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

fantastic
Phonics

Multisyllabic Words

Phonics

K-1 Student Center Activities: Phonics
Objective
The student will segment syllables in words.

Materials
- Pocket chart
- Word cards containing one-to-four syllables (Activity Master P094.AM1a - P094.AM1d)
- Number headers (Activity Master P094.AM2)
- Student sheet (Activity Master P094.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

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 P094.AM1e).
frame
plug
shape

goat
book
wood

frame-l, plug-l, shape-l, goat-l, book-l, wood-l
"How Many?" Closed Sort

basket-2, mountain-2, feather-2, happy-2, away-2, frisbee-2
<table>
<thead>
<tr>
<th>computer</th>
<th>banana</th>
<th>vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>telephone</td>
<td>calendar</td>
<td>astronaut</td>
</tr>
</tbody>
</table>

computer-3, banana-3, vacation-3, telephone-3, calendar-3, astronaut-3
dictionary-4, motorcycle-4, transportation-4, discovery-4, thermometer-4, comfortable-4
"How Many?" Closed Sort

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

P.094.SS
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).
Word Syllable Game
<table>
<thead>
<tr>
<th>through</th>
<th>scratch</th>
</tr>
</thead>
<tbody>
<tr>
<td>taught</td>
<td>yoga</td>
</tr>
<tr>
<td>happy</td>
<td>chilly</td>
</tr>
<tr>
<td>often</td>
<td>people</td>
</tr>
</tbody>
</table>

through-1, scratch-1, taught-1, yoga-2, happy-2, chilly-2, often-2, people-2,
<table>
<thead>
<tr>
<th>triangle</th>
<th>hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>chocolate</td>
<td>Saturday</td>
</tr>
<tr>
<td>astronaut</td>
<td>tomorrow</td>
</tr>
<tr>
<td>escalator</td>
<td>firecracker</td>
</tr>
</tbody>
</table>

triangle-3, hospital-3, chocolate-3, Saturday-3, astronaut-3, tomorrow-3, escalator-4, firecracker-4
<table>
<thead>
<tr>
<th>harmonica</th>
<th>rhinoceros</th>
</tr>
</thead>
<tbody>
<tr>
<td>tarantula</td>
<td>helicopter</td>
</tr>
<tr>
<td>caterpillar</td>
<td>watermelon</td>
</tr>
<tr>
<td>hippopotamus</td>
<td>encyclopedia</td>
</tr>
</tbody>
</table>

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

Extensions and Adaptations
- Make other words to divide into syllables.
- Underline the vowels and circle the consonants.
monkey
family
potato
ladybug
important
experiment

television

temperature

balloon

sugar
<table>
<thead>
<tr>
<th>raccoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>turtle</td>
</tr>
<tr>
<td>bubble</td>
</tr>
<tr>
<td>magnet</td>
</tr>
<tr>
<td>skeleton</td>
</tr>
</tbody>
</table>

computer
kangaroo
astronaut
open
picnic
hospital
firecracker
hippopotamus
encyclopedia
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.
grandmother

playground

butterfly

firefighter
**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

**Extensions and Adaptations**

- Add other prefixes, suffixes, and root words (Activity Master P.098.AM1j).
Prefix and Suffix Flip Book

Prefix: sub
Suffix: ly

Prefix: non
Suffix: less
Prefix and Suffix Flip Book

father
care
govern
cheer
Prefix and Suffix Flip Book

<table>
<thead>
<tr>
<th>teach</th>
<th>happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>self</td>
<td>write</td>
</tr>
<tr>
<td>able</td>
<td>fortune</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>appear</td>
<td>balance</td>
</tr>
</tbody>
</table>
Prefix and Suffix Flip Book

merge
fiction
mother
thought
**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

**Extensions and Adaptations**
- Develop grids with additional root words, prefixes, and suffixes (Activity Master P.99.AM1d).
<table>
<thead>
<tr>
<th>Root Words</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>short</td>
<td>toss</td>
<td>smart</td>
</tr>
<tr>
<td>look</td>
<td>walk</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Inflections Toss

Inflections

ed

er

ing

es

es

es
Inflections Toss

Root Words

- sing
- tall
- play
- fish
- cook
- fast
**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