



F.003

Word Parts Word Part Race

Objective

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

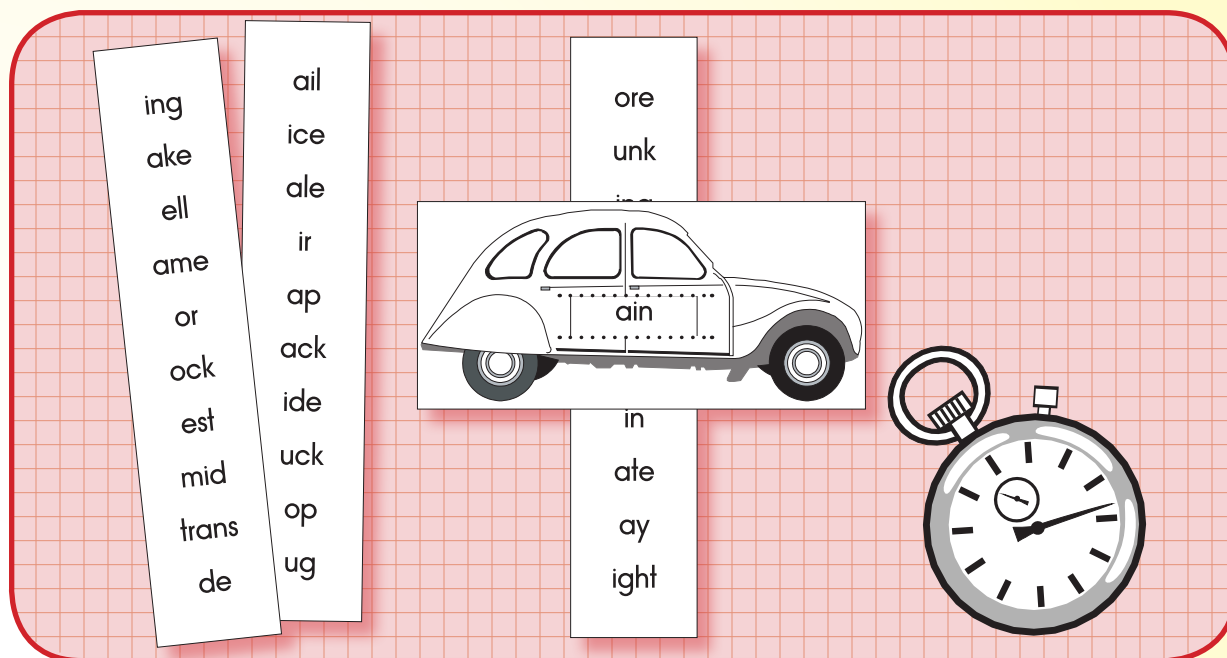
Materials

- ▶ 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



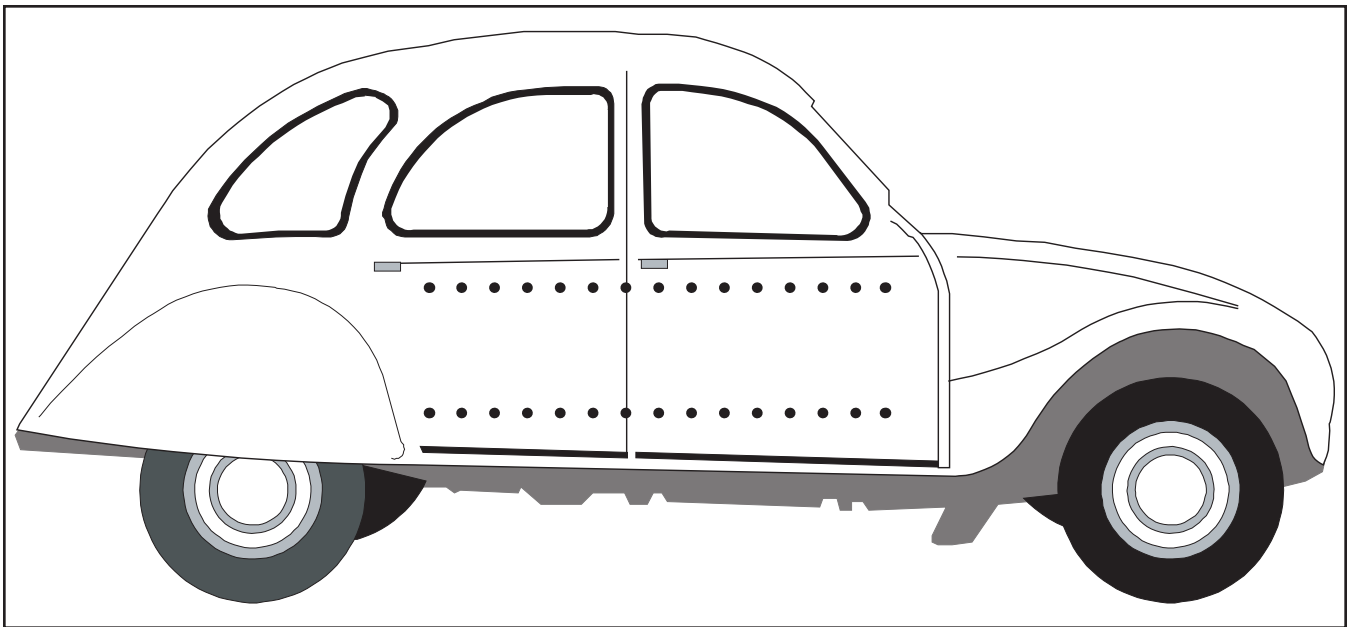
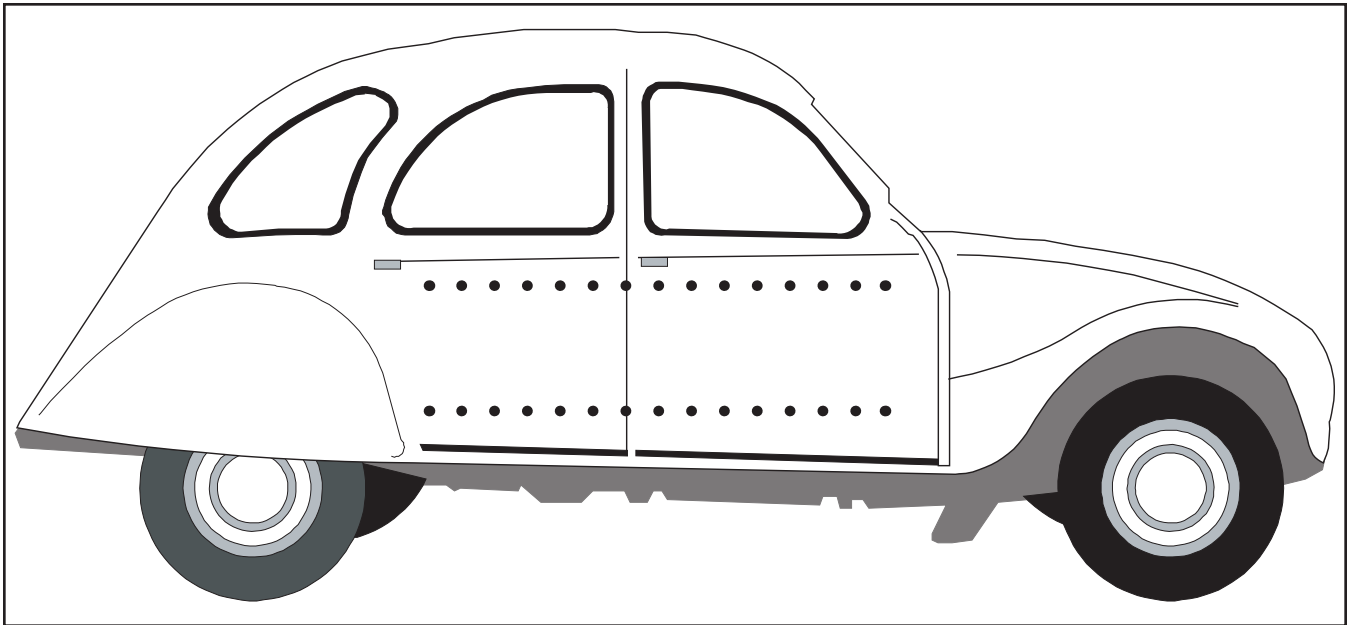
Extensions and Adaptations

- ▶ Make other strips using target word parts and words.

Fluency

Word Part Race

F.003.AMI



Directions: Cut on dotted lines and thread slide through to show word parts.

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Fluency

Word Part Race

F.003.AM2b

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Objective

The student will gain speed and accuracy in reading syllables.

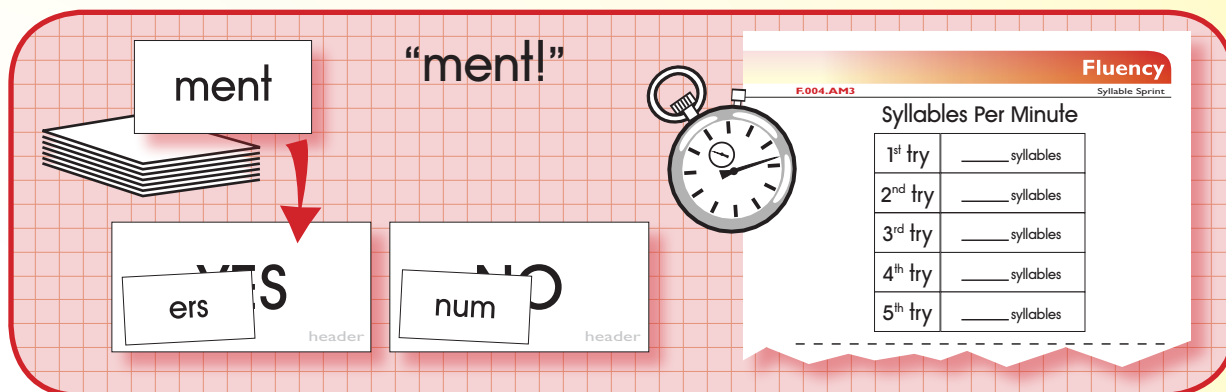
Materials

- ▶ 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



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

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



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Fluency

Syllable Sprint

F.004.AM2b

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Fluency

Syllable Sprint

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Fluency

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Fluency

Syllable Sprint

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Syllables Correct Per Minute

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

Syllables Correct Per Minute

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

Fluency

Syllable Sprint

F.004.AM4a

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

Fluency

Syllable Sprint

F.004.AM4c

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

common non-word syllables

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.

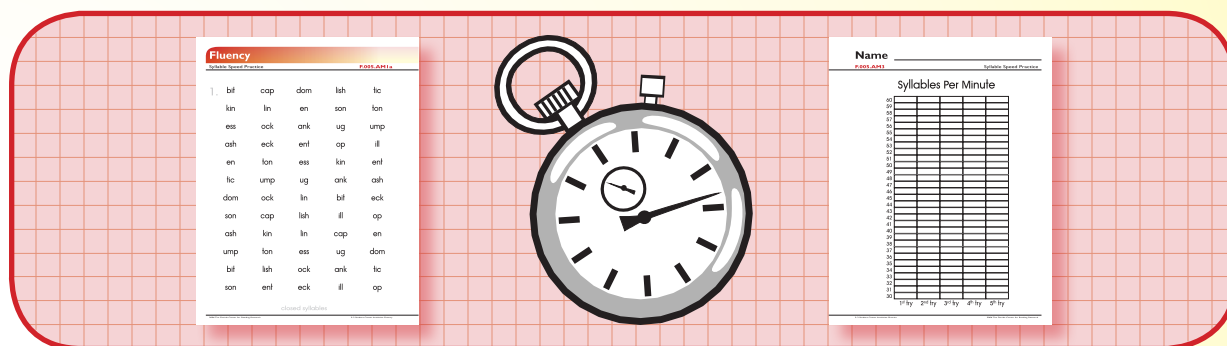
Materials

- ▶ 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.

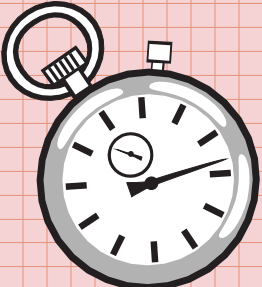
1. Place two copies of the target syllable speed practice sheet and timer at the center. Provide each student with a syllables correct per minute graph.
2. Taking turns, students practice reading the syllables aloud to each other before beginning the timing.
3. Student one sets the timer for one minute 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



Fluency
Syllable Speed Practice F.005.AM1a

bit	cap	dom	ish	tic
kin	lin	en	son	tan
ess	ock	ank	ug	ump
ash	eck	ent	op	ill
en	lon	ess	kin	ent
tic	ump	ug	ank	ash
dom	ock	lin	bit	eck
son	cap	ish	ill	op
ash	kin	lin	cap	en
ump	tan	ess	ug	dom
bit	ish	ock	ank	tic
son	ent	eck	ill	op

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Name _____
F.005.SS1

Syllables Per Minute

30				
29				
28				
27				
26				
25				
24				
23				
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21				
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19				
18				
17				
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1st try 2nd try 3rd try 4th try 5th try

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).

Fluency

Syllable Speed Practice

F.005.AM1a

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

Fluency

Syllable Speed Practice

F.005.AM1c

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

Fluency

Syllable Speed Practice

F.005.AM I e

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

Fluency

Syllable Speed Practice

F.005.AM2

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

Name _____

F.005.SS

Syllable Speed Practice

Syllables Correct Per Minute

60					
59					
58					
57					
56					
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54					
53					
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30					
	1 st try	2 nd try	3 rd try	4 th try	5 th try



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.

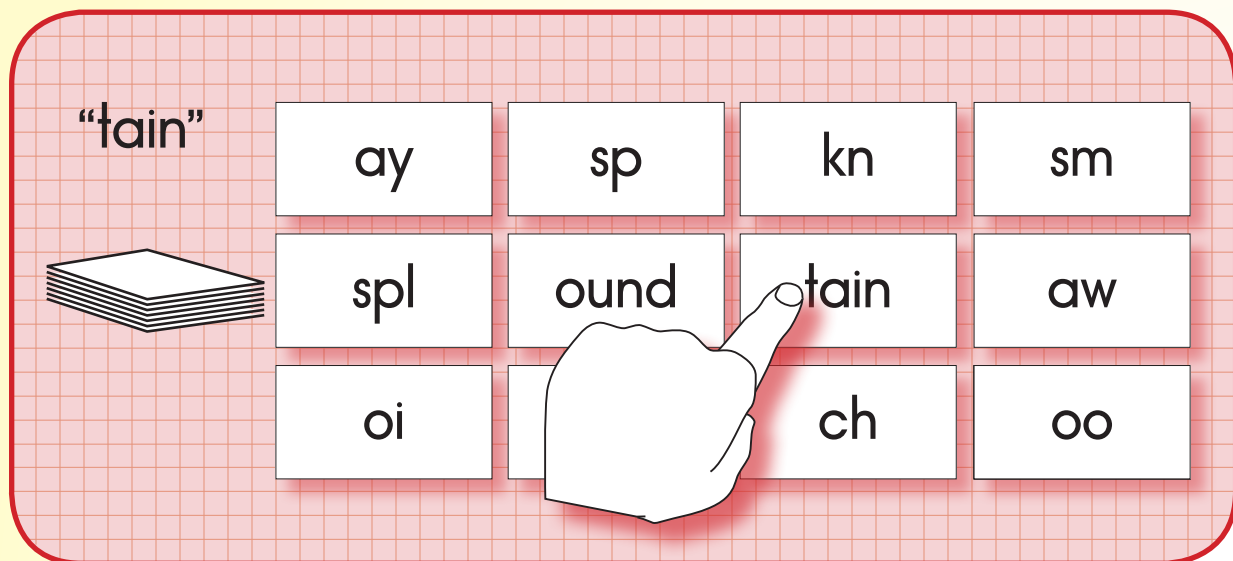
Some letter combinations have more than one sound (e.g., oo as in foot, boot, floor; ea as in eat, head, break; ar as in car, dollar; ch as in chin, chorus, chivalry).

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.

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Fluency

Pick-A-Part

F.006.AM1b

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Fluency

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Objective

The student will gain speed and accuracy in reading affixes.

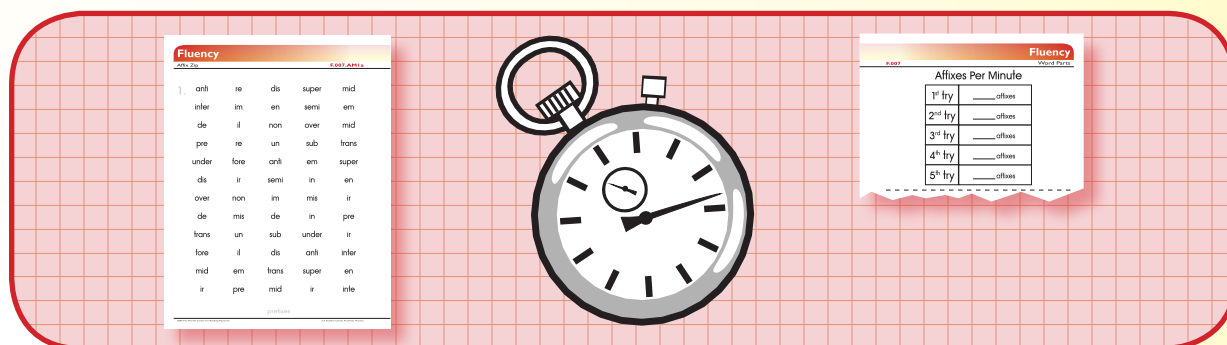
Materials

- ▶ 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).

Fluency

Affix Zip

F.007.AM1a

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

Fluency

Affix Zip

F.007.AM1c

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

Fluency

Affix Zip

F.007.AM2

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

prefixes and suffixes

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

Affixes Correct Per Minute

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

Affixes Correct Per Minute

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

Fluency

Common Syllables

F.CS.001

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

Fluency

Common Syllables

F.CS.003

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	
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