



## Syllabication

### Guidelines:

- A syllable is a unit of pronunciation. Each syllable contains only one vowel sound. Finding the vowels in a word is an important starting point for breaking it apart by syllables. However, each syllable may have more than one vowel. For example, the word *boat* contains one vowel sound, therefore one syllable. However, the vowel sound is represented by the vowel digraph *oa*.
- Whether a group of letters forms a syllable depends on the letters that surround it (Adams, 1990). For example, the letters *par* form a syllable in the word *partial*, but not in the word *parade*.
- One syllable in a multisyllabic word receives more emphasis or stress. The vowel sound in this syllable is heard most clearly. Stress is indicated in dictionary pronunciation keys by accent marks. In addition to one primary accent, some words also have one or more secondary accents. Vowels in unstressed syllables become schwas (/ə/). Generally, in words with prefixes and suffixes, the prefix or suffix forms a separate syllable and the accent falls on the root (base) word. In compound words, the accent generally falls on or within the first word. The accent in most two-syllable words falls on the first syllable.
- To decode multisyllabic words, students must be able to divide words into recognizable chunks. Some readers develop a sense of syllabication breaks independently through their exposures to print; others have great difficulty and need instruction (Just & Carpenter, 1987). Some students' phonics skills break down when confronted by multisyllabic words because they can't readily identify syllable boundaries (Eldredge, 1996).
- Children need training in dividing words according to syllables. They must (1) understand how to figure out the vowel sound in one-syllable words [teach them common one-syllable spelling patterns such as CVC and CVCe], and (2) understand that a syllable has only one vowel sound, but that the vowel sound may be spelled using more than one vowel.
- Children can use syllabication strategies to approximate a word's pronunciation. This approximation is generally close enough for the reader to recognize the word if it's in his speaking or listening vocabularies. This demonstrates how important it is to help students develop their speaking and listening vocabularies and to combine building their background knowledge with vocabulary instruction.



- Some words can be divided in more than one way. For example: treat-y, trea-ty, tr-ea-ty. The fewer chunks into which a word is divided, the easier it is to decode the word.
- Traditional syllabication strategies can be ineffective. Clapping syllables in words, for example, doesn't work because the child must already know the word before she can clap the syllables (Johnson & Bauman, 1984). Similarly, memorizing countless syllabication rules has little effect on a child's ability to decode multisyllabic words. (Note: *Syllabication* and *syl-labification* are synonymous.)
- Few syllabication generalizations are very useful to children, but some are worth pointing out (Chall & Popp, 1996). State them in simple, clear terms. Focus on applying them, not reciting them:
  - If the word is a compound word, divide the word between the two words that comprise it. If either or both of these words has more than one syllable, follow the syllabication generalizations below.
  - Inflectional endings such as *ing*, *er*, *est*, and *ed* often form separate syllables. The remaining portion of the word is the root (base) word. Looking for these and other meaning units in words is known as morphemic analysis. A morpheme is a meaning unit. There are free morphemes—whole words that can stand alone and cannot be divided into other meaning units (i.e., root words). There are also bound morphemes—word parts that can't stand alone and must be combined with a free morpheme (i.e., suffixes and prefixes). Bound morphemes alter the meaning of the free morphemes to which they are attached (example: *un* + *happy* = *unhappy*).
  - When two or more consonants appear in the middle of a word, divide the word between them (CVC + CVC words). Then try the short sound for the vowel in the first syllable. This generalization doesn't apply if the two consonants form a digraph such as *ch*, *tch*, *ck*, *ph*, *sh*, or *th*. These digraphs cannot be separated across syllable boundaries.
  - When only one consonant appears between two vowels, divide the word before the consonant. Then try the long sound of the first vowel (examples: *tiger*, *pilot*). This works about 55% of the time. If a recognizable word is not formed using the long sound, divide the word after the consonant and try the short sound for the first syllable (examples: *exit*, *second*). This works about 45% of the time.





- When a two-syllable word ends in a consonant plus *le*, the consonant and *le* form the last syllable. If the preceding syllable ends in a consonant, try the short sound of the vowel (examples: *wiggle*, *sample*). If the preceding syllable ends with a vowel, try the long sound of the vowel (examples: *table*, *bridle*).
- When a two-syllable word ends in a consonant plus *re*, the consonant and *re* form the last syllable. If the preceding syllable ends with a vowel, try the long sound of that vowel (example: *acre*).
- Never break apart vowel digraphs or diphthongs across syllable boundaries.

## Tips for Teaching Syllabication



- **Begin syllabication instruction in grade 1** by pointing out compound words, words with double consonants, and words with common prefixes and suffixes such as *un*, *re*, *s*, *es*, *ing*, and *ed*. In later grades, additional prefixes and suffixes, as well as common root words can become the focus of instruction. In addition, practice in recognizing common syllabic units is beneficial.
- **Teach syllabication strategies using known words**, then provide ample opportunities for students to apply the strategy in context.
- **Use dictionaries with caution.** Most dictionaries divide words according to how the word should be broken across lines. This sometimes has little to do with the division of the word into its syllables for the purpose of pronunciation.

### Sample Pronunciations

/rēd/

/rit/

/fon'iks/

# Six Basic Syllable Spelling Patterns

(Moats, 1995)

**1. closed:** These syllables end in a consonant. The vowel sound is generally short (examples: *rabbit*, *napkin*).

**2. open:** These syllables end in a vowel. The vowel sound is generally long (examples: *tiger*, *pilot*).

**3. vowel-silent *e* (VCe):** These syllables generally represent long-vowel sounds (examples: *compete*, *decide*).

**4. vowel team:** Many vowel sounds are spelled with vowel digraphs such as *ai*, *ay*, *ea*, *ee*, *oa*, *ow*, *oo*, *oi*, *oy*, *ou*, *ie*, and *ei*. The vowel digraphs appear in the same syllable (examples: *boat*, *explain*).

**5. *r*-controlled:** When a vowel is followed by *r*, the letter *r* affects the sound of the vowel. The vowel and the *r* appear in the same syllable (examples: *bird*, *turtle*).

**6. consonant + *le*:** Usually when *le* appears at the end of a word and is preceded by a consonant, the consonant + *le* form the final syllable (examples: *table*, *lit-tle*).





## Syllabication Lessons

**B**egin teaching syllabication by providing explicit, multisensory lessons on the concept of a syllable.

### Sample Lesson

## What Is a Syllable?

**Phonic Principle:** A syllable is a unit of pronunciation. A word can be divided into syllables.

1. Distribute small mirrors to your students or have them find a partner to watch as he or she pronounces words.
2. Together, say aloud a series of words of varying lengths as students look in the mirrors. Have students count the number of times their mouths open when saying the word. Explain that this is the number of syllables in the word. Another way to count the syllables is to have them count the number of times their jaw drops when they say a word.
3. Ask students to identify which part of the word causes their mouth to open (the vowel sound). Point out to students that a syllable has one vowel sound.
4. Conclude by choosing one or all of the following activities:
  - Ask students to generate a list of short words, then a list of long words. Write the words on the chalkboard and compare them. Most long words contain more letters and more syllables.
  - Ask students to repeat a series of words you say. As they pronounce each word, have students clap or tap the number of syllables. Start with compound words, progress to two-syllable words, then to three- and four-syllable words.
  - Ask students to repeat a series of words you say. As they pronounce each word, have them move a counter for each syllable they hear. Have them count the number of counters moved. Provide modeling as necessary.
  - Ask students to repeat a series of words you say. For each word, have them delete the first syllable. For example, "Say *sunflower* without the *sun*," or "Say *robot* without the *ro*." Go on to have them delete the ending syllables.



### **Lessons for the Most Common Syllable Spelling Patterns**

Once students have mastered the concept of the syllable, you can begin teaching the six most common syllable spelling patterns. Learning these common patterns will give students insight into how words are put together. In a series of intervention studies, Shefelbine (1990) found that when students were taught how to pronounce common syllables and then practiced reading multisyllabic words with these syllables, their ability to read multisyllabic words in general improved. Since closed syllables are the most frequent, begin instruction there (Stanback, 1992). I suggest the following sequence: closed syllables, open syllables, VCe (final e, VCe), vowel team, *r*-controlled, consonant + *le*. I've included a sample lesson and a reteach lesson for each syllable type.

# Closed Syllables

## Syllabication Spelling Pattern

**Key Concept:** Explain to your students that every syllable in a word has only one vowel sound. Write *napkin* and *subject* on the chalkboard. Divide the words syllable by syllable. Point out that the first syllable in each word ends in a consonant and explain that this is called a **closed syllable**. Most closed syllables have a short vowel sound.

**Teacher Model:** Write the word *fabric* on the chalkboard. Do not say the word, but give your students time to examine its parts. Then model how to use syllabication strategies to read the word.

**Think-Aloud:** I know that each syllable has one vowel sound. I see two vowels in this word

separated by two consonants. If I divide the word between the consonants I get *f-a-b* and *r-i-c*. Both of these syllables are closed syllables since they end in a consonant. Therefore, I will try the short vowel sound when pronouncing each syllable: /fab/ /rik/. When I put these two syllables together, I get *fabric*.

**Blending Practice:** Write the following words on the chalkboard. Have students chorally read each word. Provide modeling as necessary.

absent	atlas	comet
husband	kitten	fossil
velvet	zigzag	plaster
habit	sunset	tidbit

## Reteach Lesson: Closed Syllables

1. Write the following words on the chalkboard: *sat, run, lid, nest*. Say: *Look at these words. How many vowels do you see in each?*
2. Then ask: What does each word end with? (One consonant.)
3. Have students read the words aloud, noting their pronunciation. Ask: *How did you pronounce the words at the end?* (Tongue, teeth, or lips closed.)
4. Ask: *What would be a good name for this syllable?* (Closed, since the mouth is closed at the end.)
5. Define closed syllable for students. (A closed syllable ends in at least one consonant; the vowel sound is short.)
6. Write the following sentences on the chalkboard for students to complete: A closed syllable ends in at least one \_\_\_\_\_. The vowel sound is \_\_\_\_\_.
7. Extend the lesson by writing two-syllable words with a closed first syllable (e.g., *napkin, candid, subject*). Help students blend each syllable to read the words.

Teacher note: Short vowel sounds in unaccented syllables, particularly before *m, n, or l*, may be distorted and sound like a schwa. Also, short vowel sounds before the nasal sounds /m/, /n/, and /ng/ may seem distorted (e.g., *ram, ant, sank, sing*).





## Sample Lesson

# Open Syllables

## Syllabication Spelling Pattern

**Key Concept:** Explain to your students that every syllable in a word has only one vowel sound. Write *favor* and *tiger* on the chalkboard. Divide the words syllable by syllable. Point out that the first syllable in each word ends in one vowel. Explain that this is called an **open syllable**. Most open syllables have a long vowel sound.

**Teacher Model:** Write the word *secret* on the chalkboard. Don't say the word, but give students time to examine its parts. Then model how to use syllabication strategies to read the word.

**Think-Aloud:** I know that each syllable has one vowel sound. I see two vowels in this word separated by two consonants. If I divide the word between the consonants, I get s-e-c and r-e-t. Both of these syllables are closed syllables since they end in a consonant. Therefore,

I will try the short vowel sound when pronouncing each syllable: /sek/ /ret/. When I put these two syllables together, I don't get a word I know. So, I'll separate the word between the letters e and c. The first syllable becomes an open syllable since it ends in a vowel. The vowel sound will be long. When I pronounce the syllables, I get /sē/ /kret/—*secret*. This is a real word.

**Blending Practice:** Write the following words on the chalkboard. Have students chorally read each word. Provide modeling as necessary.

<b>baby</b>	<b>cedar</b>	<b>cider</b>
<b>diver</b>	<b>frozen</b>	<b>female</b>
<b>hijack</b>	<b>human</b>	<b>lady</b>
<b>motor</b>	<b>prefix</b>	<b>social</b>

## Reteach Lesson: Open Syllables

1. Write the following words on the chalkboard: *me, hi, no, she*. Ask students: *How many vowels do you see in each word?*
2. Then ask: *What does each word end with?* (One vowel.) *Can these be closed syllables?* (No, a closed syllable ends in a consonant.)
3. Have students read the words, paying attention to the way each is pronounced. Ask: *How are the words pronounced at the end?* (The mouth is open.)
4. Ask: *What would be a good name for the syllable?* (Open, since the mouth is open at the end.)
5. Define open syllable for students. (An open syllable ends in a vowel; the vowel sound is long.)
6. Write the following sentences on the chalkboard for students to complete: An open syllable ends in a \_\_\_\_\_. The vowel sound is \_\_\_\_\_.
7. Extend the lesson by writing two-syllable words with an open first syllable (e.g., *tiger, lady, secret*). Help students blend each syllable to read the words.





## Sample Lesson

### Final *e* (VCe)

#### Syllabication Spelling Pattern

**Key Concept:** Explain to students that every syllable in a word has only one vowel sound. Write *compete* and *inflate* on the chalkboard. Divide the words syllable by syllable. Point out that the last syllable in each word ends in vowel, consonant, final *e*. Explain that this is called a **Final *e*, or VCe**, syllable. The final *e* is silent and the vowel sound before it is long.

**Teacher Model:** Write the word *female* on the chalkboard. Don't say the word, but give students time to examine the word's parts. Then model how to use syllabication strategies to read the word.

**Think-Aloud:** I know that each syllable has one vowel sound. I see three vowels in this word. However, the word ends in an *e*.

Therefore, I will keep the *e* and the vowel before it in the same syllable. This syllable will have a long vowel sound. If I divide the word between the *e* and *m*, I get an open syllable (*f e*) and a VCe syllable (*m-a-l-e*). When I pronounce these two syllables, I get /fē/ /māl/— *female*.

**Blending Practice:** Write the following words on the chalkboard. Have students chorally read each word. Provide modeling as necessary.

alone	amuse	complete
delete	expose	hopeless
invade	refine	shameful
stampede	suppose	unmade

### Reteach Lesson: Final *e* (VCe)

1. Write the following words on the chalkboard: *make*, *bike*, *cute*, *hope*. Ask students: *How many vowels do you see in each word?*
2. Then ask: *What does each word end with?* (The letter *e*.) *What comes between the vowel and the final *e*?* (A consonant.)
3. Have students read the words, paying particular attention to the vowel sound. Ask: *What happens to the final *e*?* (It's silent.) *How are the vowels pronounced?* (Each has a long sound.)
4. Say: *Each of these words ends in a vowel, a consonant, and a final *e*. What would be a good name for this syllable?* (VCe or final *e*.)
5. Define VCe syllable for students. (It ends in a vowel, a consonant, and *e*; the vowel sound is long.)
6. Write the following sentences on the chalkboard for students to complete: A VCe syllable ends in a \_\_\_\_\_, a \_\_\_\_\_, and an \_\_\_\_\_. The vowel sound is \_\_\_\_\_.
7. Extend the lesson by writing two-syllable words with VCe final syllable (e.g., *alone*, *debate*, *invite*). Help students blend each syllable to read the words.



## Sample Lesson

# Vowel Digraphs (Vowel Teams)

## Syllabication Spelling Pattern

**Key Concept:** Explain to your students that sometimes two letters together stand for one vowel sound. Write the words *met*, *meat*, and *metal* on the chalkboard. Say each word and ask the students how many syllables they hear. Explain that every syllable in a word has only one vowel sound. Point out that the **vowel digraph** (or **vowel team**) *ea* stands for the long e sound in *meat*. Explain that when two vowels appear in a long word, such as *meat-eater*, they often stay in the same syllable. This is called a vowel digraph, or vowel team, syllable.

**Teacher Model:** Write the word *beanbag* on the chalkboard. Don't say the word, but give students time to examine its parts. Then model how to use syllabication strategies to read the word.

**Think-Aloud:** I know that every syllable has

one vowel sound. In this word I see two vowels side-by-side, *ea*. I know that when two vowels team up in a word, I need to keep them in the same syllable. Therefore, I can divide this word into two parts: *bean* and *bag*. The letters *ea* stand for the long e sound. When I put these two parts together, I get the word *beanbag*.

**Blending Practice:** Write the following words on the chalkboard. Have students chorally read each word. Provide modeling as necessary. Remind students that the letters *y* and *w* can stand for a vowel sound in vowel teams such as *ay* and *ow*.

mailbox	maintain	midday
paycheck	freedom	seaweed
sleepless	highway	soaking
railroad	oatmeal	leaving

## Reteach Lesson: Vowel Digraphs (Vowel Teams)

1. Write the following words on the chalkboard: *pea*, *zoo*, *rain*, *boat*, *leaf*. Ask students: *How many vowels do you see in each?* (Two.)
2. Ask: *What does each word end with?* (Some with a consonant, some with two vowels.) Then ask: *Can these be closed syllables?* (No, a closed syllable has only one vowel and must end in a consonant.) *Can these be open syllables?* (No, an open syllable must end in only one vowel.)
3. Have students read the words. Ask: *What is the same about the vowel sound in each word?* (It's long.) *What is the same about the way the vowel sound is written?* (It is always written with a vowel pair or team.)

**4.** Next ask: *What would be a good name for this syllable?* (Vowel team or vowel pair.)

**5.** Define a vowel-team syllable for students. (A vowel-team syllable contains two vowels next to each other; the vowel sound is long.) Explain to students that when they're looking at a long word, they should put the vowel team in the same syllable.

**6.** Write the following sentences on the chalkboard for students to complete: A vowel-team syllable contains \_\_\_\_\_. The vowel sound is \_\_\_\_\_.

**7.** Extend the lesson by writing two-syllable words with a vowel-team syllable (e.g., *trainer*, *bookbag*, *repeat*). Help students blend each syllable to read the words.





## Sample Lesson

# r-Controlled Vowels

## Syllabication Spelling Pattern

**Key Concept:** Explain to your students that when the letter *r* follows a vowel, it affects the sound the vowel usually stands for. When dividing a word into syllables, the vowel plus the *r* usually stay in the same syllable.

**Teacher Model:** Write the word *snorkel* on the chalkboard, but don't say the word aloud. Ask students to identify the vowel that precedes the letter *r*. Then model how to use that information to figure out how to pronounce the word.

**Think-Aloud:** I see two vowels in the word, so it probably has two syllables. I see an *r* following

an *o* as in the word *or*. I can put these sounds together with *s-n* to get *snor-*. If I combine that with the second syllable, *-kel*, I say the word *snorkel*.

**Blending Practice:** Write the following words on the chalkboard. Have students chorally read each word. Provide modeling as necessary.

**circus**  
**dirty**  
**garlic**  
**perfect**

**barber**  
**floral**  
**hermit**  
**target**

**charter**  
**forty**  
**marshal**  
**thirsty**

## Reteach Lesson: r-Controlled Vowels

1. Write the following words on the chalkboard: *red, men, hen, her*. Ask: *How many vowels do you see in each?* (Two.)
2. Then ask: *What does each word end with?* (One consonant.) *What kind of syllable ends in one consonant?* (A closed syllable.)
3. Have students read the words, paying particular attention to the vowel sound in each. Ask: *How are they pronounced?* (All with a short vowel sound, except the last word.) Ask: *Why can't the last word be read with a short vowel sound?* (The *r* controls the vowel sound.)
4. Ask: *What would be a good name for this syllable?* (An *r*-controlled syllable.)
5. Define *r*-controlled syllable for students. (An *r*-controlled syllable contains a vowel plus *r*; these two letters are kept in the same syllable.)
6. Write the following sentences on the chalkboard for students to complete. An *r*-controlled syllable contains \_\_\_\_\_. The vowel sound is affected by the letter \_\_\_\_\_.
7. Extend the lesson by writing two syllable words with an *r*-controlled vowel (e.g., *harvest, circus, normal*). Help students blend each syllable to read the words.

## Sample Lesson

Words with Consonant + *-le*, *-al*, *-el*

## Syllabication Spelling Pattern

**Key Concept:** Explain to your students that every syllable in a word has only one vowel sound. Write *dimple*, *colossal*, and *counsel* on the chalkboard. Review that *-le*, *-al*, and *-el* all stand for the same sounds: /ə + l/. Explain that these letter pairs and the consonant that precedes them usually form the last syllable in a word.

**Teacher Model:** Write the word *rumble* on the chalkboard. Don't say the word, but give students time to examine the word's parts. Then model how to use syllabication strategies to read the word.

**Think-Aloud:** I know that *-le* and the consonant before it forms the last syllable in a word. Therefore, the last syllable in *r-u-m-b-l-e* is *ble*. That stands for /b ə l/. This leaves *r-u-m*, which is pronounced /rum/. When I put the two word parts together, I get *rumble*.

**Blending Practice:** Write the following words on the chalkboard. Have students chorally read each word. Provide modeling as necessary.

table	bundle	sparkle
sizzle	pickle	little
mantle	middle	global
hospital	model	chapel

Reteach Lesson: Words Ending with *-le*, *-al*, *-el*

1. Write the following words on the chalkboard: *table*, *bridle*, *puzzle*, *middle*.
2. Ask students: *What is the same in each of these words?* (They end in a consonant + *-le*.)
3. Have students read the words. Ask: *How many syllables do you hear?* (Two.)
4. Say: *The second syllable is spelled with the consonant + le. What sound does the e stand for?* (It's silent.)
5. Ask: *What would be a good name for this syllable?* (Consonant + *le*.)
6. Define consonant + *le* syllable for students. (A consonant + *le* syllable ends in a consonant + *le*. Whenever you see a consonant + *le* in a long word, keep them together in the same syllable.)
7. Write the following sentence on the chalkboard for students to complete: A consonant + *le* syllable ends in \_\_\_\_\_.
8. Extend the lesson by writing two-syllable words with a consonant + *le* final syllable (e.g., *table*, *bridle*, *puzzle*). Help students blend each syllable to read the words.

Teacher note: The consonant + *le* syllables (along with the syllables *-ture*, *-age*, *-sion*, and *-tion*) are stable final syllables. These are good syllables to include in instruction from grade 3 on up. Directly teach the sounds that each consonant + *le* syllable represents. For example, list on the chalkboard these spelling patterns: *tle*, *ple*, *zle*, *ble*, *gle*, *dle*. Read aloud each syllable [e.g., /d ? l/]. Then have students chorally repeat.

## Syllable Division Rules

1. Divide between 2 consonants (rab-bit, mon-key)
2. Divide between 2 words (sail-boat, lip-stick)
3. Divide before and after blends (trans-fer, brink-man-ship)
4. Divide before 1 consonant (mi-ner, o-bey, to-ma-to)
  - Exception: Latin words divide after consonant (lim-it, met-al)
5. Vowel teams that don't make a sound (underlined and red in chart below) divide between vowels (ra-di-o, me-ow, cas-u-al)
  - Exception: some Latin words divide between 2 vowels that normally make another sound (di-et, con-gru-ent)
6. Divide after prefixes (pre-fix, be-fore)
  - Divide before suffixes (hap-pi-ness, faith-ful, sleep-ing)
  - le, divide 1 letter before -le (ta-ble, ket-tle)
  - el, divide before -el (lev-el, reb-el)

	EA	<u>IA</u>	OA	<u>UA</u>
AE	EE	IE	OE	UE
AI	EI	<u>II</u>	OI	UI
<u>AO</u>	<u>EO</u>	<u>IO</u>	OO	<u>UO</u> <u>YO</u>
AU	EU	<u>IU</u>	OU	
AW	EW		OW	
AY	EY	<u>IY</u>	OY	UY





### Syllable Map-It



#### Objective

The student will match phonemes to graphemes and identify syllables in words.



#### Materials

- ▶ Student sheet (Activity Master AP.012.SS1a - AP.012.SS1f)  
*Choose target syllable pattern(s). When mapping vowel-consonant-e (VCE) syllables, the “e” is placed below the final grapheme with a slash and an arrow is drawn leading back to the vowel that it is making long.*
- ▶ Answer Key (AP.012.AM1a - AP.012.AM1b)  
*An answer key is provided for optional use.*
- ▶ Pencil



#### Activity

Students map sounds to letters and mark syllables within words.

1. Provide the student with the target student sheet.
2. Student writes each word using phoneme-grapheme mapping (i.e., one grapheme per box).
3. Underlines each vowel sound. Note: The “e” in “ed” will not be underlined when it combines with the “d” to make the single sounds /t/ or /d/.
4. Makes a swoop underneath the letters of the syllables (e.g., fan tas tic).
5. Continues until the student sheet is complete.
6. Teacher evaluation

Name \_\_\_\_\_

AP.012.SS1a Syllable Map-It

	closed syllables									
fantastic	f	a	n	t	a	s	t	i	c	
1. instructed										
2. malcontent										
3. hopscotch										
4. baskets										
5. washcloth										
6. mismatched										
7. enrichment										
8. insistent										
9. Atlantic										
10. sandwiches										



#### Extensions and Adaptations

- ▶ Complete student sheet consisting of combined syllable types (Activity Master AP.012.SS2).
- ▶ Write target words, map graphemes to phonemes, and mark syllables (Activity Master AP.012.SS3).

# Name \_\_\_\_\_

AP.012.SS1a

Syllable Map-It

## closed syllables

fantastic	f	<u>a</u>	n	t	<u>a</u>	s	t	<u>i</u>	c	
1. instructed										
2. malcontent										
3. hopscotch										
4. baskets										
5. washcloth										
6. mismatched										
7. enrichment										
8. insistent										
9. Atlantic										
10. sandwiches										

# Name \_\_\_\_\_

Syllable Map-It

AP.012.SS1b

## open syllables

silo

s i l o

1. lazy

2. halo

3. Pluto

4. polo

5. yo-yo

6. photo

7. rhino

8. zero

9. we

10. redo



# Name \_\_\_\_\_

AP.012.SS1c

Syllable Map-It

## vowel-consonant-e (VCE) syllables

milestone	m	i	l	s	t	o	n			
1. snakebite										
2. homemade										
3. lifelike										
4. grapevine										
5. pinecone										
6. pipeline										
7. sideswipe										
8. likewise										
9. rhinestone										
10. nosedive										

# Name \_\_\_\_\_

Syllable Map-It

AP.012.SSId

## r-controlled syllables

barnyard	b	<u>ar</u>	n	y	<u>ar</u>	d				
1. perturb										
2. scorcher										
3. forward										
4. farmer										
5. farther										
6. mortar										
7. murmur										
8. order										
9. harbor										
10. charter										

# Name \_\_\_\_\_

AP.012.SS1e

Syllable Map-It

## vowel pair syllables

steamboat	s	t	<u>ea</u>	m	b	<u>oa</u>	t			
1. toenail										
2. railroad										
3. eighteen										
4. proofread										
5. mainstream										
6. oatmeal										
7. weekday										
8. newsbreak										
9. reindeer										
10. freeload										



# Name \_\_\_\_\_

Syllable Map-It

AP.012.SS1f

## consonant-le syllables

thimble	th	i	m	b	le					
1. beagle										
2. sample										
3. circle										
4. comfortable										
5. stumble										
6. dwindle										
7. visible										
8. unstable										
9. resemble										
10. doodle										

# Name \_\_\_\_\_

AP.012.SS2

Syllable Map-It

## combined syllables

stateroom	s	t	<u>a</u>	t/	r	<u>oo</u>	m			
1. porcupine										
2. screwdriver										
3. university										
4. prejudice										
5. chronicle										
6. aftershock										
7. moonlight										
8. tarnished										
9. fortress										
10. dragonfly										

**AP.012.SS3**

[illegible]

# Advanced Phonics

AP.012.AMIa

Syllable Map-It

## closed syllables

fantastic	f	a	n	t	a	s	t	i	c	
1. instructed	i	n	s	t	r	u	c	t	e	d
2. malcontent	m	a	l	c	o	n	t	e	n	t
3. hopscotch	h	o	p	s	c	o	t	c	h	
4. baskets	b	a	s	k	e	t	s			
5. washcloth	w	a	s	h	c	l	o	t	h	
6. mismatched	m	i	s	m	a	t	c	h	e	d
7. enrichment	e	n	r	i	c	h	m	e	n	t
8. insistent	i	n	s	i	s	t	e	n	t	
9. Atlantic	A	t	l	a	n	t	i	c		
10. sandwiches	s	a	n	d	w	i	c	h	e	s

## open syllables

silo	s	i	l	o						
1. lazy	l	a	z	y						
2. halo	h	a	l	o						
3. Pluto	P	l	u	t	o					
4. polo	p	o	l	o						
5. yo-yo	y	o	y	o						
6. photo	ph	o	t	o						
7. rhino	rh	i	n	o						
8. zero	z	e	r	o						
9. we	w	e								
10 redo	r	e	d	o						

## vowel-consonant-e (VCE) Syllables

milestone	m	i	l	s	t	o	n	e		
1. snakebite	s	n	a	k	b	i	t	e		
2. homemade	h	o	m	m	a	d	e			
3. lifelike	l	i	f	l	i	k	e			
4. grapevine	g	r	a	p	v	i	n	e		
5. pinecone	p	i	n	c	o	n	e			
6. pipeline	p	i	p	l	i	n	e			
7. sideswipe	s	i	d	s	w	i	p	e		
8. likewise	l	i	k	w	i	s	e			
9. rhinestone	rh	i	n	s	t	o	n	e		
10. nosedive	n	o	s	d	i	v	e			

## r-controlled syllables

barnyard	b	a	r	n	y	a	r	d		
1. perturb	p	e	r	t	u	r	b			
2. scorcher	s	c	o	r	c	h	e	r		
3. forward	f	o	r	w	a	r	d			
4. farmer	f	a	r	m	e	r				
5. farther	f	a	r	t	h	e	r			
6. mortar	m	o	r	t	a	r				
7. murmur	m	u	r	m	u	r				
8. order	o	r	d	e	r					
9. harbor	h	a	r	b	o	r				
10. charter	ch	a	r	t	e	r				



# Advanced Phonics

## Syllable Map-It

AP.012.AM1b

vowel pair syllables									
steamboat	s	t	ea	m	b	oa	t		
1. toenail	t	oe	n	ai	l				
2. railroad	r	ai	l	r	oa	d			
3. eighteen	eigh	t	ee	n					
4. proofread	p	r	oo	f	r	ea	d		
5. mainstream	m	ai	n	s	t	r	ea	m	
6. oatmeal	oa	t	m	ea	l				
7. weekday	w	ee	k	d	ay				
8. newsbreak	n	ew	s	b	r	ea	k		
9. reindeer	r	ei	n	d	ee	r			
10. freeload	f	r	ee	l	oa	d			

consonant-le syllables									
thimble	th	i	m	b	le				
1. beagle	b	ea	g	le					
2. sample	s	a	m	p	le				
3. circle	c	ir	c	le					
4. comfortable	c	o	m	f	or	t	a	b	le
5. stumble	s	t	u	m	b	le			
6. dwindle	d	w	i	n	d	le			
7. visible	v	i	s	i	b	le			
8. unstable	u	n	s	t	a	b	le		
9. resemble	r	e	s	e	m	b	le		
10. doodle	d	oo	d	le					

combined syllables									
stateroom	s	t	a	t	r	oo	m		
1. porcupine	p	or	c	u	p	i	n	e	
2. screwdriver	s	c	r	ew	d	r	i	v	er
3. university	u	n	i	v	er	s	i	t	y
4. prejudice	p	r	e	j	u	d	g	e	
5. chronicle	ch	r	o	n	i	c	le		
6. aftershock	a	f	t	er	sh	o	ck		
7. moonlight	m	oo	n	l	igh	t			
8. tarnished	t	ar	n	i	sh	ed			
9. fortress	f	or	t	r	e	ss			
10. dragonfly	d	r	a	g	o	n	f	l	y



### Objective

The student will segment syllables in words.



### Materials

- ▶ Student sheet (Activity Master P.033.SS1a - P.033.SS1f)

*Choose target syllable pattern(s).*

*When mapping VCE syllables, the “e” is placed below the final grapheme with a slash and an arrow is drawn leading back to the vowel that it is making long.*

- ▶ Pencil



### Activity

Students map graphemes to phonemes and mark syllables within words.

1. Provide the student with a student sheet.
2. Student writes each word using phoneme-grapheme mapping (i.e., one grapheme per box).
3. Underlines each vowel (i.e., single, r-controlled, and vowel teams).
4. Swoops the syllables underneath the letters.
5. Continues until the student sheet is complete.
6. Teacher evaluation

Name _____																																																																			
Map and Swoop <span style="float: right;">P.033.SS1</span>																																																																			
	<table border="1"><thead><tr><th colspan="6">closed syllables</th></tr></thead><tbody><tr><td>c</td><td>o</td><td>b</td><td>w</td><td>e</td><td>b</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table>	closed syllables						c	o	b	w	e	b																																																						
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cobweb																																																																			
1. napkin																																																																			
2. helmet																																																																			
3. volcanic																																																																			
4. problem																																																																			
5. cricket																																																																			
6. fantastic																																																																			
7. trumpet																																																																			
8. inhibit																																																																			
9. plastic																																																																			
10. consistent																																																																			



### Extensions and Adaptations

- ▶ Combine syllable types (Activity Master P.033.SS2).
- ▶ Use different words (Activity Master P.033.SS3).

# Name \_\_\_\_\_

Map and Swoop

P.033.SS1a

cobweb

closed syllables									
c	<u>o</u>	b	w	<u>e</u>	b				

1. napkin

2. helmet

3. volcanic

4. problem

5. cricket

6. fantastic

7. trumpet

8. inhibit

9. plastic

10. consistent

# Name \_\_\_\_\_

P.033.SS1b

Map and Swoop

veto

1. me

2. yoyo

3. redo

4. silo

5. zero

6. she

7. hero

8. solo

9. hifi

10. no

open syllables									
v	e	t	o						



# Name \_\_\_\_\_

Map and Swoop

P.033.SSIc

## VCE syllables

cake

c a k e

1. stale

2. trace

3. grapevine

4. stovepipe

5. homemade

6. sideswipe

7. stoneware

8. nosedive

9. milestone

10. chime

# Name \_\_\_\_\_

P.033.SSId

Map and Swoop

## r-controlled syllables

corner

c or n er

1. order

2. horn

3. partner

4. perform

5. barber

6. charter

7. former

8. cursor

9. harder

10. mortar

# Name \_\_\_\_\_

Map and Swoop

P.033.SS1e

## vowel pair syllables

sleep

s l ee p

1. dream

2. railroad

3. cookbook

4. count

5. feet

6. rainbow

7. maintain

8. load

9. stood

10. meadow

# Name \_\_\_\_\_

P.033.SS1f

Map and Swoop

- maple
1. jungle
  2. stifle
  3. castle
  4. juggle
  5. sparkle
  6. multiple
  7. wrestle
  8. impossible
  9. resemble
  10. pebble

final stable syllables									
m	a	p	le						



# Name \_\_\_\_\_

Map and Swoop

P.033.SS2

## combined syllables

organize

or g a n i z ~~e~~

1. tornado

2. struggle

3. trainer

4. hobo

5. statement

6. puddle

7. counterpart

8. overload

9. mistake

10. establishing

# Name \_\_\_\_\_

**P.033.SS3**

Map and Swoop

center

c   e   n   t   er

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



## Syllable Patterns

P.034

### Six-Way Syllable Sort

#### Objective

The student will identify syllables in words.

#### Materials

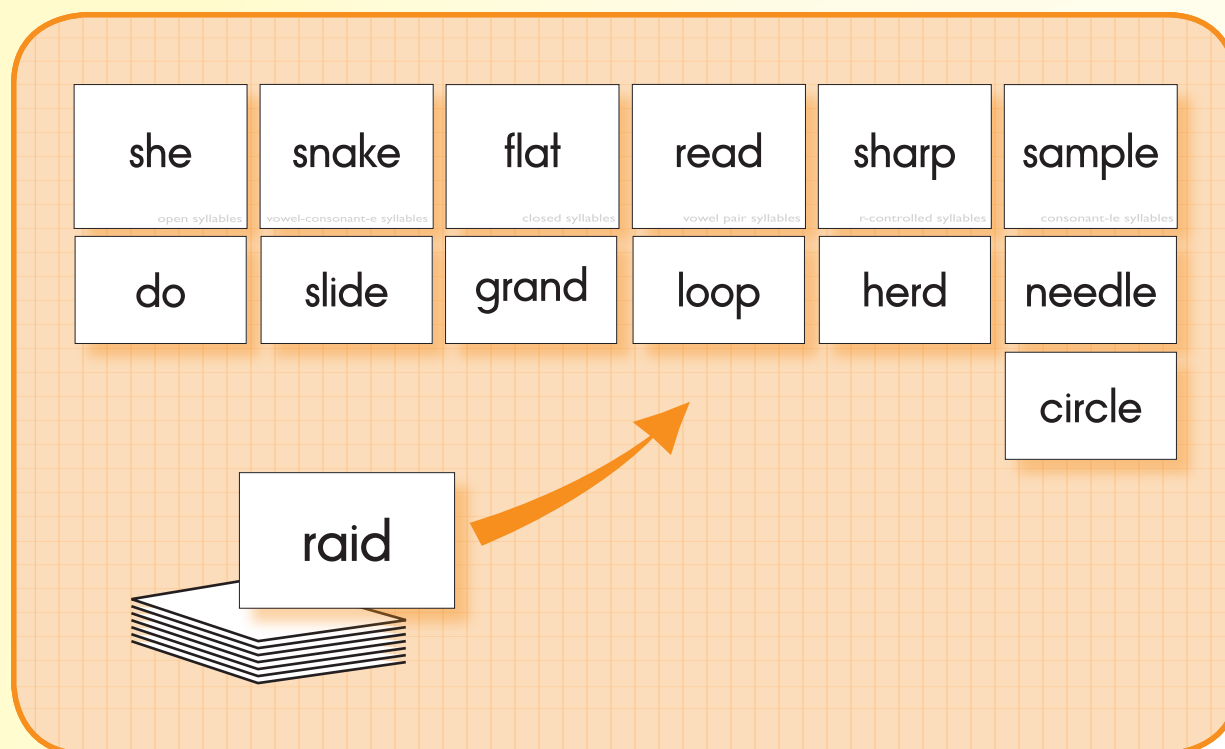
- ▶ Header cards (Activity Master P.034.AM1)
- ▶ Word cards (Activity Master P.034.AM2a - P.034.AM2f)

*Note: Two syllable words ending in consonant-le should use consonant-le as the target syllable.*

#### Activity

Students will sort words by syllable types.

1. Place header cards face up on a flat surface. Shuffle the word cards and place face down in a stack.
2. Taking turns, students select the top card from the stack, read the word, and identify what type of syllable it is (e.g., “tennis, closed syllables” or “loop, vowel pair syllable”).
3. Place in column under matching header card.
4. Point to and read words in entire column starting with header card.
5. Continue until all cards are sorted.
6. Peer evaluation



she <small>open syllables</small>	snake <small>vowel-consonant-e syllables</small>	flat <small>closed syllables</small>	read <small>vowel pair syllables</small>	sharp <small>r-controlled syllables</small>	sample <small>consonant-le syllables</small>
do	slide	grand	loop	herd	needle
					circle

#### Extensions and Adaptations

- ▶ Make more words and sort.
- ▶ Sort fewer patterns and/or words.
- ▶ Record words.

flat

closed syllables

she

open syllables

snake

vowel-consonant-e syllables

sharp

r-controlled syllables

read

vowel pair syllables

sample

consonant-le syllables





# Phonics

Six-Way Syllable Sort

P.034.AM2a

witness

bobbin

grand

suffix

tennis

camp

panic

happen

closed syllable word cards



si  
lo

ze  
ro

hi  
fi

no

he

he  
ro

me

do



# Phonics

Six-Way Syllable Sort

P.034.AM2c

crave

prune

grapevine

homemade

stoneware

namesake

slide

grove

VCE syllable word cards



herd

curb

partner

north

swirl

corner

farmer

third



# Phonics

Six-Way Syllable Sort

P.034.AM2e

loop

boatload

rainbow

beast

raid

play

cream

sheep

vowel pair syllable word cards



double

uncle

circle

jungle

needle

bugle

little

dazzle







## Syllable Patterns

P.035

### Syllable Trivia

#### Objective

The student will identify syllables in words.

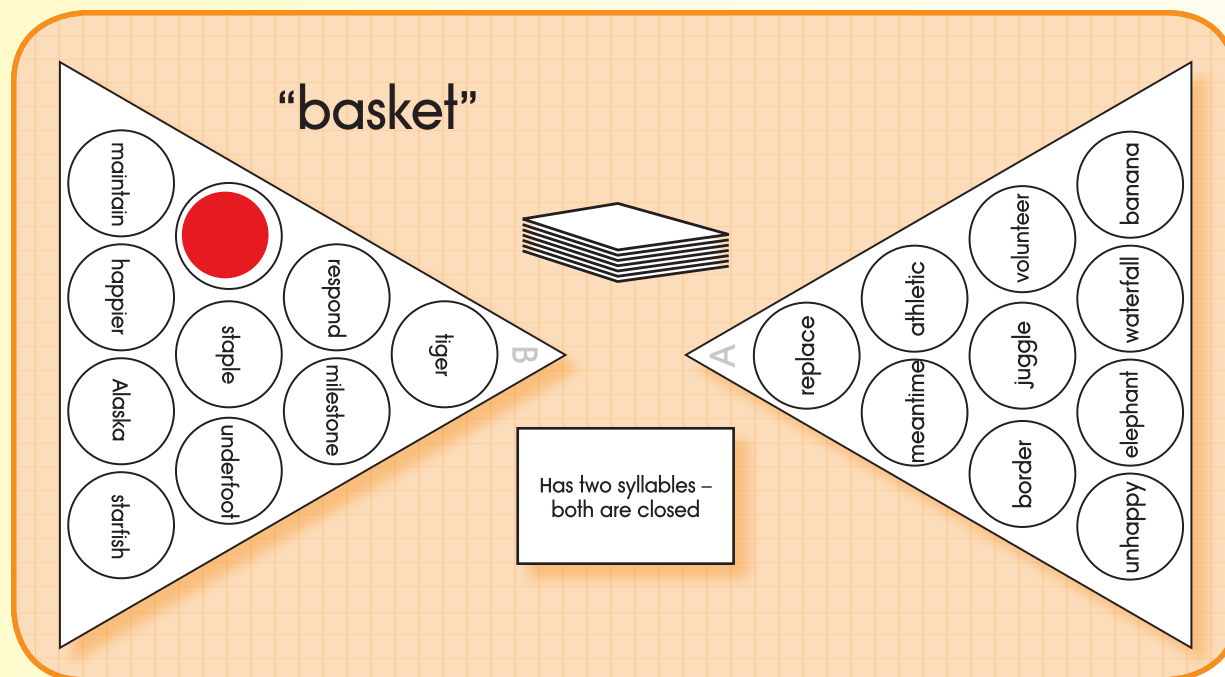
#### Materials

- ▶ Syllable Trivia triangles (Activity Master P.035.AM1a - P.035.AM1b)
  - ▶ Trivia cards (Activity Master P.035.AM2a - P.035.AM2c)
  - ▶ Answer key (Activity Master P.035.AM3a - P.035.AM3b)
- An answer key is provided.*
- ▶ Game pieces (e.g., counters)

#### Activity

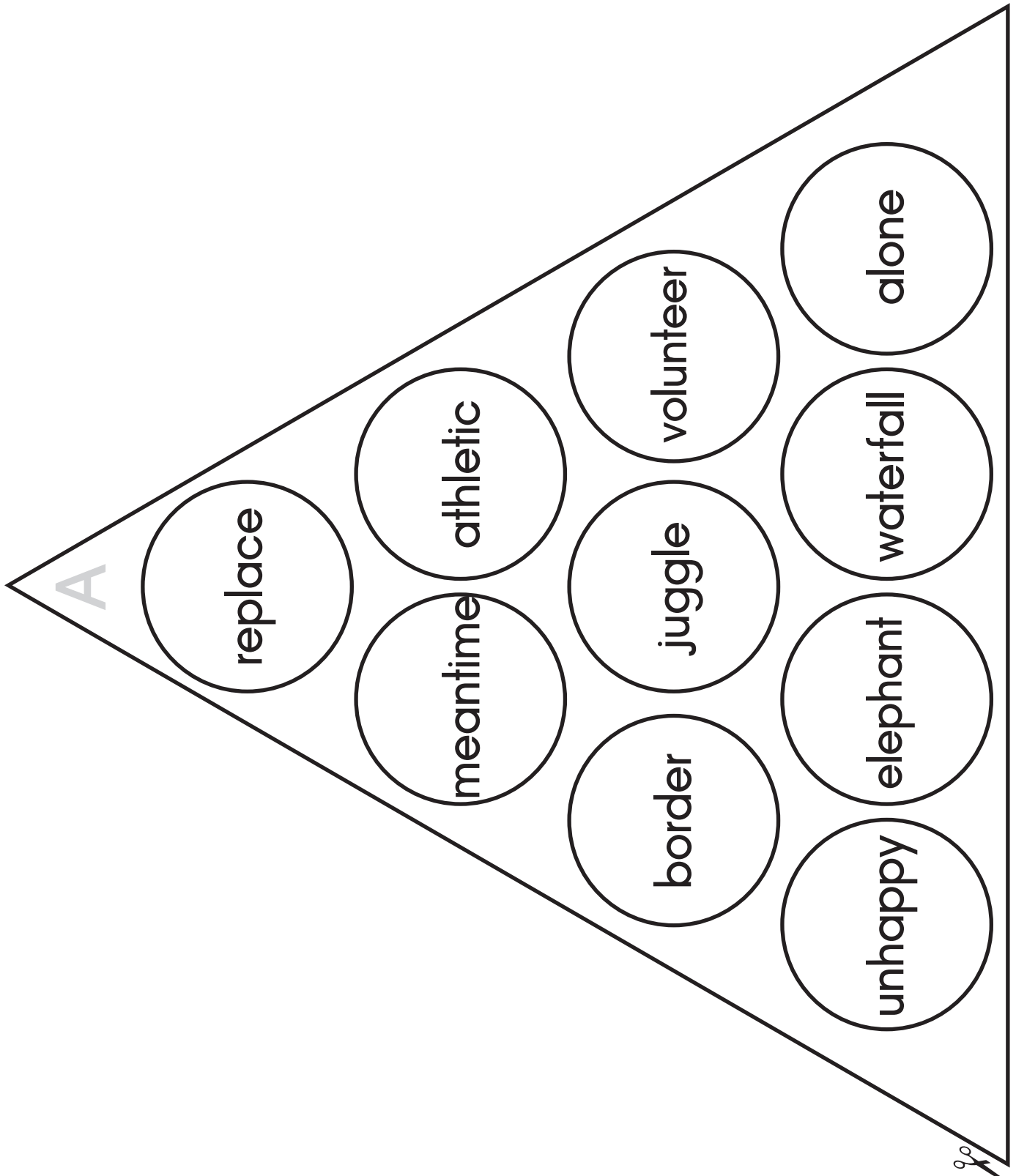
Students identify syllable patterns by playing a game.

1. Place trivia cards face down in a stack at the center. Provide each student with a different Syllable Trivia triangle and game pieces.
2. Taking turns, students select the top card from the stack and read it (e.g., Has two syllables - both are closed).
3. Look for word on triangle that fits description (e.g., basket). Read word and place game piece on that spot. Place trivia card in a discard pile.
4. If no word is found which matches description, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation



#### Extensions and Adaptations

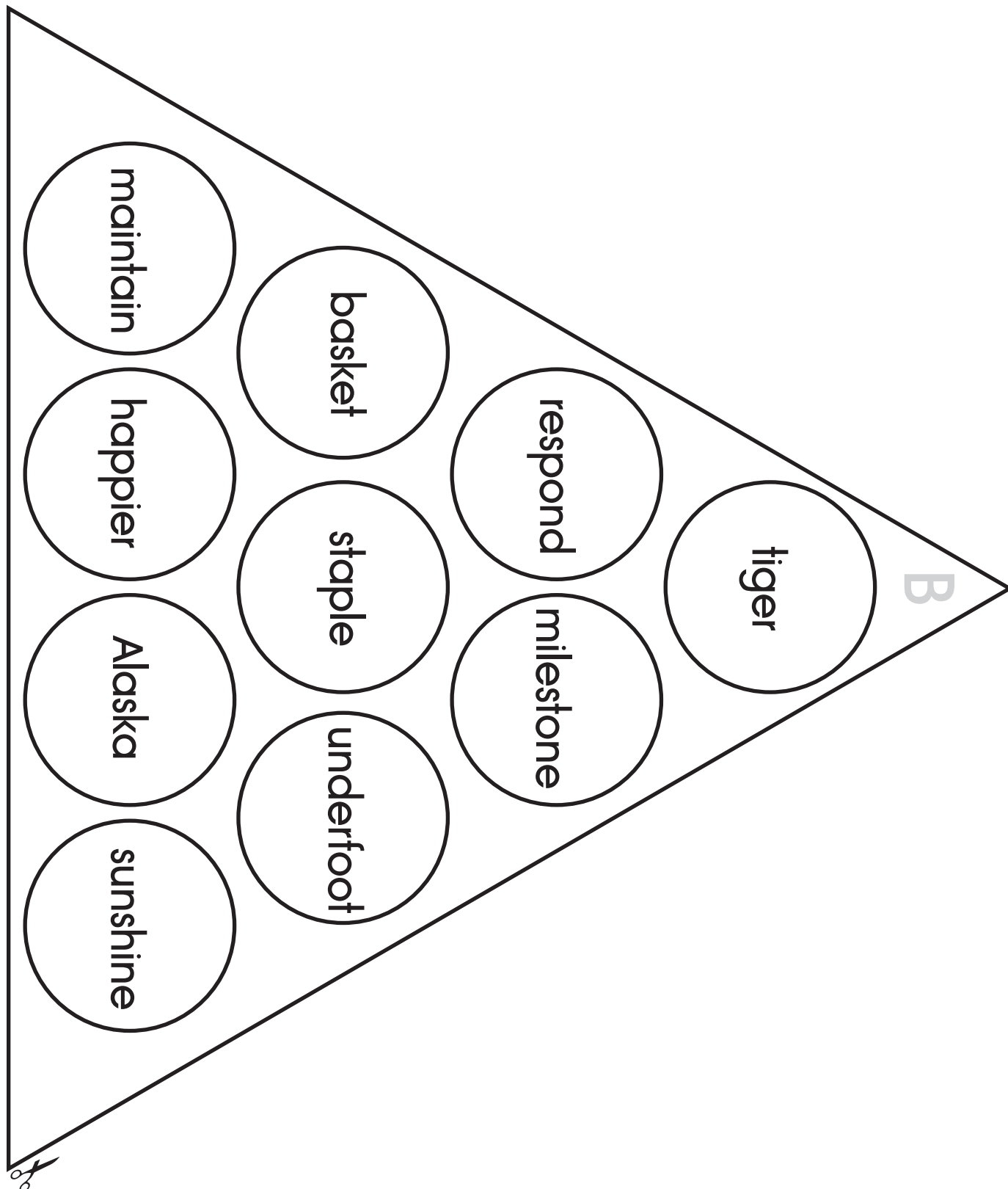
- ▶ Make other descriptions and word cards.



# Phonics

## Syllable Trivia

P.035.AM1b



Has two syllables – both are VCE	Has two syllables – the first is open and the second is consonant-le
Has two syllables – the first is open and the second is closed	Has two syllables – both are closed
Animal with two syllables in name	Has three syllables – one closed, one r-controlled, and one vowel pair
Has two syllables – both are vowel pairs	Has three syllables – begins and ends with a schwa



# Phonics

## Syllable Trivia

P.035.AM2b

Has three syllables – all are closed	Has two syllables – the first is closed and the second is consonant-le
Has two syllables – the first is open and the second is VCE	Has two syllables – the first is a vowel pair and the second is VCE
Animal with three syllables in name	Has three syllables – two are closed, and one is a vowel pair
Has two syllables – both are r-controlled	Has two syllables – the first is a schwa and the second VCE



Three syllable  
compound word

Three syllable  
word with prefix

Two syllable  
compound word

Three syllable  
word with suffix





## Answer Key A

Has three syllables – all are closed	athletic
Has two syllables – the first is a vowel pair and the second is VCE	meantime
Has three syllables – two are closed and one is a vowel pair	volunteer
Has two syllables – both are r-controlled	border
Has two syllables – the first is a schwa and the second is VCE	alone
Animal with three syllables in name	elephant
Three syllable word with a prefix	unhappy
Has two syllables – the first is open and second is VCE	replace
Has two syllables – the first is closed and second is consonant-le	juggle
Three syllable compound word	waterfall

## Answer Key B

Animal with two syllables in name	tiger
Has two syllables – both are closed	basket
Has two syllables – the first is open and the second is consonant-le	staple
Has two syllables – the first is open and the second closed	respond
Has two syllables – both are VCE	milestone
Has three syllables – one closed, one r-controlled, and one vowel pair	underfoot
Has two syllables – both are vowel pairs	maintain
Has three syllables – begins and ends with a schwa	Alaska
Two syllable compound word	sunshine
Three syllable word with a suffix	happier



## Syllable Patterns

P.036

### Syllable Share

#### Objective

The student will identify syllables in words.

#### Materials

- ▶ Initial syllable cards (Activity Master P.036.AM1)
- ▶ Final syllable cards (Activity Master P.036.AM2a - P.036.AM2b)
- ▶ Student sheet (Activity Master P.036.SS)
- ▶ Pencils

#### Activity

Students make words from syllables by playing a card game.

1. Spread the initial syllable cards face up in a column on a flat surface. Place the final syllable cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card on the stack, say the syllable part.
3. Match it to each initial syllable card saying initial syllable first, followed by the final syllable on the card. Do this until the two combined form a word. There will be two words formed with each initial syllable card.
4. Read the word.
5. Continue until all cards are placed.
6. Record the words on the student sheet by writing the common syllable in the top box and the words formed in the adjoining boxes (e.g., the common syllable “pic” is written in the top box and the words “picture” and “picnic” are written below).
7. Teacher evaluation

**Name** \_\_\_\_\_

Syllable Share **P.036.SS**

	pic
picture	picnic



#### Extensions and Adaptations

- ▶ Use other initial and final syllable cards to make more words.

hand

ba

ham

or

pic

per

act

con



# Phonics

Syllable Share

P.036.AM2a

shake

stand

by

ker

fect

son

der

bit

final syllable cards



nic

ture

ster

per

or

ress

tent

fuse





# Name \_\_\_\_\_

Syllable Share

**P.036.SS**

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