Student Center Activities

Phonics Part 5

Produced by the Florida Center for Reading Research

Copyright Florida Department of Education ©2005

371-2115A-5CA01
Contents

Phonics

Syllable Patterns
P.093 Multisyllabic Words
P.094 “How Many?” Closed Sort
P.095 Word Syllable Game
P.096 Word Syllable Show

Morpheme Structures
P.097 Compound Word Puzzles
P.098 Prefix and Suffix Flip Book
P.099 Inflections Toss
P.100 Prefix and Suffix Word Pins
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. Students with the number one on their cards put the pieces together to form a word, take turns reading the word, and using it in a sentence.
5. Other students in the group write the word and circle the syllables.
6. Continue with other number cards and repeat the activity.
7. Teacher evaluation

Extensions and Adaptations
- Work individually to put the scrambled syllable puzzles together.
- Make other multisyllabic word puzzles.
Phonics
Multisyllabic Words

Word List:
- tic
- fantastic
- fan
d - Atlantic
e - las
Phonics

Multisyllabic Words

Electric

magnet

ical

flow
**Objective**
The student will segment syllables in words.

**Materials**
- Pocket chart
- Set of word cards containing one-to-four syllables (Activity Master P.094.AM1a - P.094.AM1d)
- Set of number headings (Activity Master P.094.AM2)
- Student sheet (Activity Master P.094.SS)
- Pencils

**Activity**
Students sort word cards by number of syllables.
1. Place number headings 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 heading.
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 P.094.AM1e).
Phonics

"How Many?" Closed Sort

frame plug shape

goat book wood

frame-1, plug-1, shape-1, goat-1, book-1, wood-1
basket

mountain

feather

happy

away

frisbee

basket-2, mountain-2, feather-2, happy-2, away-2, frisbee-2
computer-3, banana-3, vacation-3, telephone-3, calendar-3, astronaut-3
"How Many?" Closed Sort

dictionary-4, motorcycle-4, transportation-4, discovery-4, thermometer-4, comfortable-4
"How Many?" Closed Sort

1 3

2 4
"How Many?" Closed Sort

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>


**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 stack of word cards face up on a flat surface. Students place game pieces at START on the game board.
2. Taking turns, students pick up 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 pile 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

START

cards

2005 The Florida Center for Reading Research
<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
- Pencils

Activity
Students draw lines to distinguish syllables in words.
1. Place Vis-à-Vis® marker, tissue, and cards on a flat surface.
2. Student selects a word card.
3. Using a Vis-à-Vis® marker, draws a line between the syllables.
4. Lists words on paper dividing the syllables.
5. Erases card and continues until all cards have been 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
<table>
<thead>
<tr>
<th>experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>television</td>
</tr>
<tr>
<td>temperature</td>
</tr>
<tr>
<td>balloon</td>
</tr>
<tr>
<td>sugar</td>
</tr>
</tbody>
</table>
raccoon
turtle
bubble
magnet
skeleton
<table>
<thead>
<tr>
<th>computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>kangaroo</td>
</tr>
<tr>
<td>astronaut</td>
</tr>
<tr>
<td>open</td>
</tr>
<tr>
<td>picnic</td>
</tr>
<tr>
<td>hospital</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>firecracker</td>
</tr>
<tr>
<td>hippopotamus</td>
</tr>
<tr>
<td>encyclopedia</td>
</tr>
</tbody>
</table>
Objective
The student will blend compound words.

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

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.
pop corn
grass hopper
foot ball
apple sauce
blackboard
earthquake
homework
sunflower
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.
- Pencils

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 P098.AM1j).
Prefix and Suffix Flip Book

- sub
- non
- ly
- less
Prefix and Suffix Flip Book

- ful
- er
- ment
- ish
father

cheer

care

govern
Prefix and Suffix Flip Book

- teach
- happy
- self
- write
<table>
<thead>
<tr>
<th>possible</th>
<th>behave</th>
</tr>
</thead>
<tbody>
<tr>
<td>marine</td>
<td>sense</td>
</tr>
<tr>
<td>Prefix</td>
<td>Suffix</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>merge</td>
<td>mother</td>
</tr>
<tr>
<td>fiction</td>
<td>thought</td>
</tr>
</tbody>
</table>
**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)
- Pencil
- Paper

**Activity**
Students play a game making new words by blending root words and inflections.
1. Fit 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 has been made.
4. Writes the word on paper and reads it.
5. Continues to make words until all the inflections have been used.
6. Teacher evaluation

**Extensions and Adaptations**
- Develop grids with additional root words, prefixes, and suffixes (Activity Master P.99.AM1d).
Inflections Toss

<table>
<thead>
<tr>
<th>Root Words</th>
<th>eat</th>
<th>look</th>
</tr>
</thead>
<tbody>
<tr>
<td>short</td>
<td></td>
<td></td>
</tr>
<tr>
<td>toss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>smart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Root Words</td>
<td>sing</td>
<td>fall</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>play</td>
<td>froze</td>
</tr>
<tr>
<td></td>
<td>cook</td>
<td>fast</td>
</tr>
</tbody>
</table>
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.
- Pencil
- Paper

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.