Objective
The student will blend syllables in words.

Materials
- Syllable cards (Activity Master P.053.AM1a - P.053.AM1b)
- Student sheet (Activity Master P.053.SS)
- Pencils

Activity
Students combine syllables to form words while playing a matching game.
1. Place the syllable cards face down in rows. Provide each student with a student sheet.
2. Taking turns, students select two cards, read the syllable on each card, blend them, and read the word orally (e.g., “pa – per, paper”).
3. Determine if they make a word that corresponds to one of the pictures on the student sheet.
4. If a match is made, place the cards aside and record the word next to the picture on the student sheet. If a match is not made (e.g., "mon-bot, monbot"), return cards to their original positions.
5. Continue until student sheet is complete.
6. Teacher evaluation

Extensions and Adaptations
- Make and use other two syllable cards (Activity Master P.053.AM2).
<table>
<thead>
<tr>
<th>pa</th>
<th>per</th>
</tr>
</thead>
<tbody>
<tr>
<td>mon</td>
<td>key</td>
</tr>
<tr>
<td>ro</td>
<td>bot</td>
</tr>
<tr>
<td>bas</td>
<td>ket</td>
</tr>
<tr>
<td>baby</td>
<td>by</td>
</tr>
<tr>
<td>rac</td>
<td>coon</td>
</tr>
<tr>
<td>chick</td>
<td>en</td>
</tr>
<tr>
<td>sandwich</td>
<td></td>
</tr>
</tbody>
</table>

**syllable cards**
**Objective**

The student will blend syllables in words.

**Materials**

- Puzzle pieces (Activity Master P.054.AM1a - P.054.AM1d)
  
  *Copy on card stock, laminate, and cut.*

- Bag
  
  *Place all puzzle pieces in the bag.*

- Paper

- Pencils

**Activity**

Students make words from syllable puzzle pieces.

1. Place bag of puzzle pieces on a flat surface. Provide each student with paper.
2. Taking turns, students pull one puzzle piece from the bag until all pieces are distributed. Combine pieces with the same number.
3. Say the syllable on each puzzle piece, blend, and read the word (e.g., “sand - wich, sandwich”)
4. Write the word and circle the syllables.
5. Continue until all puzzles are complete, recorded, and syllables are circled.
6. Teacher evaluation

**Extensions and Adaptations**

- Complete three syllable puzzles (P.054.AM2a –P.054.AM2b).
- Make other word puzzles (Activity Master P.054.AM3).
Piece It Together

puzzle pieces

ham mer

jack et

pen o

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Phonics

Piece It Together

puzzle pieces

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Piece It Together

puzzle pieces

Phonics

K-1 Student Center Activities: Phonics

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Phonics

Piece It Together

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K-1 Student Center Activities: Phonics

sand
wich
cam
el
ti
ger

puzzle pieces
puzzle pieces
Phonics

Piece It Together

puzzle pieces

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

Materials
- Pocket Chart
- Header cards (Activity Master P.055.AM1)
- Syllable word cards (Activity Master P.055.AM2a - P.055.AM2d)
- Student sheet (Activity Master P.055.SS)
- Pencils

Activity
Students sort words by the number of syllables.
1. Place the header cards across the top row of the pocket chart. Place the word cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card and read the word (e.g., “basket”).
3. Say the word again segmenting it by syllables (i.e., “bas- ket”). Count the number of syllables (i.e., “2”).
4. Place the word in the column on the pocket chart that corresponds to the number of syllables. Record the word in the corresponding column on the student sheet.
5. Continue until all words are sorted and recorded.
6. Teacher evaluation

Extensions and Adaptations
- Sort by number of phonemes.
- Make and use other word cards (Activity Master P.055.AM2d).
Syllable Closed Sort

1

2

3

4
Phonics

Syllable Closed Sort

five
frog
horse
meet
spot
baby

syllable word cards: five - 1, frog - 1, horse - 1, meet - 1, spot - 1, baby - 2
syllable word cards: peanut - 2, pencil - 2, silly - 2, window - 2, tomorrow - 3, elephant - 3
Syllable Closed Sort

Word cards:

- butterfly - 3 syllables
- telephone - 3 syllables
- banana - 3 syllables
- watermelon - 4 syllables
- caterpillar - 4 syllables
- alligator - 4 syllables
### Syllable Closed Sort

<table>
<thead>
<tr>
<th>understanding</th>
<th>motorcycle</th>
</tr>
</thead>
</table>

**Syllable and blank word cards:**
- understanding: 4
- motorcycle: 4
<table>
<thead>
<tr>
<th>Syllables</th>
<th>Columns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>columns</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Objective
The student will segment syllables in words.

Materials
- Syllable game board (Activity Master P.056.AM1a - P.056.AM1b)
  Copy on card stock, connect, and laminate.
- Syllable word cards (Activity Master P.056.AM2a - P.056.AM2c)
  Write the number of syllables on the back side of the word cards for self-check.
- Game pieces (e.g., counters)

Activity
Students count the number of syllables in words while playing a board game.
1. Place the game board and stack of word cards face up on a flat surface. Place game pieces at START on the game board.
2. Taking turns, students select the top card and read the word (e.g., “picnic”).
3. Say the word again segmenting it by syllables (i.e., “pic-nic”). Count the number of syllables (i.e., “2”). Check the back of the card for the number of syllables.
4. If correct, move game piece the same number of spaces on game board. If incorrect, leave game piece where it is.
5. Place word card at bottom of stack.
6. Continue until students reach the end.
7. Peer evaluation

Extensions and Adaptations
- Make other word cards to use in game (Activity Master P.056.AM3).
Word Syllable Game

START

cards
Word Syllable Game
<table>
<thead>
<tr>
<th>through</th>
<th>scratch</th>
</tr>
</thead>
<tbody>
<tr>
<td>teach</td>
<td>chicken</td>
</tr>
<tr>
<td>happy</td>
<td>chilly</td>
</tr>
<tr>
<td>often</td>
<td>people</td>
</tr>
</tbody>
</table>

syllable word cards: through - 1, scratch - 1, teach - 1, chicken - 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>magnetic</td>
<td>escalator</td>
</tr>
</tbody>
</table>

Syllable word cards: triangle - 3, hospital - 3, chocolate - 3, Saturday - 3, astronaut - 3, tomorrow - 3, magnetic - 3, escalator - 4
| harmonica | rhinoceros |
| tarantula | helicopter |
| caterpillar | watermelon |
| hippocotamus | encyclopedia |

Syllable word cards: harmonica - 4, rhinoceros - 4, tarantula - 4, helicopter - 4, caterpillar - 4, watermelon - 4, hippopotamus - 5, encyclopedia - 6
<p>| | | |</p>
<table>
<thead>
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<tr>
<td>blank cards</td>
<td></td>
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</tbody>
</table>
Objective
The student will form compound words.

Materials
- Compound word cards (Activity Master P.057.AM1a - P.057.AM1c)
  
  Copy on card stock, laminate, and cut.
- Student sheet (Activity Master P.057.SS)
- Pencils

Activity
Students make compound words by putting puzzle pieces together.
1. Place puzzle pieces face up in rows on a flat surface. Provide each student with a student sheet.
2. Taking turns, student one selects a card and reads it orally (e.g., “pop”).
3. Student two selects a word that, when combined with the word student one chose, makes a compound word and reads it orally (i.e., “corn”). Read the compound word (i.e., “popcorn”) and record on student sheet.
4. Continue until all compound words are formed and recorded.
5. Teacher evaluation

Extensions and Adaptations
- Make puzzles using base words, inflections, suffixes, or prefixes (Activity Master P.057.AM2).
Compound Word Puzzles

- Popcorn
- Grasshopper
- Football
- Applesauce

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blackboard
earthquake
homework
sunflower
Compound Word Puzzles

grandmother
playground
butterfly
firefighter

compound word cards
<table>
<thead>
<tr>
<th>Word</th>
<th>+</th>
<th>Word</th>
<th>=</th>
<th>Compound Word</th>
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<tbody>
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</table>
Objective
The student will blend base words and inflections to make words.

Materials
- Base word and inflection grids (Activity Master P.058.AM1a - P.058.AM1b)
- Shallow boxes (e.g., shoe boxes, small plastic containers)
  
  *Place each grid in the bottom of a box.*
- Two small bean bags
- Paper
- Pencils

Activity
Students make words combining base words and inflections by playing a bean bag game.
1. Place boxes side by side with the base word box on the left and inflection box on the right. Place small bean bags at the center. Provide each student with paper.
2. Taking turns, students toss a small bean bag into each box. Say the base word and inflection on which the bags land (e.g., “walk–ing”). Blend them and read the word (i.e., “walking”).
3. Determine if the word is real or nonsense. If real, write the word on paper.
4. Continue until at least ten real words are listed on paper.
5. Teacher evaluation

Extensions and Adaptations
- Use other base words (Activity Master P.058.AM2).
Inflection Toss

Base Words

eat
short
toss

look
walk
smart

base word grid
Inflection Toss

Base Words

- sing
- tall
- play
- fish
- cook
- fast
Phonics

Morpheme Structures

Prefix and Suffix Flip Book

Objective
The student will blend base words and affixes to make words.

Materials
- Base word and affix flip cards (Activity Master P.059.AM1a - P.059.AM1b)
  Copy, laminate, and cut around borders. Compile and cut pages up to the gray lines. Staple to card stock or poster board.
- Student sheet (Activity Master P.059.SS)
- Pencil

Activity
Students make words using base words, prefixes, and suffixes.
1. Place flip book at the center. Provide the student with a student sheet.
2. The student flips through the base words in the flip book, selects, and reads the word orally (e.g., “pack”).
3. Flips through the prefixes to form a real word and reads it orally (e.g., “unpack”). Records word on the student sheet. Continues making and recording words by blending prefixes and the base word.
4. Flips through the suffixes to form a real word and reads it orally (e.g., “packs”). Records word on the student sheet. Continues making and recording words by blending suffixes and the base word.
5. Flips both prefixes and suffixes to form a real word using the same base word and reads it orally (e.g., “unpacked”). Records word on the student sheet. Continues making and recording words by blending prefixes and suffixes with the base word.
6. Chooses another base word.
7. Continues until two or more base words are used.
8. Teacher evaluation

Extensions and Adaptations
- Make and use additional base words (Activity Master P.059.AM2).
Prefix and Suffix Flip Book

base word and affix flip cards

unlike
friend

un

er

s

re
<table>
<thead>
<tr>
<th>dis</th>
<th>pack</th>
</tr>
</thead>
<tbody>
<tr>
<td>ing</td>
<td>ly</td>
</tr>
<tr>
<td>read</td>
<td></td>
</tr>
</tbody>
</table>

base word and affix flip cards
Prefix and Suffix Flip Book

<table>
<thead>
<tr>
<th><img src="blank-flip-pages.png" alt="Blank Flip Pages" /></th>
<th><img src="blank-flip-pages.png" alt="Blank Flip Pages" /></th>
<th><img src="blank-flip-pages.png" alt="Blank Flip Pages" /></th>
<th><img src="blank-flip-pages.png" alt="Blank Flip Pages" /></th>
</tr>
</thead>
</table>

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Objective
The student will identify base words and affixes.

Materials
- Word cards (Activity Master P.060.AM1a - P.060.AM1b)
- Student sheet (Activity Master P.060.SS)
- Whiteboards
- Vis-à-Vis® markers
- Pencils

Activity
Students segment words by isolating the base word and affixes.
1. Place word cards face down in a stack on a flat surface. Provide each student with a whiteboard, Vis-à-Vis® marker, and student sheet.
2. Taking turns, students select the top card from the stack, read it orally (e.g., “tallest”), and write the word on their whiteboards.
3. Determine the base word and the affix (i.e., tall - est). Put a line between the base word and affix.
4. Record on student sheet.
5. Continue until all words are recorded.
6. Teacher evaluation

Extensions and Adaptations
- Make and use compound words (Activity Master P.056.AM3).
Phonics

Break Apart

- tallest
- returning
- undo
- landed
- misuse
- discolored

word cards
<table>
<thead>
<tr>
<th>wishes</th>
<th>trainer</th>
<th>unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>removes</td>
<td>asking</td>
<td>helpful</td>
</tr>
</tbody>
</table>

*word cards*
| Word          | = | Prefix | + | Base Word | + | Suffix |
|--------------|---|--------|+|-----------|+|-------|
|              | = |        |+|           |+|       |
|              | = |        |+|           |+|       |
|              | = |        |+|           |+|       |
|              | = |        |+|           |+|       |
|              | = |        |+|           |+|       |
|              | = |        |+|           |+|       |
|              | = |        |+|           |+|       |
|              | = |        |+|           |+|       |
|              | = |        |+|           |+|       |
|              | = |        |+|           |+|       |
|              | = |        |+|           |+|       |
|              | = |        |+|           |+|       |

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