will segment syllables in words.

**Materials**

- ▶ Pocket chart
- ▶ Word cards containing one-to-four syllables (Activity Master P.094.AM1a - P.094.AM1d)
- ▶ Number headers (Activity Master P.094.AM2)
- ▶ Student sheet (Activity Master P.094.SS)
- ▶ Pencil

**Activity**

Students sort word cards by number of syllables.

1. Place number headers across the top row of the pocket chart. Place syllable word cards beside the pocket chart. Provide each student with a student sheet.
2. The student reads each word and counts the number of syllables.
3. Places the cards under the corresponding number header.
4. Writes words on the student sheet.
5. Teacher evaluation

1	2	3	4
frame	basket	astronaut	motorcycle
plug	mountain	vacation	transportation
shape			

**Extensions and Adaptations**

- ▶ Sort by number of graphemes or phonemes.
- ▶ Sort by morphemes.
- ▶ Sort by orthographical characteristics (e.g., certain ways to spell long "a").
- ▶ Make cards with other target words (Activity Master P.094.AM1e).

# Phonics

"How Many?" Closed Sort

P.094.AM I a

frame

plug

shape

goat

book

wood

frame-l, plug-l, shape-l, goat-l, book-l, wood-l



basket

mountain

feather

happy

away

frisbee

basket-2, mountain-2, feather-2, happy-2, away-2, frisbee-2



# Phonics

"How Many?" Closed Sort

P.094.AM1c

computer

banana

vacation

telephone

calendar

astronaut

computer-3, banana-3, vacation-3, telephone-3, calendar-3, astronaut-3



dictionary

motorcycle

transportation

discovery

thermometer

comfortable

dictionary-4, motorcycle-4, transportation-4, discovery-4, thermometer-4,  
comfortable-4



# Phonics

"How Many?" Closed Sort

P.094.AM1e




2

4

1

3



Name \_\_\_\_\_

"How Many?" Closed Sort

P.094.SS

1	2	3	4	



P.095

# Phonics

## Syllable Patterns Word Syllable Game



### Objective

The student will segment the syllables in words.



### Materials

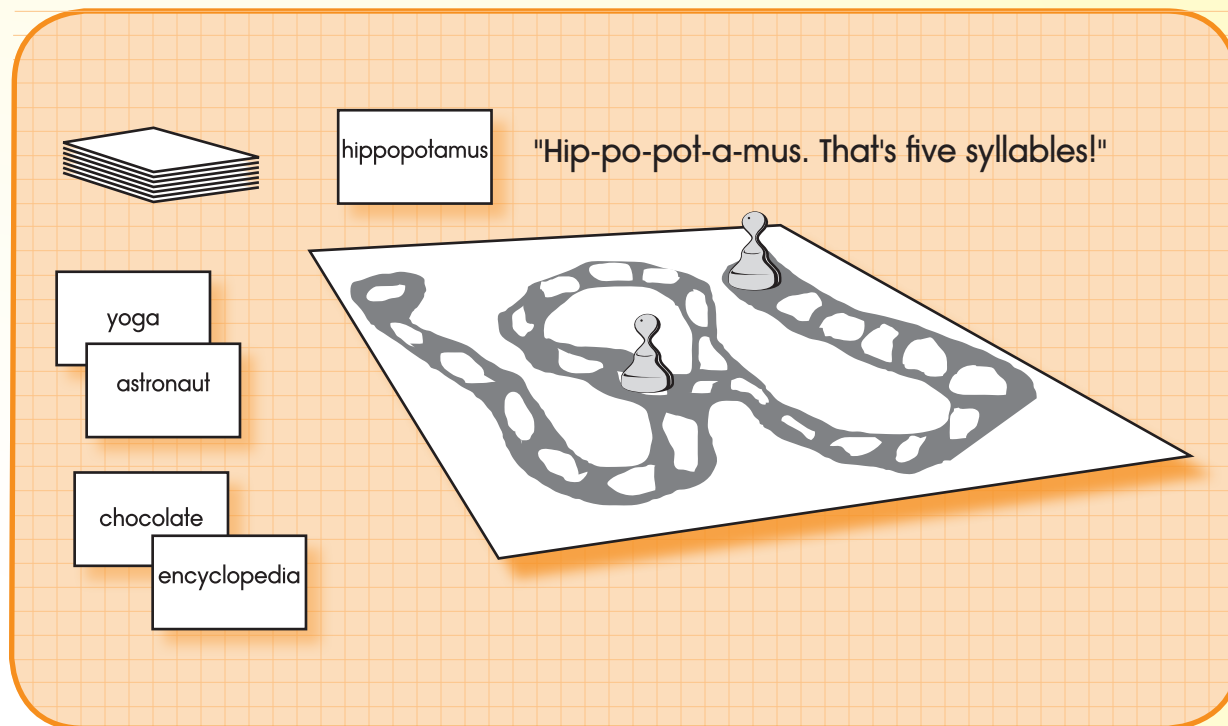
- ▶ Syllable game board (Activity Master P.095.AM1a - P.095.AM1b)
- ▶ Syllable word cards (Activity Master P.095.AM2a - P.095.AM2c)  
*Write the number of syllables on the back side of the word cards for self-check.*
- ▶ Game pieces (e.g., counters)



### Activity

Students play a game by counting syllables in words.

1. Place game board and word cards face up in a stack on a flat surface. Students place game pieces at START on the game board.
2. Taking turns, students select a word card, say the word, count the syllables, and check the back of card.
3. 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 a turn. Word cards can be placed at the bottom of the stack to be used again.
4. Game continues until all students reach the END.
5. Peer evaluation



### Extensions and Adaptations

- ▶ Make other word cards to use in game (e.g., student names).

# Phonics

Word Syllable Game

P.095.AM1a

START

cards



END

# Phonics

Word Syllable Game

P.095.AM2a

through	scratch
taught	yoga
happy	chilly
often	people



through-1, scratch-1, taught-1, yoga-2, happy-2, chilly-2, often-2, people-2,

triangle	hospital
chocolate	Saturday
astronaut	tomorrow
escalator	firecracker



triangle-3, hospital-3, chocolate-3, Saturday-3, astronaut-3, tomorrow-3,  
escalator-4, firecracker-4

# Phonics

Word Syllable Game

P.095.AM2c

harmonica	rhinoceros
tarantula	helicopter
caterpillar	watermelon
hippopotamus	encyclopedia



harmonica-4, rhinoceros-4, tarantula-4, helicopter-4, caterpillar-4,  
watermelon-4, hippopotamus-5, encyclopedia-6



## Objective

The student will segment syllables in words.



## Materials

- ▶ Multisyllabic word cards (Activity Masters P.096.AM1a - P.096.AM1e)  
*Laminate cards to mark with a Vis-à-Vis® marker.*
- ▶ Vis-à-Vis® marker
- ▶ Erasers (e.g., tissue, cloth)
- ▶ Paper
- ▶ Pencil



## Activity

Students draw lines to distinguish syllables in words.

1. Place Vis-à-Vis® marker, eraser, and cards on a flat surface.
2. Student selects a word card.
3. Draws lines between the syllables using a Vis-à-Vis® marker.
4. Lists words on paper dividing the syllables.
5. Erases card and continues until all cards are completed.
6. Teacher evaluation

ex|per|iment

mon|key



## Extensions and Adaptations

- ▶ Make other words to divide into syllables.
- ▶ Underline the vowels and circle the consonants.

# Phonics

Word Syllable Show

P.096.AM1a

monkey

family

potato

ladybug

important



experiment

television

temperature

balloon

sugar



# Phonics

Word Syllable Show

P.096.AM1c

raccoon

turtle

bubble

magnet

skeleton



computer

kangaroo

astronaut

open

picnic



# Phonics

Word Syllable Show

P.096.AM1e

hospital

firecracker

hippopotamus

encyclopedia





**P.097**

## Morpheme Structures - Compound Words

### Compound Word Puzzles



#### Objective

The student will blend compound words.



#### Materials

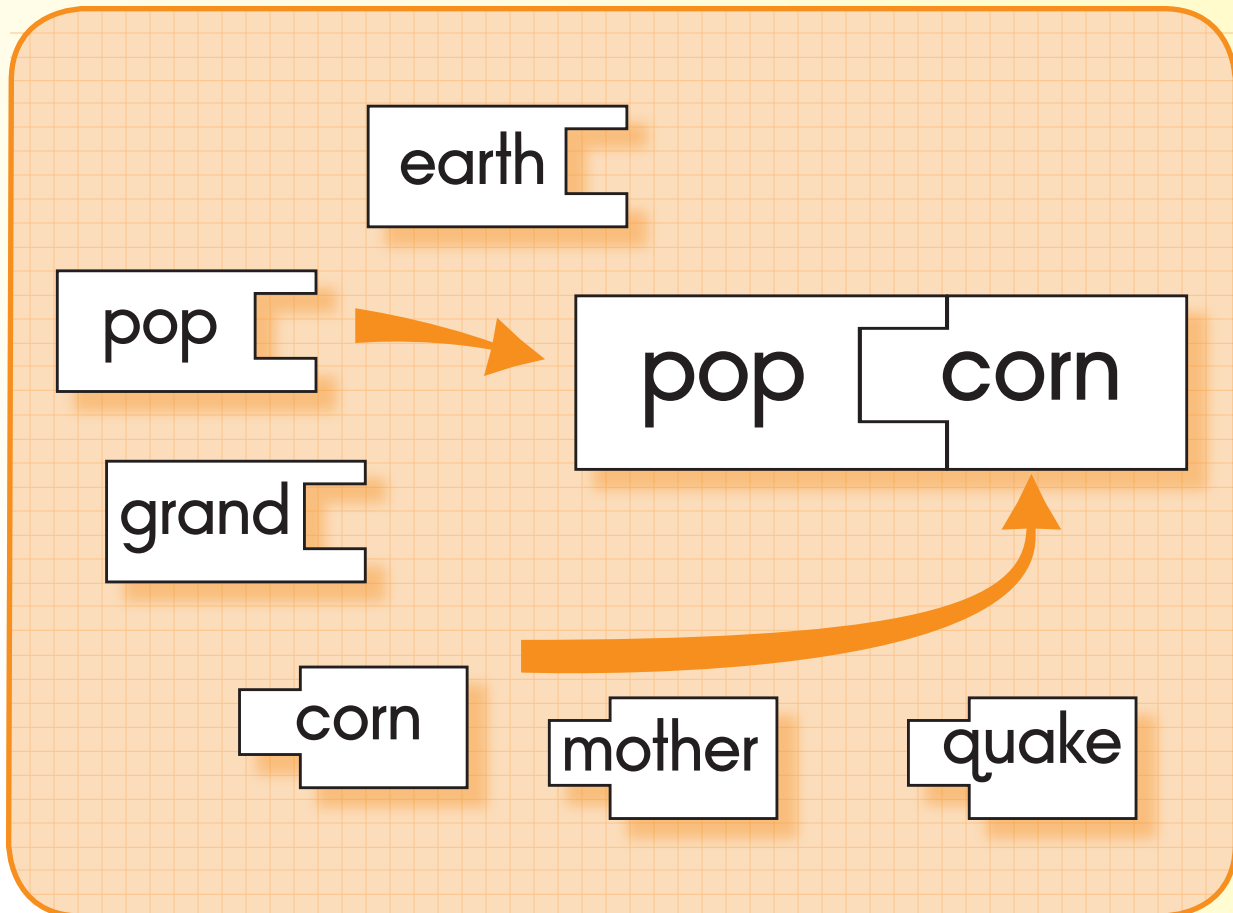
- ▶ Compound Word Puzzles (Activity Master P.097.AM1a - P.097.AM1c)  
*Copy on card stock and cut apart.*
- ▶ Paper
- ▶ Pencil



#### Activity

Students fit together puzzle pieces to form compound words.

1. Place puzzle pieces on a flat surface.
2. Student matches puzzle pieces to make compound words.
3. Reads and writes words on paper.
4. Teacher evaluation



#### Extensions and Adaptations

- ▶ Make puzzles using base words, inflections, suffixes, or prefixes.

# Phonics

Compound Word Puzzles

P.097.AM1a

pop corn

grass hoppper

foot ball

apple sauce



black board

earth quake

home work

sun flower



# Phonics

## Compound Word Puzzles

P.097.AM1c

grand mother

play ground

butter fly

fire fighter





## Objective

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



## Materials

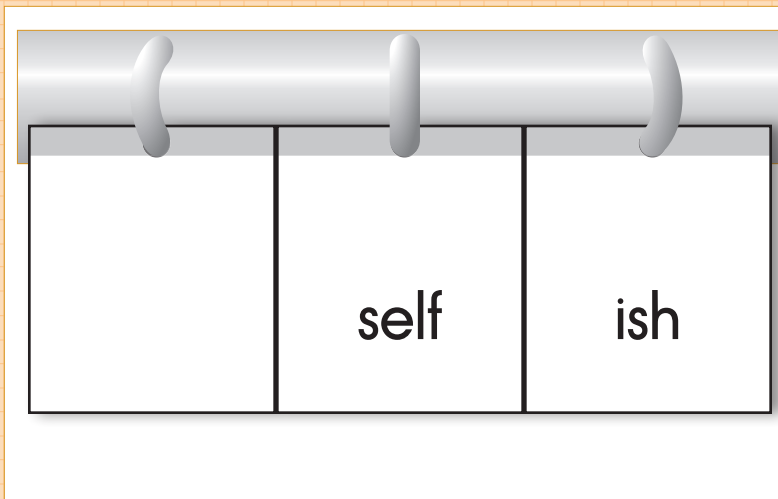
- ▶ Prefix, root word, and suffix flip pages (Activity Master P.098.AM1a - P.098.AM1i)  
*Copy, cut, hole punch, and compile book.*
- ▶ Three ring binder or binder rings  
*Place flip pages in the binder.*
- ▶ Pencil



## Activity

Students blend words in a flip book using prefixes, suffixes, and root words.

1. Place target flip book on a flat surface.
2. The student "flips" through the pages in the book and blends root words, prefixes, and suffixes to make words.
3. Reads and writes the words.
4. Teacher evaluation



prefix

root word

suffix

Real Words	Nonsense Words
selfish	



## Extensions and Adaptations

- ▶ Add other prefixes, suffixes, and root words (Activity Master P.098.AM1j).

# Phonics

Prefix and Suffix Flip Book

P.098.AM1a

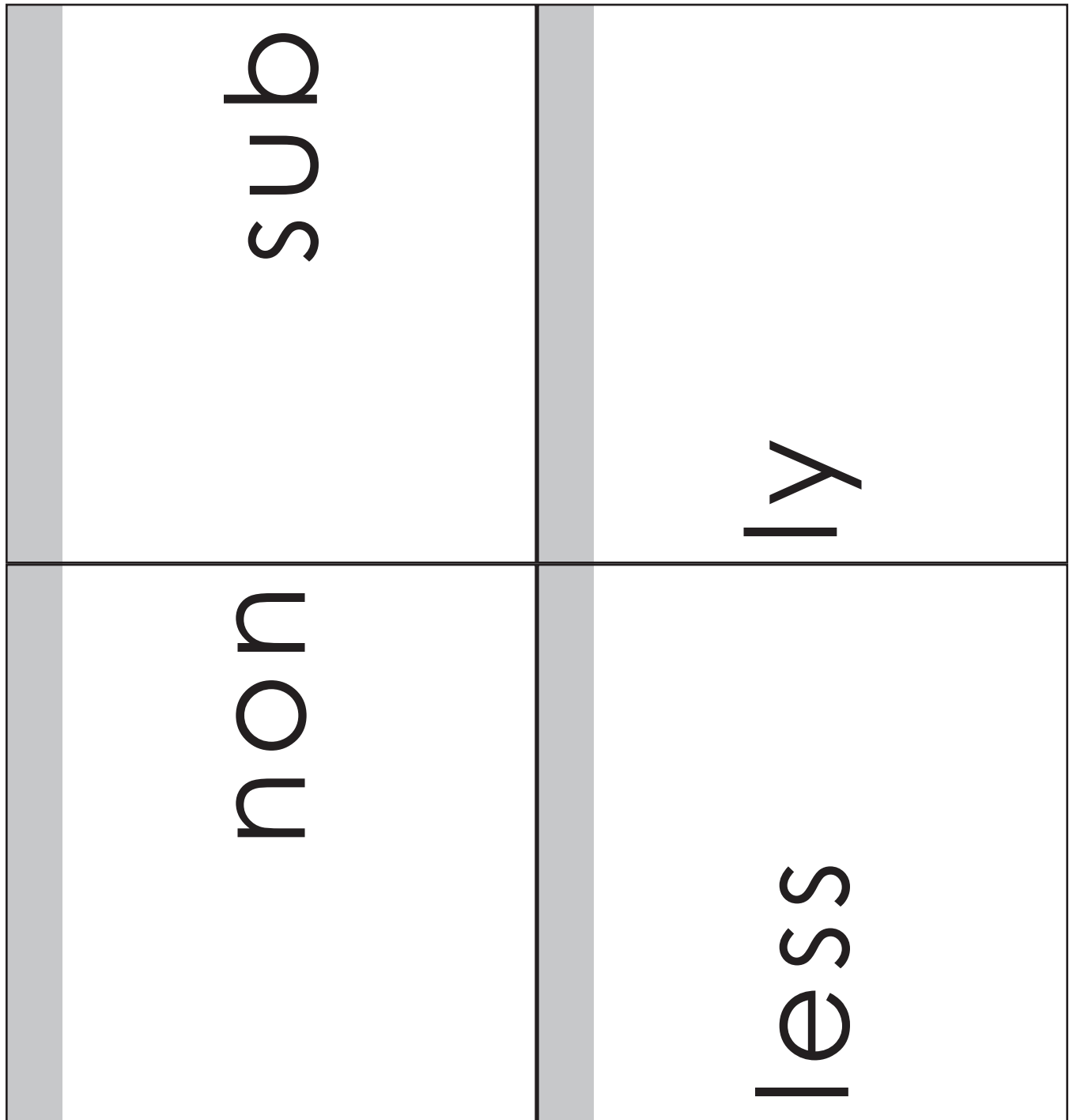
un

mis

re

im





# Phonics

Prefix and Suffix Flip Book

P.098.AM1c

ful

er

ment

ish



father

cheer

care

govern



# Phonics

Prefix and Suffix Flip Book

P.098.AM1e

teach

happy

self

write



behave

marine

possible

sense



# Phonics

Prefix and Suffix Flip Book

P.098.AMlg

able

fortune

appear

balance



merge

mother

fiction

thought



# Phonics

Prefix and Suffix Flip Book

P.098.AM I i

care

firefight

develop

child








### Inflections Toss

#### Objective

The student will blend root words and inflections.

#### Materials

- ▶ Root word and inflection grids (Activity Masters P.099.AM1a - P.099.AM1c).
- ▶ Two boxes (e.g., shoe boxes, small plastic container)
- ▶ Two small objects (e.g., penny, pebble)
- ▶ Paper
- ▶ Pencil

#### Activity

Students play a game making new words by blending root words and inflections.

1. Place grids in the bottom of the boxes. Place boxes and small objects on a flat surface.
2. The student tosses one of the objects into the root word box and one into the inflections box.
3. Blends the root and the inflection that each object lands on and determines if a word is made.
4. Writes the word on paper and reads it.
5. Continues to make words until all the inflections are used.
6. Teacher evaluation

root words		
toss	short	eat
smart	walk	look

inflections		
s	ing	ed
est	es	er

#### Extensions and Adaptations

- ▶ Develop grids with additional root words, prefixes, and suffixes (Activity Master P.99.AM1d).

Root Words		
toss	short	eat
smart	walk	look



# Phonics

Inflections Toss

P.099.AM1b

Inflections	ed	er
	ing	es
	s	est



Root Words		
cook	play	sing
fast	fish	tall



# Phonics

Inflections Toss

P.099.AMId






## Objective

The student will blend root words with affixes.



## Materials

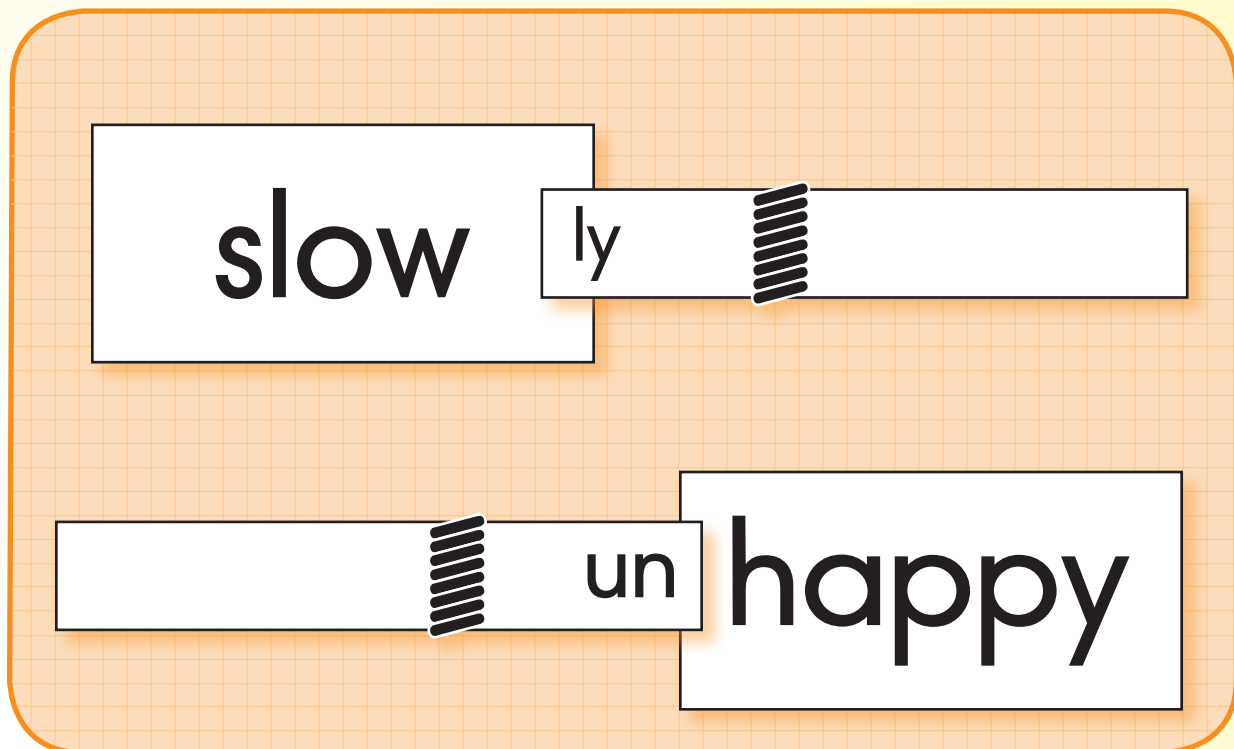
- ▶ Construction paper  
*Cut into small rectangles.*  
*Write words on rectangles to make word cards.*
- ▶ Clothespins  
*Write target prefixes and suffixes on the clamping end of the clothespin. For longer prefixes or suffixes write on small pieces of construction paper and glue to a clothespin.*
- ▶ Paper
- ▶ Pencil



## Activity

Students make new words by blending root words, prefixes, and suffixes.

1. Place word cards and clothespins with target suffixes and prefixes on a flat surface.
2. Student clips suffix or prefix clothespin onto word card to form a new word.
3. Writes words on paper.
4. Teacher evaluation



## Extensions and Adaptations

- ▶ Use compound words.

Notes