



Objective

The student will gain speed and accuracy in reading syllables.

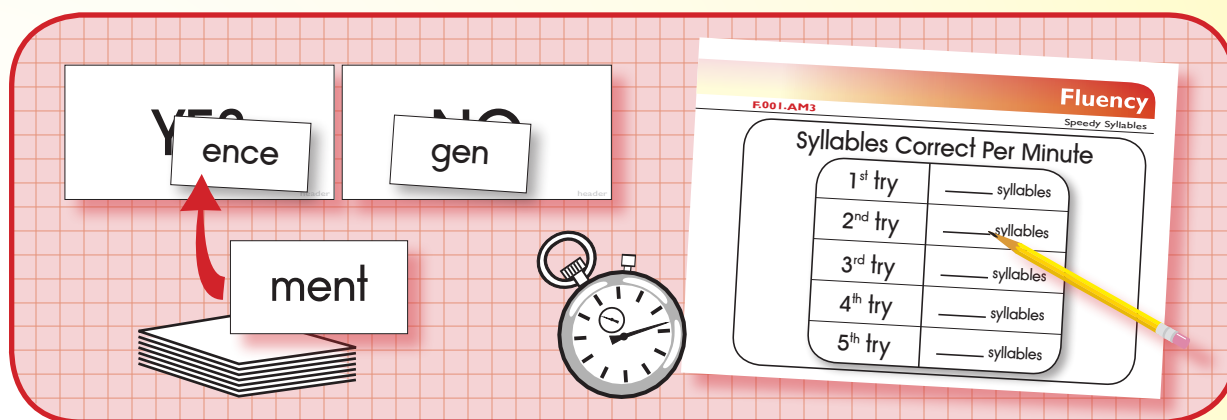
Materials

- ▶ YES and NO header cards (Activity Master F.001.AM1)
Copy on colored construction paper and laminate.
- ▶ Syllable cards (Activity Master F.001.AM2a - Activity Master F.001.AM2j)
These are 100 syllables chosen from the list of 337 syllables found in the 5000 most frequent words. Some syllables have more than one pronunciation (e.g., “char” as in charter and character; “mal” as in formal and malnourished; “cy” as in fancy and cycle). It is suggested that when timing, students say only one sound per syllable. Note: All open syllables are pronounced with a long vowel sound.
- ▶ Syllables correct per minute record (Activity Master F.001.AM3)
- ▶ Timer (e.g., digital)
- ▶ Pencils

Activity

Students quickly read syllables in a timed activity.

1. Place header cards face up and timer on a flat surface. Place the syllable cards face down in a stack. Provide each student with a syllables correct per minute record.
2. Taking turns, student one sets the timer for one minute, selects the top card, holds it up for partner to see, and prompts partner to read the syllable.
3. If the syllable is read correctly, student one 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 until the timer rings. Count the syllable cards in the “YES” pile and record the number on the syllables correct per minute record. Read syllables 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

- ▶ Read common non-word syllables in a timed activity. There are approximately 20 different syllables presented on each sheet (Activity Master F.001.AM4a - F.001.AM4e).
- ▶ Use other syllable cards provided at the end of the Fluency Word Parts subcomponent in the 2-3 Student Center Activities Project found at www.fcrr.org.

YES

header



NO

header



vi

tel

wil

ba

bles

bi

bor

cate

cen

char



Fluency

Speedy Syllables

F.001.AM2b

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syllable cards



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Fluency

Speedy Syllables

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syllable cards



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Fluency

Speedy Syllables

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syllable cards



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Fluency

Speedy Syllables

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syllable cards



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Fluency

Speedy Syllables

F.001.AM2j

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writ

syllable cards



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

Speedy Syllables

F.001.AM4a

1

ba bi tel bor cate

cen cir cial char cle

co cor cu cul cus (15)

cy gi bles vi wil

vi tel wil ba bi

cul bor cate cen cir (30)

cial char cle co cor

cu cul cus cy gi

wil vi tel gi cy (45)

cus bles cu cor co

cle cir cial char cen

cate bor bles bi ba (60)

common non-word syllables

2

ders	dle	dy	ence	ered	
fac	fect	gen	gle	heav	
ic	ies	pres	jo	ket	(15)
lat	lec	lect	li	lin	
ders	dy	ence	fac	ic	
dle	gen	ered	lin	jo	(30)
gle	heav	ies	pres	ket	
lat	lec	lect	li	fect	
lin	li	lect	lec	lat	(45)
ket	jo	pres	ies	ic	
heav	gle	gen	fect	fac	
ered	ence	dy	dle	ders	(60)

common non-word syllables

Fluency

Speedy Syllables

F.001.AM4c

3

su ous op oc ob

nu nore no ni mo

mil mi ments meas pi (15)

mal fel lu lo har

lo lu fel mal meas

ments mi mil mo su (30)

ni no nore nu ob

oc op ous har pi

har lo lu fel mal (45)

meas nu ments mo mi

mil ni no nore su

ob oc op ous pi (60)

common non-word syllables

4

ta	sur	sup	sug	sis	
sion	sim	ser	se	sa	
ro	ried	rep	rect	rec	(15)
ra	pos	ples	mag	ish	
ples	pos	se	ra	mag	
rec	rect	rep	ried	ro	(30)
sa	ser	sim	sion	sis	
sug	ish	sup	sur	ta	
ish	mag	ples	pos	ra	(45)
rec	rect	re	ried	ro	
sa	se	ser	sim	sion	
sis	sug	sup	sur	ta	(60)

common non-word syllables

Fluency

Speedy Syllables

F.001.AM4e

5

tures	ting	vid	vel	var	
val	va	um	writ	tu	
tro	tract	tor	ti	tem	(15)
te	tal	ner	min	mar	
tal	te	tem	ti	ner	
mar	tor	min	tract	tro	(30)
tu	tures	um	va	val	
var	vel	vid	ting	writ	
mar	min	ner	tal	te	(45)
tem	ti	tract	tract	tro	
tu	tures	um	va	val	
var	vel	vid	ting	writ	(60)

common non-word syllables



Objective

The student will gain speed and accuracy in reading affixes.



Materials

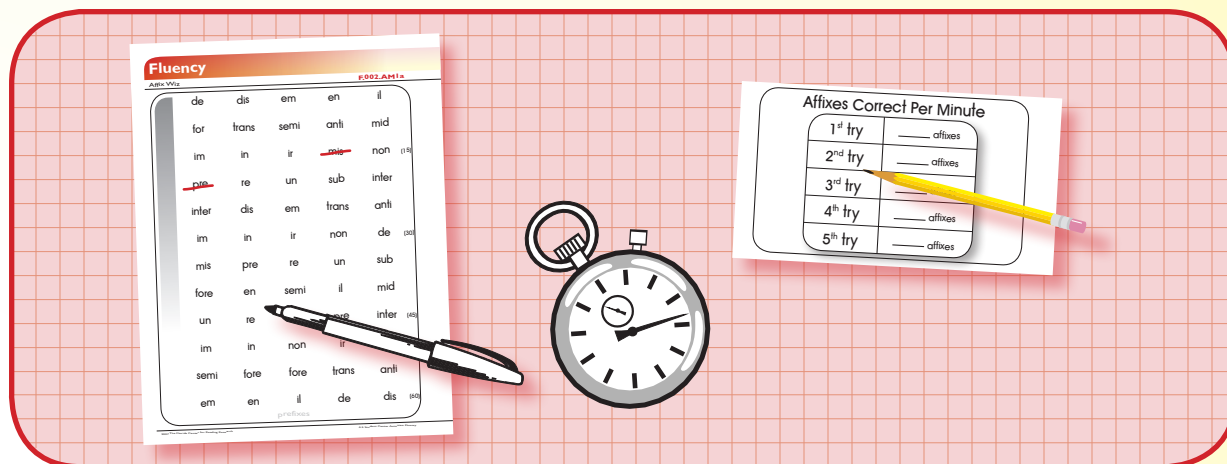
- ▶ Affix practice sheets (Activity Master F.002.AM1a - F.002.AM1b)
These sheets consist of common prefixes and suffixes, which repeat on the page. Select target practice sheet (i.e., prefix, suffix). Make two copies of each sheet and laminate.
- ▶ Affixes correct per minute record (Activity Master F.002.AM2)
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils



Activity

Students quickly read affixes on a practice sheet in a timed activity.

1. Place timer on a flat surface. Provide each student with a copy of the target affix practice sheet, Vis-à-Vis® marker, and 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 reread affixes.
5. Continues until the timer rings. 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. Peer evaluation



Extensions and Adaptations

- ▶ Use prefixes and suffixes (mixed) practice sheet (Activity Master F.002.AM3).
- ▶ Use affixes and words practice sheets (Activity Master F.002.AM4a - F.002.AM4b).
- ▶ Highlight or circle target affixes in the newspaper or other print media.

Fluency

Affix Wiz

F.002.AM1a

de	dis	em	en	il	
fore	trans	semi	anti	mid	
im	in	ir	mis	non	(15)
pre	re	un	sub	inter	
inter	dis	em	trans	anti	
im	in	ir	non	de	(30)
mis	pre	re	un	sub	
fore	en	semi	il	mid	
un	re	sub	pre	inter	(45)
im	in	non	fore	mis	
semi	fore	ir	trans	anti	
em	en	il	de	dis	(60)

prefixes

able	ation	ed	en	er	
est	ful	ible	ing	ion	
ition	ity	ive	less	ly	(15)
ness	or	es	tion	ment	
ment	ful	ive	en	er	
est	ation	ible	or	ion	(30)
ition	ity	less	ed	ly	
ness	ing	es	tion	able	
or	tion	tion	ness	ment	(45)
ity	ive	ition	ly	less	
ible	ing	est	ful	ion	
able	en	er	ation	ed	(60)

suffixes

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

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ing (60)

prefixes and suffixes

Fluency

Affix Wiz

F.002.AM4a

ir-	irregular	irresistible	irresponsible	irrational	
sub-	subdivide	subgroup	subway	substandard	
de-	debrief	decompose	deplane	defrost	
fore-	forearm	foreshadow	foreground	forehand	(20)
mid-	midday	midsize	midweek	midnight	
semi-	semifinal	semiskilled	semidry	semiweekly	
anti-	antigravity	antisocial	anticrime	antibacterial	(35)
inter-	interact	interconnect	interstate	interchange	
non-	nonabrasive	nonfiction	nonliving	nonstop	
em-	emblaze	embody	embolden	emplacement	(50)

prefixes and words

-ation	admiration	consultation	perspiration	expectation	
-en	darken	deepen	quicken	straighten	
-able	replaceable	noticeable	questionable	readable	
-less	sleepless	careless	colorless	thoughtless	(20)
-ment	amazement	development	entertainment	placement	
-ness	kindness	bitterness	weakness	darkness	
-ive	creative	passive	active	directive	(35)
-ity	minority	purity	ability	majority	
-ful	forgetful	successful	wonderful	thoughtful	
-or	governor	conductor	investigator	inventor	(50)

suffixes and words



Root Rap



Objective

The student will gain speed and accuracy in reading roots.



Materials

- ▶ Root cards (Activity Master F.003.AM1a - F.003.AM1b)
- ▶ List of roots (Activity Master F.003.AM2)



Activity

Students quickly identify roots in a timed activity.

1. Place list of roots and root cards face up in rows on a flat surface.
2. Working in pairs, student one picks up the list of roots and student two sits in front of the root cards.
3. Student one reads the first root on the first row of the list of roots while student two points quickly to the root.
4. Student one checks to assure that the correct root is identified. If the root is not identified correctly, student one assists. Student one quickly reads the remaining roots, pausing so that student two may locate and point to the corresponding card.
5. Reverse roles and continue until the roots are identified by each student multiple times.
6. Peer evaluation

“scop”

therm	vis	graph	spec
fer	cred	scop	aud
phon	flex	act	photo



Extensions and Adaptations

- ▶ Read list of roots in a timed activity and record (Activity Master F.003.AM3).
- ▶ Read roots and words in a timed activity (Activity Master F.003.AM4a - F.003.AM4b).
- ▶ Make other root cards (Activity Master F.003.AM5).
- ▶ Use root cards as flash cards. Discuss meanings of the roots.

photo

act

scop

tract

dict

ped

rupt

aud

cred

fer



Fluency

Root Rap

F.003.AM1b

gram

graph

phon

vis

port

script

spec

tele

therm

flect

root cards



gram	graph	phon	vis	port	
ped	cred	fer	rupt	aud	
dict	act	scop	photo	tract	(15)
script	spec	tele	therm	flect	
photo	act	scop	tract	dict	
ped	rupt	vis	port	script	(30)
spec	tele	therm	flect	aud	
gram	phon	cred	fer	graph	
tele	therm	flect	tract	dict	(45)
scop	graph	phon	photo	act	
ped	rupt	cred	fer	aud	
gram	vis	port	script	spec	(60)

list of roots

Roots Correct Per Minute

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



Roots Correct Per Minute

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

1

gram	telegram	anagram	diagram	grammar	
graph	phonograph	grapheme	telegraph	graphite	
phon	symphony	phonograph	phonogram	telephone	
vis	vision	invisible	visit	visual	(20)
port	import	transportation	porter	portable	
script	subscription	transcript	prescription	descriptive	
spec	spectacle	inspect	spectator	respect	(35)
tele	telephone	telegraph	telephoto	television	
therm	thermostat	thermal	thermodynamic	endothermic	
flect	reflect	inflection	deflect	genuflect	(50)

roots and words

Fluency

Root Rap

F.003.AM4b

2

photo	photocopy	photograph	photography	photogenic	
act	actor	react	transact	enact	
scop	telescope	microscopic	stethoscope	periscope	
tract	tractor	retractor	traction	subcontract	(20)
dict	prediction	dictionary	verdict	dictator	
ped	pedal	biped	pedestal	peddler	
rupt	disrupt	rupture	corrupt	interrupt	(35)
aud	auditorium	inaudible	audio	audition	
cred	incredible	credit	credential	incredulous	
fer	transfer	confer	refer	ferry	(50)

roots and words

F.003.AM5

Root Rap

blank cards





Word Part Rush

Objective

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

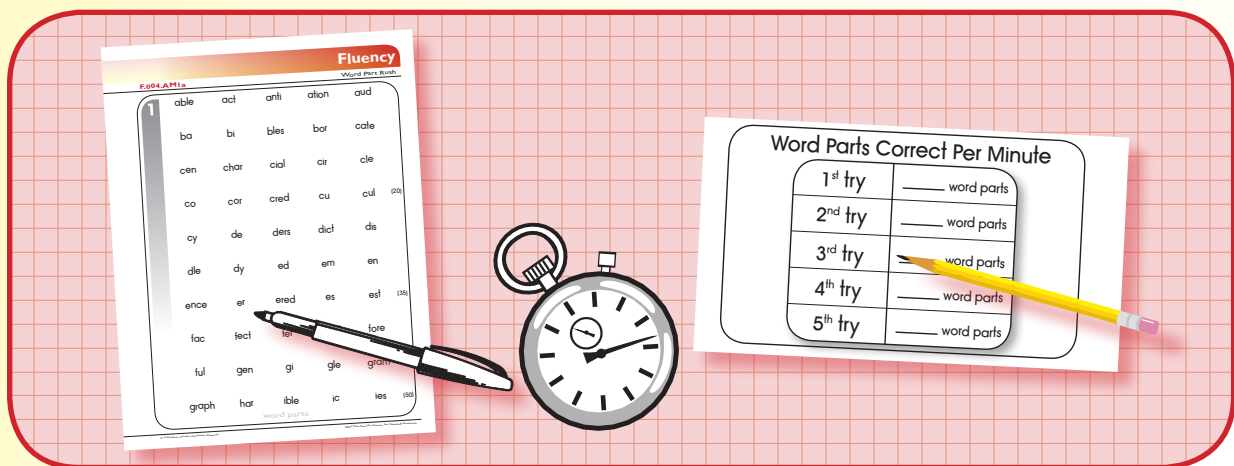
Materials

- ▶ Word part practice sheets (Activity Master F.004.AM1a - F.004.AM1c)
These sheets consist of common syllables, prefixes, suffixes, and roots. They are only featured once on the page. Select target practice sheet (i.e., 1, 2, 3). Make two copies of each sheet and laminate.
- ▶ Word parts correct per minute record (Activity Master F.004.AM2)
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers
- ▶ Pencils

Activity

Students quickly read word parts on a practice sheet in a timed activity.

1. Place timer on a flat surface. Provide each student with a word parts practice sheet, Vis-à-Vis® marker, and a word parts correct per minute record.
2. Taking turns, students practice reading the word parts 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 word parts that are read incorrectly. If all the word parts on the sheet are read, go back to the top and reread the word parts.
5. Continues until timer rings. Student one marks the last word part read. Counts the number of word parts read correctly.
6. Student two records the number of word parts 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

- ▶ Take turns with a partner reading line-by-line on a copy of the same practice sheet.
- ▶ Highlight target word parts in the newspaper or other print media.

1

able act anti ation aud

ba bi bles bor cate

cen char cial cir cle

co cor cred cu cul (20)

cy de ders dict dis

dle dy ed em en

ence er ered es est (35)

fac fect fer flect fore

ful gen gi gle gram

graph har ible ic ies (50)

word parts

Fluency

Word Part Rush

F.004.AM1b

2

il im in ing inter

ion ir ish ition ity

ive jo ket lat lec

lect less li lin lo (20)

lu ly mag mal mar

meas ment mi mid mil

min mis mo ness ni (35)

no non nore nu ob

oc op or ous ped

phon photo pi ples port (50)

word parts

3

pos pre ra re rec

rect rep ried ro rupt

sa scop script semi ser

sim sion sis spec sub (20)

sug sup sur ta tal

te tel tele tem therm

ti tion tive tor tract (35)

trans tro tu tures um

un va val var vel

vi vid vis wil writ (50)

word parts

Word Parts Correct Per Minute

1 st try	_____ word parts
2 nd try	_____ word parts
3 rd try	_____ word parts
4 th try	_____ word parts
5 th try	_____ word parts



Word Parts Correct Per Minute

1 st try	_____ word parts
2 nd try	_____ word parts
3 rd try	_____ word parts
4 th try	_____ word parts
5 th try	_____ word parts