Objective

The student will gain speed and accuracy in recognizing letter-sounds.

Materials

▶ Letter-sound sheets (Activity Master F.001.AM1a - F.001.AM1b)
Some letters have more than one sound (e.g., c, g, s, x, y, and all vowels).
It is suggested that when timing, students say only one sound per letter.
There are two versions of the sheets (i.e., 1 and 2). Students may use either one or both.
Make two copies of each sheet and laminate.

▶ Sounds correct per minute record (Activity Master F.001.AM2)

▶ Timer (e.g., digital)

▶ Pencils

▶ Vis-à-Vis® markers

Activity

Students take turns identifying sounds of letters in a timed activity.

1. Place two copies of the letter-sound sheets and timer at the center. Provide each student with a sounds correct per minute record.

2. Taking turns, student one sets the timer for one minute and tells student two to "begin."

3. Student two goes across the page, points to each letter, and says sound of letter (e.g., points to the letter "b," says /b/). Student one follows on his copy and uses a Vis-à-Vis® marker to draw a line through any letters that are mispronounced. If all sounds are pronounced, go back to the top and continue until timer goes off.

4. Student two counts number of sounds pronounced correctly and records on his sounds correct per minute record.

5. Repeat the activity at least two more times attempting to increase speed and accuracy.

6. Reverse roles.

7. Peer evaluation

Extensions and Adaptations

▶ Say letter name and sound.

▶ Time how long it takes to pronounce all sounds.

▶ Say all possible sounds during the timing for c, g, s, x, y, and all vowels.

1.

r	c	x	f	p
v	k	a	b	e
h	x	n	i	o
w	y	u	z	s
g	d	c	m	j
b	a	k	v	t
n	l	i	h	p
z	u	y	w	v
f	l	o	q	t
k	e	f	d	c
m	j	y	r	g
f	x	d	v	h

2.

j	a	y	v	t
u	w	i	h	p
b	d	f	m	e
g	t	n	v	x
p	o	k	j	a
s	r	h	l	u
z	e	f	d	b
i	u	g	n	s
x	k	w	t	o
b	f	m	d	c
q	s	c	y	v
l	e	r	q	z

Sounds Correct Per Minute

1st try	_____ letter-sounds
2nd try	_____ letter-sounds
3rd try	_____ letter-sounds
4th try	_____ letter-sounds
5th try	_____ letter-sounds

Sounds Correct Per Minute

1st try	_____ letter-sounds
2nd try	_____ letter-sounds
3rd try	_____ letter-sounds
4th try	_____ letter-sounds
5th try	_____ letter-sounds

Objective

The student will gain speed and accuracy in recognizing letter-sounds.

Materials

▶ Digraph-diphthong practice sheets (Activity Master F.002.AM1a - F.002.AM1b)

Digraphs presented are: ay, ea, oa, au, ai, oo, ee, aw, ph, sh, th, ch, wh, kn, ck.

Diphthongs presented are: oy, oi, ow, and ou.

There are two versions of the sheets (i.e., 1 and 2). Students may use either one or both.

Note: Some letter combinations have more than one sound (e.g., "ea" as in eat, head, break;
"ow" as in now, row; "ou" as in out, four, you, country; "th" as in think, this; "oo" as in foot, boot,
floor; "ch" as in chin, chorus, chivalry; "ai" as in bait and said).

It is suggested that, when timing, students say only one sound per letter combination.

▶ Sounds correct per minute record (Activity Master F.001.AM2)

▶ Timer (e.g., digital)

▶ Pencils

Activity

Students take turns identifying digraphs and diphthongs in a timed activity.

1. Place the digraph-diphthong practice sheets and timer at the center. Provide each student with a sounds correct per minute record.
2. Taking turns, students practice reading the digraphs and diphthongs aloud to each other.
3. Student one sets the timer for one minute and tells student two to "begin."
4. Student two reads across the page while student one follows on his copy and uses a Vis-à-Vis® marker to mark any digraphs and diphthongs that are read incorrectly. If all on the sheet are read, go back to the top and continue reading. Continues until timer goes off.
5. Student one marks the last digraph or diphthong read and counts the number read correctly.
6. Student two records the number of digraphs or dipthongs read correctly on his record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Peer evaluation
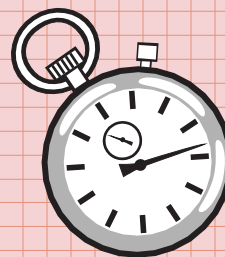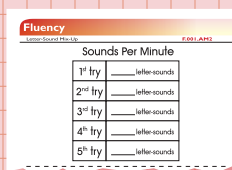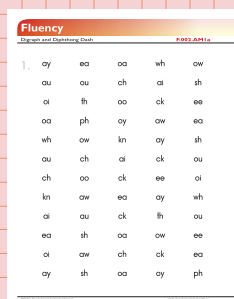
Extensions and Adaptations

▶ Use the mixed letter-sound, digraph, diphthong sheet 3 (Activity Master F.002.AM2).

▶ Say all possible sounds during the timing for the digraphs (i.e., ea, ow, ou, th, oo, ch, ai).

▶ Use teacher-made practice sheets with repeating words containing target digraphs and diphthongs (e.g., meat, wheat, seal, mean, treat, seal, meat, treat, wheat, mean).

1.

ay	ea	oa	wh	ow
au	ou	ch	ai	sh
oi	th	oo	ck	ee
oa	ph	oy	aw	ea
wh	ow	kn	ay	sh
au	ch	ai	ck	ou
ch	oo	ck	ee	oi
kn	aw	ea	ay	wh
ai	au	ck	th	ou
ea	sh	oa	ow	ee
oi	aw	ch	ck	ea
ay	sh	oa	oy	ph

2.

au	ou	ch	ai	sh
oa	ph	oy	aw	ea
ch	kn	ck	ee	oi
ph	aw	ea	ay	wh
ai	au	ck	th	ou
oi	th	oo	ck	ee
ay	ea	oa	wh	ow
au	ou	ch	ai	sh
wh	ow	oa	kn	ch
ck	ou	ph	ck	aw
oo	wh	oi	sh	ay
ee	ay	au	th	ea

3.

m	oo	aw	o	ay
ck	b	sh	z	oi
a	n	ea	ay	w
au	th	u	ow	wh
c	f	ou	h	j
ai	x	th	e	ph
s	g	i	au	k
q	t	r	oy	sh
d	ai	ee	oa	v
kn	y	oy	ch	ou
aw	v	d	l	sh
r	aw	p	ea	h

Objective

The student will gain speed and accuracy in reading word parts.

Materials

▶ Word part car slides (Activity Master F.003.AM1)

These consist of the 37 most common rimes and common prefixes and suffixes.
Copy on card stock and laminate.
Cut on dotted lines to thread strips.

▶ Word part strips (Activity Master F.003.AM2a - F.003.AM2b)

Cut and laminate.
Thread the strips in the word part car slides so that word parts show.

▶ Timer (e.g., digital)

Activity

Students quickly read word parts by using a race car slide.

1. Place the word part car slides threaded with strips and the timer at the center.
2. Taking turns, student one sets the timer for one minute and tells student two to "begin."
3. Student two moves the strip through the slide as he reads each word part. Chooses additional slides with strips and continues reading until the timer goes off.
4. Reverse roles and continue activity attempting to read all slides within one minute.
5. Peer evaluation
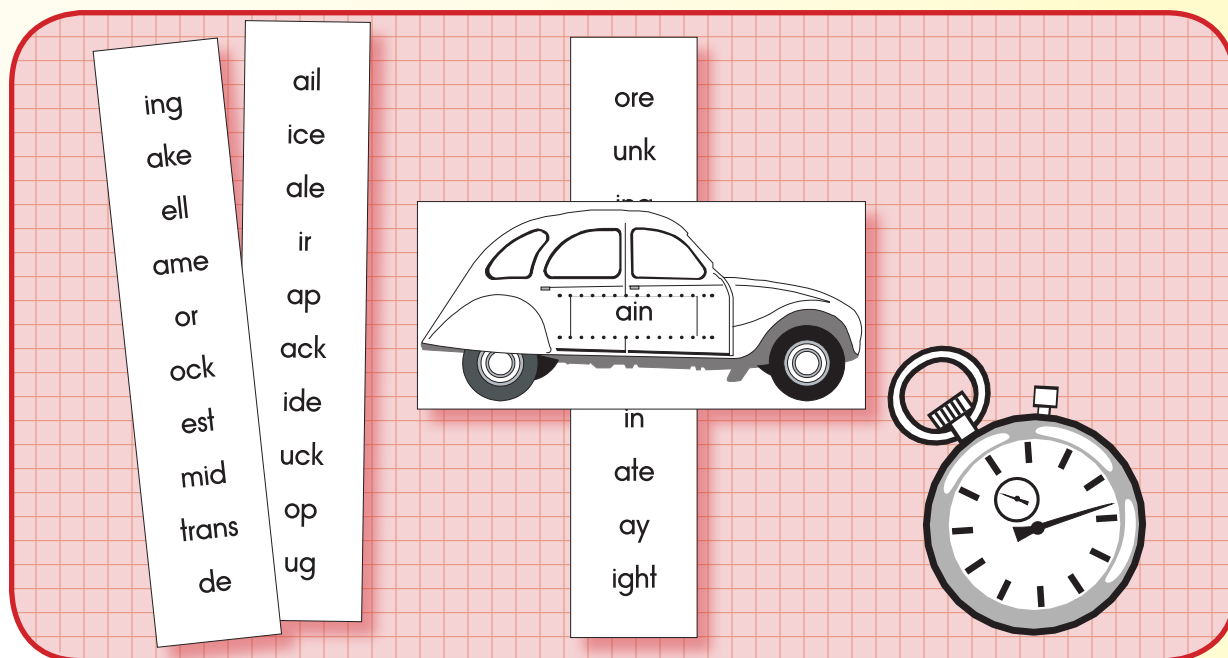
Extensions and Adaptations

▶ Make other strips using target word parts and words.
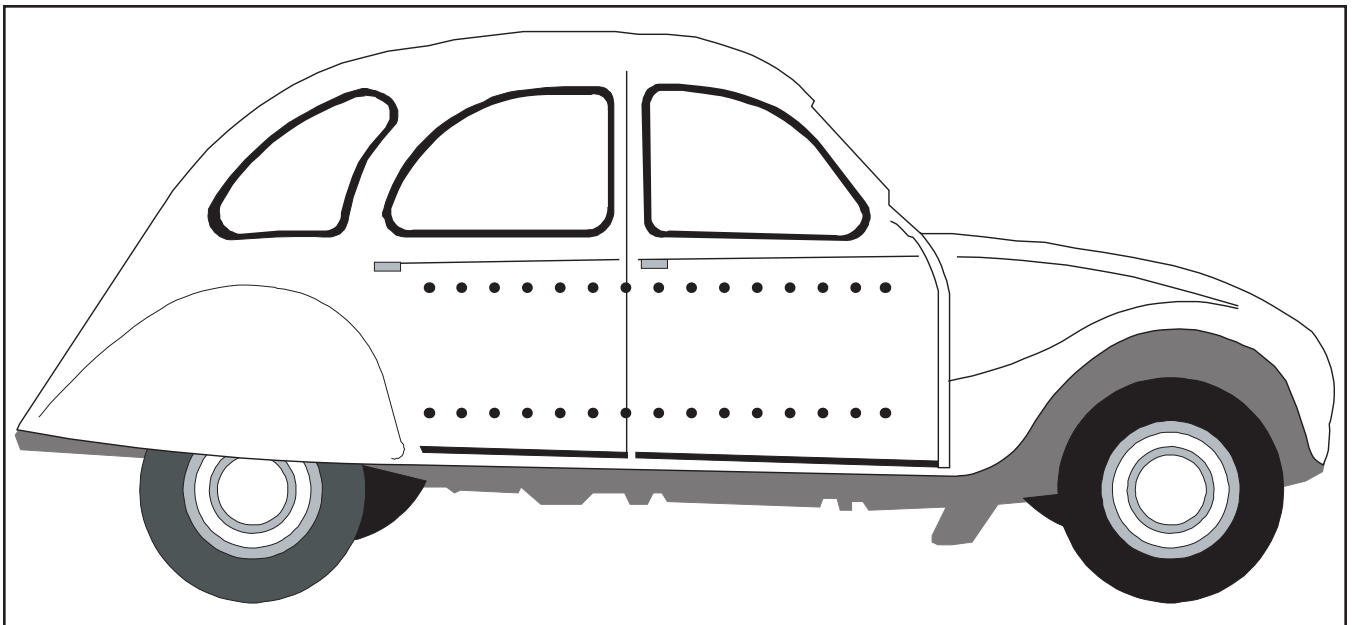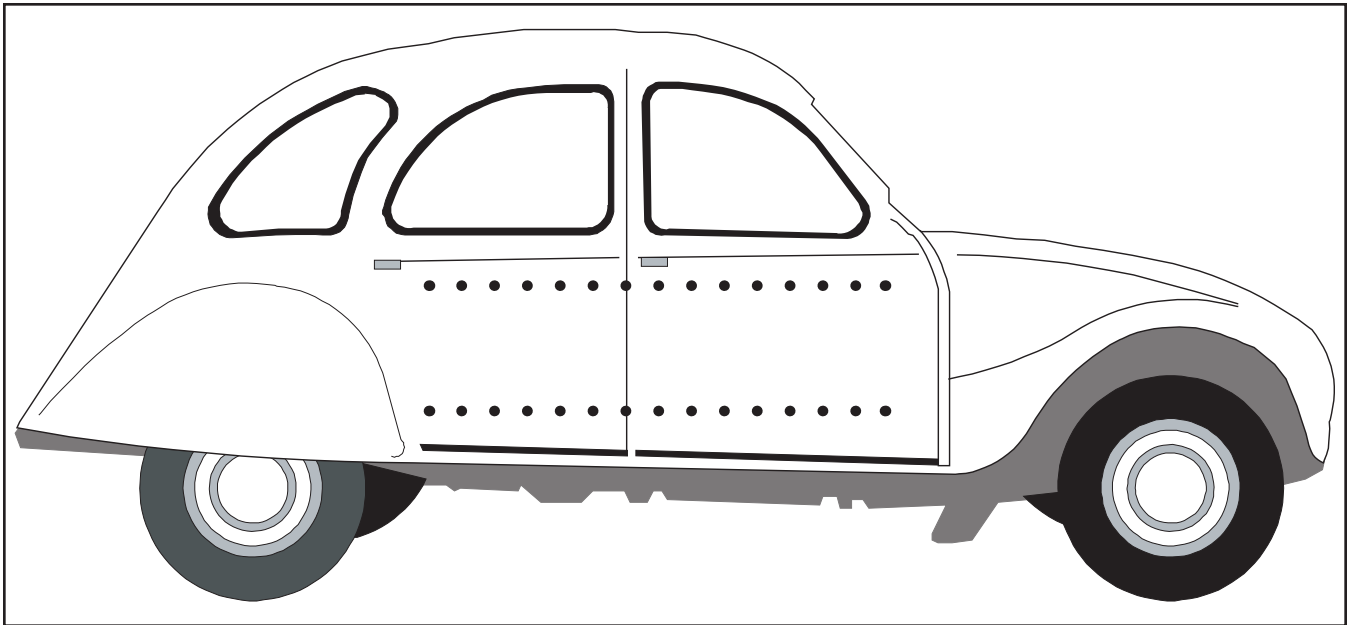
Directions: Cut on dotted lines and thread slide through to show word parts.

ail	ore	ing
ice	unk	ake
ale	ing	ell
ir	oke	ame
ap	ain	or
ack	an	ock
ide	in	est
uck	ate	mid
op	ay	trans
ug	ight	de

en	er	ash
mis	es	ine
im	ty	aw
re	ed	ick
un	ic	ump
de	ful	ill
in	ness	eat
pre	ly	ank
il	less	ip
dis	ment	at

Objective

The student will gain speed and accuracy in reading syllables.

Materials

▸ YES and NO header cards (Activity Master F.004.AM1)
  Copy on colored construction and laminate.
▸ Syllable cards (Activity Master F.004.AM2a - Activity Master F.004.AM2j)
  There are 100 common non-word syllables. Some syllables have more than one pronunciation (e.g., "ty" as in Tyrone and party; "ger" as in geranium and hunger; "ar" as in artist and dollar). It is suggested that when timing, students say only one sound per syllable. Note: All open syllables are pronounced with a long vowel sound. The syllable "peo" is pronounced /pē/ as in people.
▸ Syllables correct per minute record (Activity Master F.004.AM3)
▸ Timer (e.g., digital)
▸ Pencils

Activity

Students quickly read syllables in a timed activity.

1. Place timer and header cards at the center. Stack the set of syllable cards face down and provide each student with a syllables correct per minute record.
2. Taking turns, student one sets the timer for one minute, turns a card over, and prompts partner to read the syllable.
3. If the syllable is read correctly, the student places the card in a pile on the "YES" card. If the syllable is read incorrectly, places it in a pile on the "NO" card.
4. Continue the activity until the timer rings. Count the syllable cards in the "YES" pile and record the number on the syllables correct per minute record. Read cards in "NO" pile together.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation
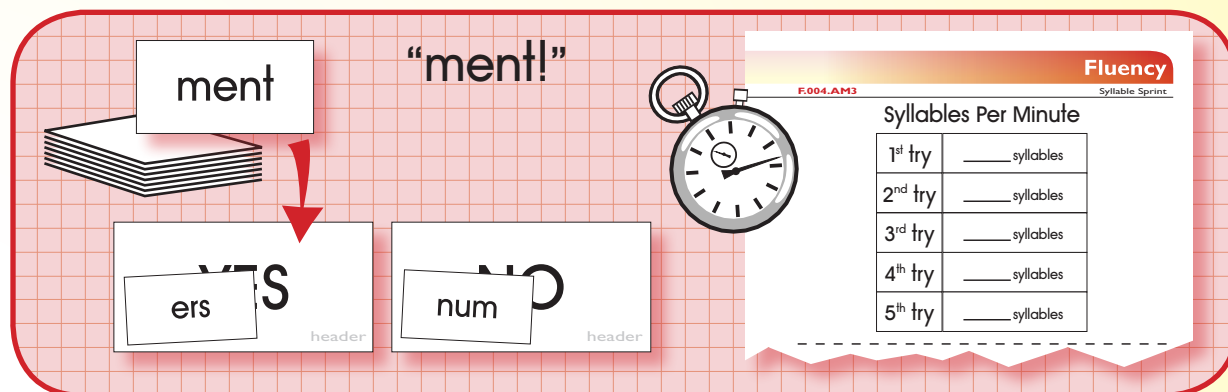
Extensions and Adaptations

▸ Use practice sheets containing common non-word syllables. There are approximately 20 different syllables presented on each sheet (Activity Master F.004.AM4a - F.004.AM4e).
▸ Use syllables provided at end of Word Parts (Activity Master F.CS.001 - F.CS.027).

YES

header

NO

header

ing	er
ter	al
ed	es
tion	re
oth	ry

ex	en
di	bout
com	ple
con	per
un	der

ty	num
peo	ble
af	ers
mer	wa
ment	pro

ri	sen
ture	fer
dif	pa
tions	ther
fore	est

ei	si
ent	ven
ev	ac
ca	fol
ful	na

col	par
dis	ern
ny	cit
po	cal
mu	moth

coun	mon
pe	lar
por	fi
bers	sec
ap	stud

gan	bod
tence	ward
nit	nev
ure	mem
ters	cov

de	ver
tle	ber
ar	ma
fa	la
tain	ning

pic	im
ad	tween
ger	hap
e	i
y	o

Syllables Correct Per Minute

1st try	_____ syllables
2nd try	_____ syllables
3rd try	_____ syllables
4th try	_____ syllables
5th try	_____ syllables

- -

Syllables Correct Per Minute

1st try	_____ syllables
2nd try	_____ syllables
3rd try	_____ syllables
4th try	_____ syllables
5th try	_____ syllables

1.

y	ver	tion	ter	ry
re	oth	o	ing	i
ex	es	er	en	ed
e	di	de	com	bout
al	ing	er	i	y
ter	al	ed	es	e
tion	re	o	oth	de
ver	ex	en	di	bout
com	al	bout	com	de
di	e	ed	er	es
ex	oth	ing	o	re
i	ter	tion	ry	ver

common non-word syllables

2.

wa	un	u	ty	tle
ri	pro	ple	per	peo
num	mer	ment	ma	ers
der	con	ble	ber	ar
af	ple	con	per	un
der	tle	ber	ty	num
peo	ble	af	ers	mer
wa	ment	pro	ar	ma
ri	af	ar	ber	ble
con	der	ers	ment	mer
ri	un	ty	tle	wa
pro	ple	per	peo	num

common non-word syllables

3.

sen	ture	fer	dif	pa
tions	ther	fore	est	fa
la	ei	n't	si	ent
ven	ev	ac	ca	fol
sen	ture	fer	dif	pa
tions	ther	fore	est	fa
la	ei	n't	si	ent
ven	ev	ac	ca	fol
sen	ture	fer	dif	pa
tions	ther	fore	est	fa
ev	fa	ven	ca	ei
fore	ther	tions	fol	ac

common non-word syllables

4.

tain	po	pic	pe	par
ny	ning	na	mu	moth
mon	lar	im	ful	ern
dis	coun	col	cit	cal
ful	na	tain	ning	col
par	dis	ern	ny	cit
po	cal	mu	moth	pic
im	coun	mon	pe	lar
cal	cit	col	coun	dis
ern	ful	im	lar	mon
mu	tain	par	po	pic
pe	ning	na	mu	moth

5.

ward	ure	tween	ters	tence
stud	sec	por	nit	nev
mem	hap	ger	gan	fi
cov	bod	bers	ap	ad
por	fi	tween	sec	ap
stud	ad	hap	gan	bod
tence	ward	cov	nev	ure
mem	ters	bers	ger	nit
ad	ap	ger	bod	cov
fi	gan	por	hap	mem
sec	ward	ters	ure	tween
tence	stud	por	nit	nev

common non-word syllables

Objective

The student will gain speed and accuracy in reading syllables.

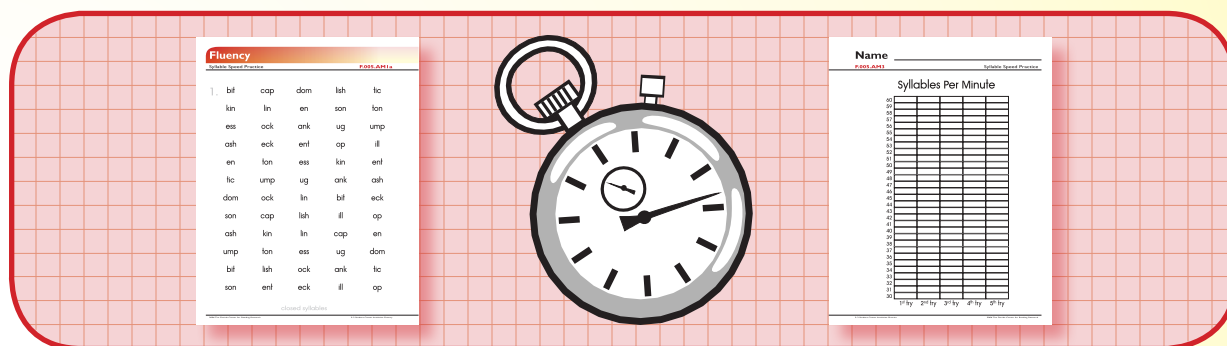## Materials

▸ Syllable speed practice sheets (Activity Master F.005.AM1a - F.005.AM1f)

Each sheet has a different syllable type (i.e., open, closed, r-controlled, VCE, vowel teams, cons-le).
Select target practice sheet. Twenty syllables are presented on each page.
Make two copies of each sheet and laminate.
Note: All vowels are pronounced long on the open syllable sheet.

▸ Syllables correct per minute graph (Activity Master F.005.SS)
▸ Timer (e.g., digital)
▸ Vis-à-Vis® markers

Activity

Students quickly read syllables by doing timed practices.
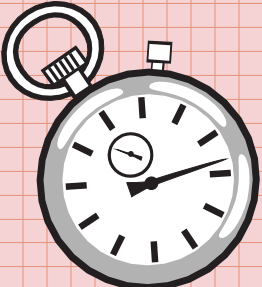
1. Place two copies of the target syllable speed practice sheet and timer at the center. Provide each student with a syllables correct per minute graph.
2. Taking turns, students practice reading the syllables aloud to each other before beginning the timing.
3. Student one sets the timer for one minute and tells student two to "begin."
4. Student two reads across the page while student one follows on his copy and uses a Vis-à-Vis® marker to draw a line through any syllables that are read incorrectly. If all the syllables on the sheet are read, go back to the top and continue reading.
5. When the timer goes off, student one marks the last syllable read. Counts the number of syllables read correctly.
6. Student two graphs number of syllables read correctly on his syllables correct per minute graph.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation

Extensions and Adaptations

▸ Use practice sheet containing all six syllable types (Activity Master F.005.AM2).
▸ Use advanced graphs with more fluent readers (Activity Master F.025.SS2 and F.025.SS3).

1.

bit	cap	dom	lish	tic
kin	lin	en	son	ton
ess	ock	ank	ug	ump
ash	eck	ent	op	ill
en	ton	ess	kin	ent
tic	ump	ug	ank	ash
dom	ock	lin	bit	eck
son	cap	lish	ill	op
ash	kin	lin	cap	en
ump	ton	ess	ug	dom
bit	lish	ock	ank	tic
son	ent	eck	ill	op

closed syllables

2.

he	re	ba	me	de
te	ne	vo	di	ra
fi	spa	du	be	co
fa	de	bo	fi	mu
ru	hi	ha	le	fo
go	pe	fli	pa	tu
la	pu	se	wo	di
pre	wa	ti	ru	bo
fi	be	mu	da	ha
vo	pi	fa	pu	se
ma	du	we	ti	sho
bi	ne	pra	go	tu

open syllables

3.

er	or	ir	ar	ur
or	ir	art	ur	ar
ird	ar	ur	erm	or
ar	er	orn	ir	ur
urt	ir	ar	erd	or
orn	er	irk	ar	ur
art	urb	er	ork	ir
er	arm	ir	ur	ark
ir	er	ur	ar	arn
or	ir	ard	ur	er
irt	erb	urp	irm	or
er	ar	art	urn	arm

r-controlled syllables

4.

ate	ire	obe	ume	ede
ote	ene	ive	ade	ube
ife	ape	ode	ule	ete
use	ide	ame	eve	ope
aze	uke	ine	ole	ene
ipe	one	ede	ace	uge
ale	oke	ute	ive	ibe
ete	ube	ake	ite	ove
ice	ave	oke	ude	ete
ove	ike	afe	ede	use
ile	eve	une	ite	ote
uke	ate	ove	ime	ube

vowel-consonant-e syllables

5.

eam	oat	een	ood	ait
ie	ay	own	eep	ood
oan	aid	oan	ead	oal
ail	eed	own	aw	oof
oe	ait	each	ay	eek
oon	eal	ook	ain	eet
eep	oe	ead	ood	air
oop	eet	aid	oan	own
oam	ie	eem	oup	eal
oad	ail	oa	eak	eet
oon	eam	oat	ay	ook
ain	eel	eem	eap	aw

vowel team syllables

6.

ble	kle	zle	dle	gle
ple	gle	kle	fle	zle
kle	ple	dle	ble	fle
gle	dle	cle	fle	gle
dle	zle	ple	ble	cle
gle	ple	ble	kle	zle
zle	dle	cle	gle	fle
kle	dle	gle	ble	tle
dle	kle	zle	ble	kle
ple	ble	cle	gle	fle
ble	dle	kle	zle	gle
kle	ple	tle	fle	cle

consonant -le syllables

7.

est	arm	ink	ite	de
ame	bout	un	oat	com
ble	ex	num	ing	fi
own	dis	bo	oke	ple
oat	de	est	un	ble
ite	pe	ex	ame	com
oke	bout	ing	ink	num
ple	own	fi	dis	bo
ink	ble	oat	ex	un
ar	dis	fi	bout	ite
ple	de	oke	num	own
bo	ame	com	est	ing

all syllable types

Syllables Correct Per Minute

	1st try	2nd try	3rd try	4th try	5th try
60					
59					
58					
57					
56					
55					
54					
53					
52					
51					
50					
49					
48					
47					
46					
45					
44					
43					
42					
41					
40					
39					
38					
37					
36					
35					
34					
33					
32					
31					
30					

Fluency

Pick-A-Part

✎ Objective
The student will gain speed and accuracy in recognizing letter-sounds and word parts.

✎ Materials
▸ Letter-sound and word part cards (Activity Master F.006.AM1a - F.006.AM1f)
These cards consist of common consonant digraphs, vowel digraphs, diphthongs, initial blends, and a sampling of syllables.
Some letter combinations have more than one sound (e.g., oo as in foot, boot, floor; ea as in eat, head, break; ar as in car, dollar; ch as in chin, chorus, chivalry).
It is suggested that students say only one sound per letter combination when doing this activity.

✎ Activity
Students quickly identify letter-sounds and word parts in a card game.
1. Place letter-sound and word part cards in a stack face down at the center.
2. Working in pairs, students sit side-by-side and place up to 15 letter-sound and word part cards face up in rows.
3. Student one looks at the cards, says a sound or word part, and counts to five silently while student two quickly finds, points, and says the sound or word part.
4. If the word part is identified before the count of five, student two picks up the card. Student two replaces the card with a new letter-sound or word part card. If the letter-sound or word part card is not identified, student one points to the card and says another letter-sound or word part.
5. Reverse roles and continue until all cards have been identified.
6. Peer evaluation

✎ Extensions and Adaptations
▸ Use words, phrases, or short sentences.
▸ Use word part cards as flash cards.

ay	aw
au	igh
oo	kn
qu	wr
sp	squ

fl	fr
sc	sl
sm	sn
sw	st
scr	spl

pl	pr
tr	tw
bl	br
cl	sk
cr	dr

ch	th
wh	sh
ph	ck
ow	ea
ai	ee

oi	ou
ould	ound
ple	ent
ite	ar
ter	tain

dw	wr
gl	gr
spr	str
oa	oy
ean	re

Objective
The student will gain speed and accuracy in reading affixes.

Materials

▶ Affix Zip practice sheets (Activity Master F.007.AM1a - F.007.AM1d)
   These sheets consist of common prefixes and suffixes.
   Select target practice sheet (i.e., prefix, suffix).
   Make two copies of each sheet and laminate.
   It is suggested that when timing, students say only one sound per affix.
▶ Affixes correct per minute record (Activity Master F.007.AM4)
▶ Timer (e.g., digital)
▶ Vis-à-Vis® markers
▶ Pencils

Activity

Students quickly read affixes by doing timed practices.

1. Place two copies of the target affix zip practice sheet(s) and timer at the center.
    Provide each student with an affixes correct per minute record.
2. Taking turns, students practice reading the affixes aloud to each other.
3. Student one sets the timer for one minute and tells student two to "begin."
4. Student two reads across the page while student one follows on his copy and uses
    a Vis-à-Vis® marker to mark any affixes that are read incorrectly. If all the affixes
    on the sheet are read, go back to the top and continue reading.
5. When the timer goes off, student one marks the last affix read. Counts the number
    of affixes read correctly.
6. Student two records the number of affixes read correctly on his record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation
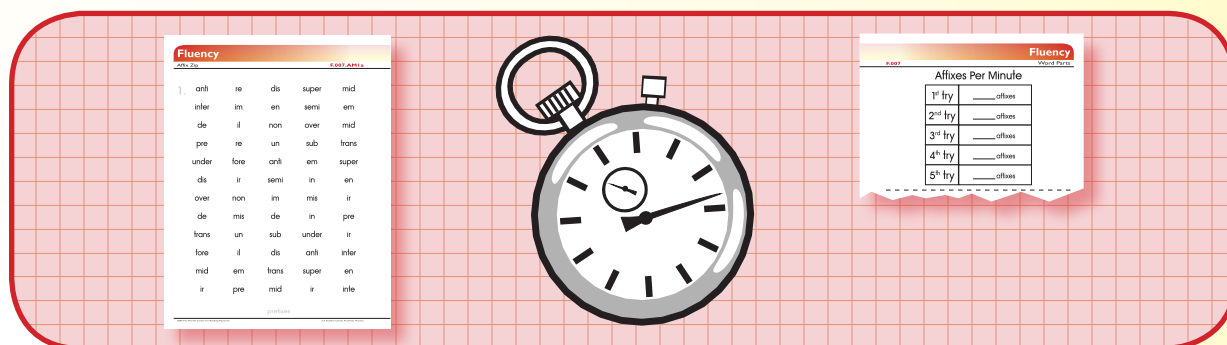
Extensions and Adaptations

▶ Use mixed affix practice sheet (Activity Master F.007.AM2).
▶ Use affixes and words practice sheets (Activity Master F.007.AM3a - F.007.AM3b).

1.

anti	re	dis	super	mid
inter	im	en	semi	em
de	il	non	over	mid
pre	re	un	sub	trans
under	fore	anti	em	super
dis	ir	semi	in	en
over	non	im	mis	ir
de	mis	de	in	pre
trans	un	sub	under	ir
fore	il	dis	anti	inter
mid	em	trans	super	en
ir	pre	mid	ir	inter

prefixes

2.

de	over	il	de	non
dis	re	ir	trans	mis
em	semi	en	semi	ir
fore	sub	em	un	inter
il	trans	non	trans	in
im	un	over	super	im
in	super	mis	sub	fore
inter	un	pre	semi	en
ir	re	inter	re	em
non	im	fore	pre	dis
un	re	in	non	over
dis	de	pre	trans	il

prefixes

3.

ing	al	ible	ed	able
al	er	ous	est	ive
ic	ment	ly	en	er
ive	ful	less	ment	est
es	ty	ful	ation	al
ness	ing	y	less	ic
ed	est	ly	tion	ness
ation	er	al	ity	ly
ing	es	able	ive	or
ity	en	or	ed	tion
able	y	tion	ic	ible
ty	or	ful	less	ous

suffixes

4.

able	ship	ible	ed	ation
ness	er	ar	est	or
est	ment	ly	ess	ful
ette	ful	less	ish	ible
ent	ist	ism	ation	ish
ness	ing	ship	ess	ism
ed	ar	ible	ly	like
ation	ish	hood	est	ly
ing	er	able	ent	ment
ism	ent	ist	ed	ness
ing	or	like	hood	able
ar	ful	ment	ness	est

suffixes

5.

ed	est	ment	ly	able
trans	un	sub	re	dis
ing	non	less	pre	over
ful	im	dis	ness	est
dis	or	non	less	pre
ment	ly	est	ness	ed
re	sub	trans	un	able
or	ful	dis	over	ing
ment	ly	able	est	ed
un	sub	dis	trans	re
less	pre	ing	non	over
dis	ful	ness	est	im

6.

un-	undo	unable	unlike	uneven
re-	reheat	refill	return	rewind
in-	invisible	indirect	incorrect	infinite
im-	impossible	impure	imperfect	impatient
dis-	disable	disappoint	disobey	disagree
en-	enjoy	enlarge	enlist	encounter
non-	nonslip	nonfiction	nonstop	nonsense
over-	overact	overbake	overflow	overcame
mis-	mislead	mislocate	misread	mistreat
pre-	precut	preplan	preschool	preheat

prefixes and words

7.

-s	chains	books	streets	cubes
-es	wishes	catches	glasses	mixes
-ed	dragged	ended	asked	brushed
-ing	covering	reaching	teaching	matching
-ly	friendly	safely	kindly	mostly
-er	cleaner	teacher	jogger	singer
-or	actor	collector	sailor	visitor
-y	rusty	tricky	summery	needy
-est	loudest	straightest	shortest	biggest
-ful	armful	playful	wonderful	peaceful

suffixes and words

Affixes Correct Per Minute

1st try	_____ affixes
2nd try	_____ affixes
3rd try	_____ affixes
4th try	_____ affixes
5th try	_____ affixes

- -

Affixes Correct Per Minute

1st try	_____ affixes
2nd try	_____ affixes
3rd try	_____ affixes
4th try	_____ affixes
5th try	_____ affixes

This list is comprised of 337 common syllables found in the 5,000 most frequent English words. 100 are non-word syllables and can be found in card format with activity F.004.

The remaining 237 can be found in card format following this listing. Some of these 237 syllables may actually be words. However, for these activities, they are intended to be used as syllables. For example, the letters "t-r-y" spell the word "try," but they also represent the second syllable in the word "coun-try."

Furthermore, there are instances when a syllable will have more than one pronunciation. The syllable "dy" can be pronounced /dē/ as in candy, or /dī/ as in "dynamite." In addition, all syllables ending with a vowel are pronounced with a long vowel sound (e.g., "t-a" is pronounced /tā/).

It is up to the judgment and expertise of the teacher regarding how and when to introduce the syllables in the classroom as well as how to pronounce them during the activities. It is suggested, however, that during timings only one pronunciation be required.

1.	a	35.	can
2.	ac	36.	cap
3.	act	37.	car
4.	ad	38.	cat
5.	af	39.	cate
6.	ag	40.	cen
7.	age	41.	cent
8.	air	42.	char
9.	al	43.	ci
10.	als	44.	cial
11.	am	45.	cir
12.	an	46.	cit
13.	ap	47.	cle
14.	ar	48.	co
15.	as	49.	col
16.	at	50.	com
17.	ate	51.	come
18.	au	52.	con
19.	ba	53.	cor
20.	bat	54.	coun
21.	be	55.	cov
22.	ber	56.	cu
23.	bers	57.	cul
24.	bet	58.	cus
25.	bi	59.	cy
26.	ble	60.	da
27.	bles	61.	dan
28.	bod	62.	day
29.	bor	63.	de
30.	bout	64.	den
31.	but	65.	der
32.	by	66.	ders
33.	ca	67.	di
34.	cal	68.	dif

69. dis	103. ful	137. lar	171. mo
70. dle	104. gan	138. lat	172. mon
71. dy	105. gen	139. lead	173. moth
72. e	106. ger	140. lec	174. mu
73. east	107. gi	141. lect	175. mul
74. ed	108. gle	142. lent	176. my
75. ef	109. go	143. less	177. n't
76. el	110. grand	144. let	178. na
77. en	111. great	145. li	179. nal
78. ence	112. hap	146. light	180. near
79. end	113. har	147. lin	181. nel
80. ent	114. head	148. lo	182. ner
81. er	115. heav	149. long	183. ness
82. ered	116. high	150. low	184. net
83. ern	117. ho	151. lu	185. nev
84. ers	118. hunt	152. ly	186. new
85. es	119. i	153. ma	187. ni
86. est	120. ic	154. mag	188. ning
87. et	121. ies	155. main	189. nit
88. ev	122. il	156. mal	190. no
89. eve	123. im	157. man	191. nore
90. ex	124. in	158. mar	192. nu
91. fa	125. ing	159. mat	193. num
92. fac	126. ings	160. me	194. ny
93. fect	127. ion	161. meas	195. o
94. fer	128. is	162. mem	196. ob
95. fi	129. ish	163. men	197. oc
96. fin	130. it	164. ment	198. of
97. fish	131. its	165. ments	199. on
98. fix	132. jo	166. mer	200. one
99. fol	133. ket	167. mi	201. op
100. for	134. la	168. mil	202. or
101. fore	135. land	169. min	203. oth
102. form	136. lands	170. mis	204. ous

205. out	239. round	273. tain	307. ture
206. pa	240. row	274. tal	308. tures
207. par	241. ry	275. te	309. tween
208. prac	242. sa	276. ted	310. ty
209. parc	243. sand	277. tel	311. u
210. pe	244. sat	278. tem	312. uer
211. pen	245. sent	279. ten	313. um
212. peo	246. se	280. tence	314. un
213. per	247. sec	281. tend	315. up
214. pi	248. self	282. ter	316. ure
215. pic	249. sen	283. ters	317. us
216. play	250. ser	284. the	318. va
217. ple	251. set	285. ther	319. val
218. ples	252. ship	286. ti	320. var
219. ply	253. si	287. tic	321. vel
220. po	254. side	288. ties	322. ven
221. point	255. sim	289. tin	323. ver
222. por	256. sion	290. ting	324. vi
223. port	257. sions	291. tion	325. vid
224. pos	258. sis	292. tions	326. vis
225. pre	259. so	293. tive	327. wa
226. pres	260. some	294. tle	328. ward
227. press	261. son	295. to	329. way
228. pro	262. sons	296. tom	330. west
229. ra	263. south	297. ton	331. where
230. ral	264. stand	298. tor	332. wil
231. re	265. stud	299. tors	333. win
232. read	266. su	300. tra	334. won
233. rec	267. sub	301. tract	335. work
234. rect	268. sug	302. tray	336. writ
235. rep	269. sun	303. tri	337. y
236. ri	270. sup	304. tro	
237. ried	271. sur	305. try	
238. ro	272. ta	306. tu	

a	act
ag	age
air	als
am	an
as	at

ate	au
ba	bat
be	bet
bi	bles
bor	but

by	can
cap	car
cat	cate
cen	cent
char	ci

cial	cir
cle	co
come	cor
cu	cul
cus	cy

da	dan
day	den
ders	dle
dy	east
ef	ence

end	ered
et	eve
fac	fect
fin	fish
fix	for

form	gen
gi	gle
go	grand
great	har
head	heav

high	ho
hunt	ic
ies	il
in	ings
ion	is

ish	it
its	jo
ket	land
lands	lat
lead	lec

lect	lent
less	let
li	light
lin	lo
long	low

lu	ly
mag	main
mal	man
mar	mat
me	meas

men	ments
mi	mil
min	mis
mo	mul
my	n't

nal	near
nel	ner
ness	net
new	ni
no	nore

nu	ob
oc	of
on	one
op	or
ous	out

prac	part
pen	pi
play	ples
ply	point
port	pos

pre	pres
press	ra
ral	read
rec	rect
rep	ried

ro	round
row	sa
sand	sat
sent	se
self	ser

set	ship
side	sim
sion	sions
sis	so
some	son

sons	south
stand	su
sub	sug
sun	sup
sur	ta

tal	te
ted	tel
tem	ten
tend	the
ti	tic

ties	tin
ting	tive
to	tom
ton	tor
tors	tra

tract	tray
tri	tro
try	tu
tures	u
uer	um

up	us
va	val
var	vel
vi	vid
vis	way

west	where
wil	win
won	work
writ	