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.
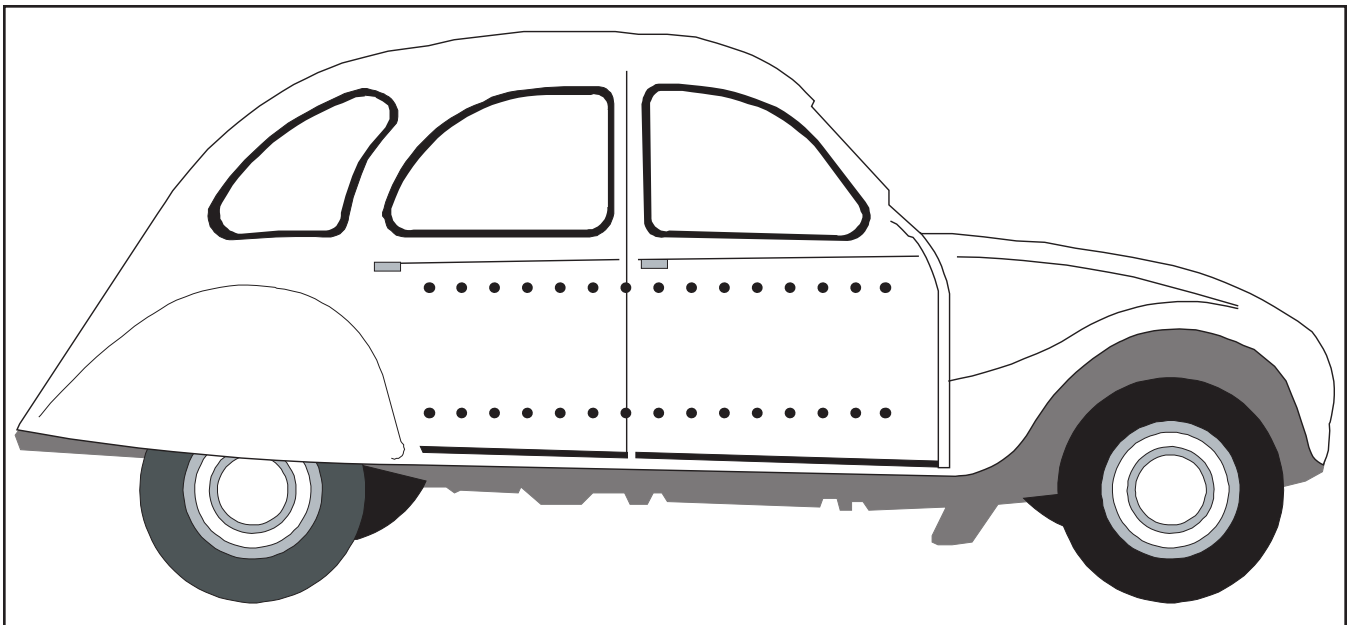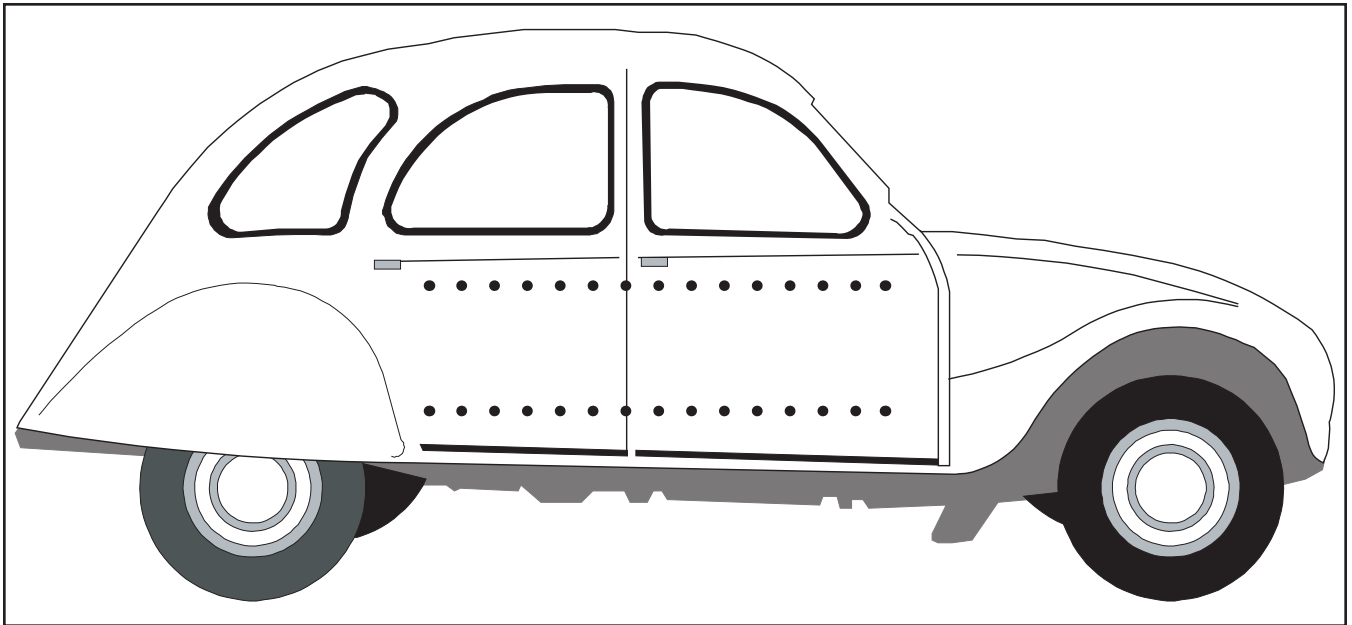
- Timer (e.g., digital)

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
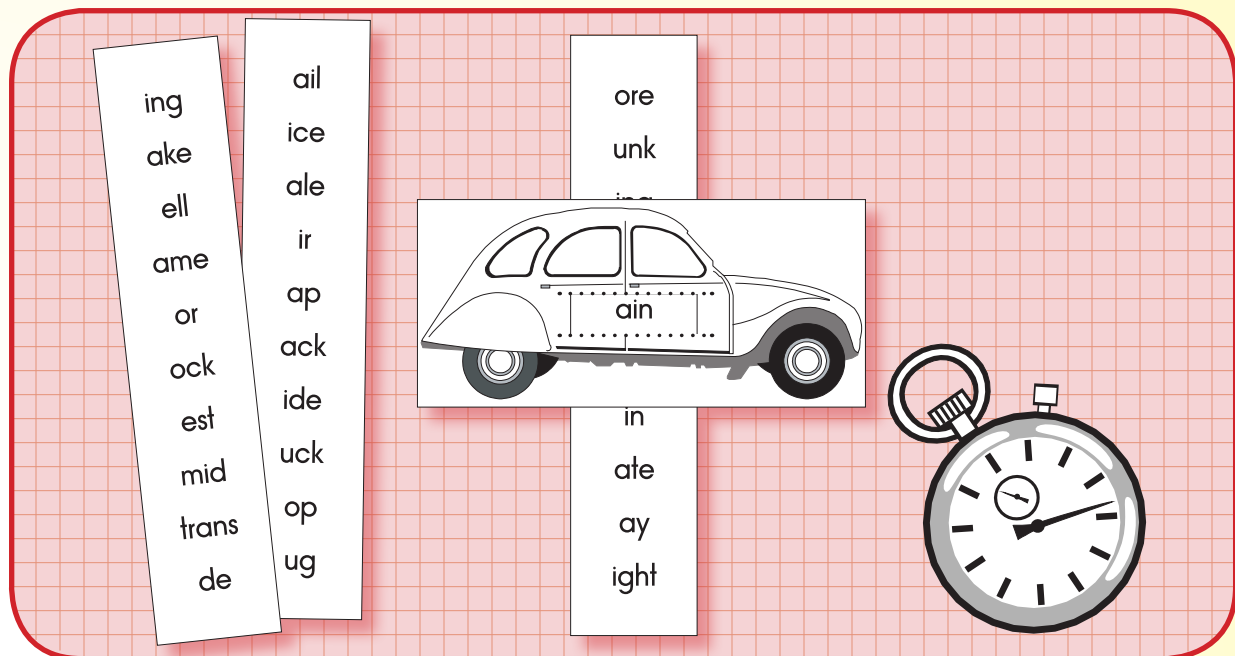
Extensions and Adaptations

- Make other strips using target word parts and words.

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

ail	ore	ing
ice	unk	ake
ale	ing	ell
ir	oke	ame
ap	ain	or
ack	an	ock
ide	in	est
uck	ate	mid
op	ay	trans
ug	ight	de

en	er	ash
mis	es	ine
im	ty	aw
re	ed	ick
un	ic	ump
de	ful	ill
in	ness	eat
pre	ly	ank
il	less	ip
dis	ment	at

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
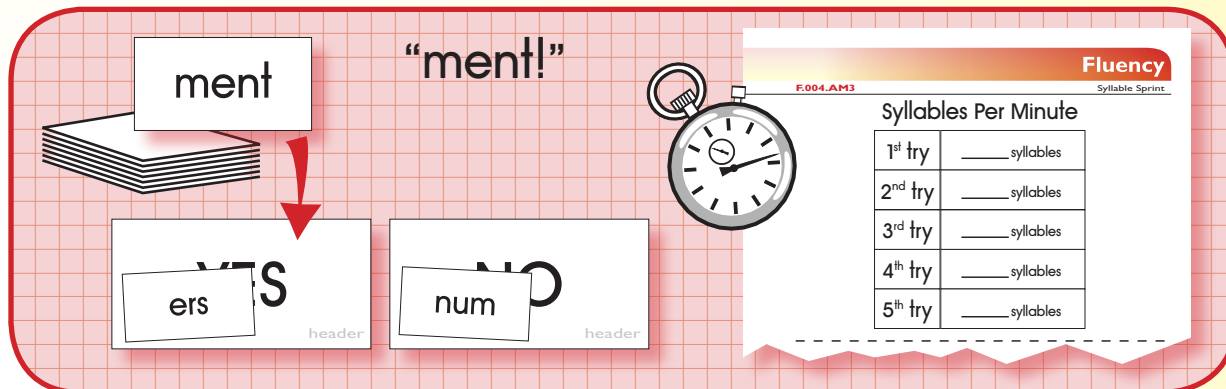
Extensions and Adaptations
▶ Use practice sheets containing common non-word syllables. There are approximately 20 different syllables presented on each sheet (Activity Master F.004.AM4a - F.004.AM4e).
▶ Use syllables provided at end of Word Parts (Activity Master F.CS.001 - F.CS.027).

YES

header

NO

header

ing	er
ter	al
ed	es
tion	re
oth	ry

ex	en
di	bout
com	ple
con	per
un	der

ty	num
peo	ble
af	ers
mer	wa
ment	pro

ri	sen
ture	fer
dif	pa
tions	ther
fore	est

ei	si
ent	ven
ev	ac
ca	fol
ful	na

col	par
dis	ern
ny	cit
po	cal
mu	moth

coun	mon
pe	lar
por	fi
bers	sec
ap	stud

gan	bod
tence	ward
nit	nev
ure	mem
ters	cov

de	ver
tle	ber
ar	ma
fa	la
tain	ning

pic	im
ad	tween
ger	hap
e	i
y	o

Syllables Correct Per Minute

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

- -

Syllables Correct Per Minute

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

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

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

✏ 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

✏ 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).

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

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

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

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

Syllables Correct Per Minute

	1st try	2nd try	3rd try	4th try	5th try
60					
59					
58					
57					
56					
55					
54					
53					
52					
51					
50					
49					
48					
47					
46					
45					
44					
43					
42					
41					
40					
39					
38					
37					
36					
35					
34					
33					
32					
31					
30					

Fluency

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

"tain"

ay	sp	kn	sm
spl	ound	tain	aw
oi		ch	oo
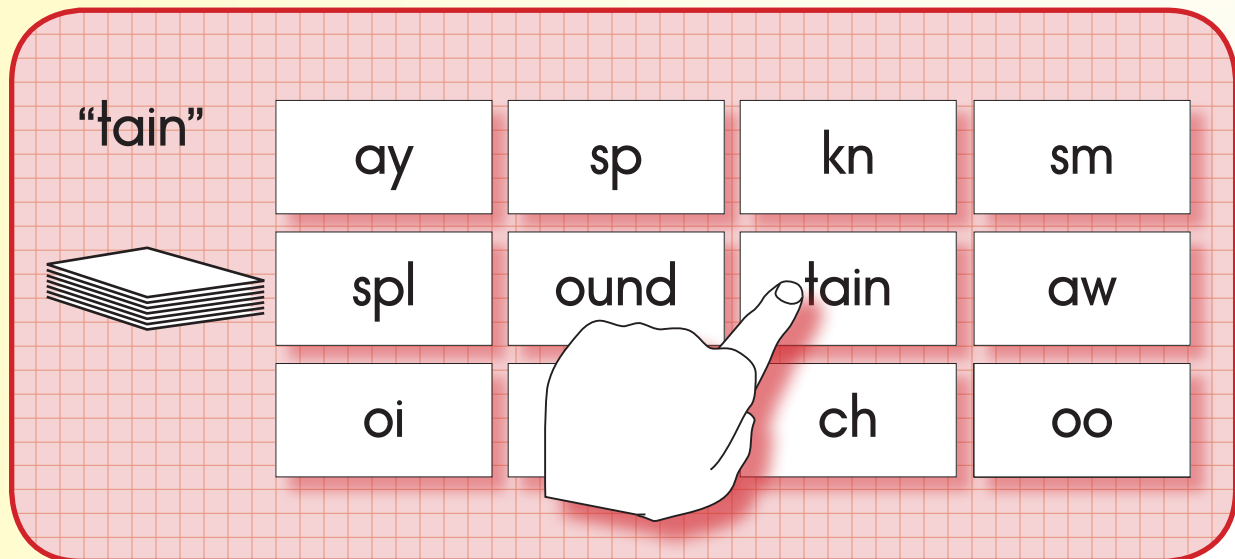
✎ Extensions and Adaptations

▸ Use words, phrases, or short sentences.
▸ Use word part cards as flash cards.

ay	aw
au	igh
oo	kn
qu	wr
sp	squ

fl	fr
sc	sl
sm	sn
sw	st
scr	spl

pl	pr
tr	tw
bl	br
cl	sk
cr	dr

ch	th
wh	sh
ph	ck
ow	ea
ai	ee

oi	ou
ould	ound
ple	ent
ite	ar
ter	tain

dw	wr
gl	gr
spr	str
oa	oy
ean	re

Objective
The student will gain speed and accuracy in reading affixes.
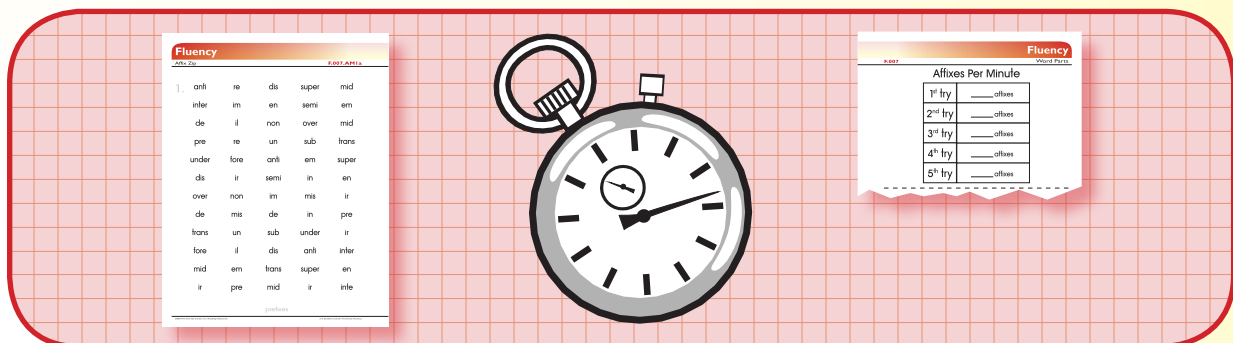
Materials
▶ Affix Zip practice sheets (Activity Master F.007.AM1a - F.007.AM1d)
  These sheets consist of common prefixes and suffixes.
  Select target practice sheet (i.e., prefix, suffix).
  Make two copies of each sheet and laminate.
  It is suggested that when timing, students say only one sound 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).

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

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

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

suffixes and words

Affixes Correct Per Minute

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

- -

Affixes Correct Per Minute

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

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

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	
237. ried	271. sur	305. try	
238. ro	272. ta	306. tu	

a	act
ag	age
air	als
am	an
as	at

ate	au
ba	bat
be	bet
bi	bles
bor	but

by	can
cap	car
cat	cate
cen	cent
char	ci

cial	cir
cle	co
come	cor
cu	cul
cus	cy

da	dan
day	den
ders	dle
dy	east
ef	ence

end	ered
et	eve
fac	fect
fin	fish
fix	for

form	gen
gi	gle
go	grand
great	har
head	heav

high	ho
hunt	ic
ies	il
in	ings
ion	is

ish	it
its	jo
ket	land
lands	lat
lead	lec

lect	lent
less	let
li	light
lin	lo
long	low

lu	ly
mag	main
mal	man
mar	mat
me	meas

men	ments
mi	mil
min	mis
mo	mul
my	n't

nal	near
nel	ner
ness	net
new	ni
no	nore

nu	ob
oc	of
on	one
op	or
ous	out

prac	part
pen	pi
play	ples
ply	point
port	pos

pre	pres
press	ra
ral	read
rec	rect
rep	ried

ro	round
row	sa
sand	sat
sent	se
self	ser

set	ship
side	sim
sion	sions
sis	so
some	son

sons	south
stand	su
sub	sug
sun	sup
sur	ta

tal	te
ted	tel
tem	ten
tend	the
ti	tic

ties	tin
ting	tive
to	tom
ton	tor
tors	tra

tract	tray
tri	tro
try	tu
tures	u
uer	um

up	us
va	val
var	vel
vi	vid
vis	way

west	where
wil	win
won	work
writ	

Objective

The student will gain speed and accuracy in reading words.

## Materials

▸ Rime header cards (Activity Master F.005.AM1)
   Note: Rimes used are ard, ean, ane, ush, one, ear, ant, een.
▸ Word cards (Activity Master F.005.AM2a - F.005.AM2d)
   Note: There are five words containing each rime.
▸ 2 Envelopes
   Place four rime header cards with corresponding words in each envelope.
▸ Time record (Activity Master F.005.AM3)
▸ Timer (e.g., digital)
▸ Pencils

Activity

Students sort and read words with the same rimes in a timed activity.

1. Place envelopes containing four rime header cards and corresponding word cards on a flat surface.
2. Taking turns, student one and student two select an envelope.
3. Student one starts the timer and tells student two to "begin."
4. Student two opens his envelope and places the header cards in a row. Reads each of the word cards orally and places under the corresponding headers.
5. Student one stops the timer when all cards are sorted. Tells student two the time. Student two records time on the recording sheet. Student two reads words aloud by rime to student one who checks for accuracy.
6. Reverse roles and continue until each student is able to sort both sets of cards multiple times.
7. Peer evaluation
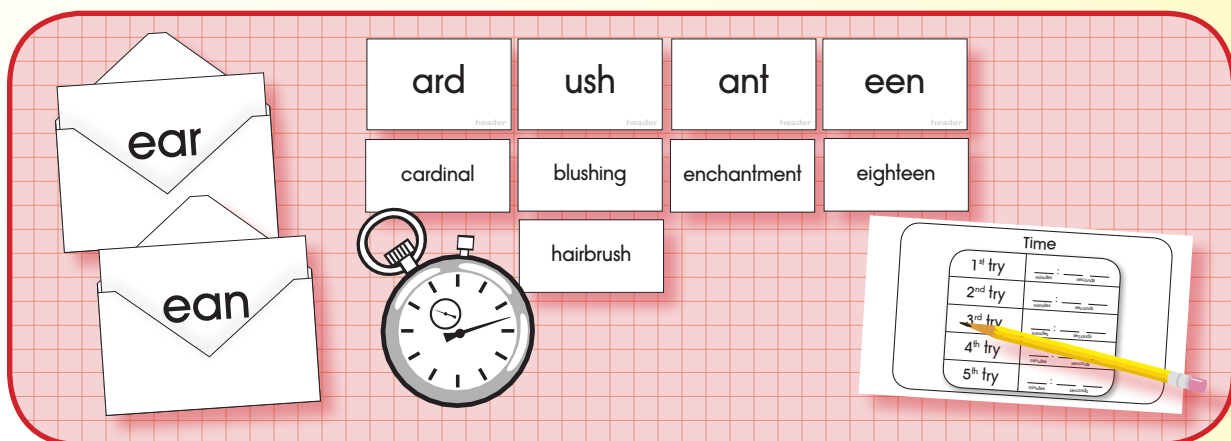
Extensions and Adaptations

▸ Sort more than one envelope of words in a timed activity.
▸ Read rimes in a timed activity (Activity Master F.005.AM4).
▸ Read rimes and words in a timed activity (Activity Master F.005.AM5a - F.005.AM5b).
▸ Make other word cards to sort (Activity Master F.003.AM5).

ard	ean
header	header
ane	ush
header	header
one	ear
header	header
ant	een
header	header

header cards

hardness	bombard
cardinal	garden
cardiology	jellybean
cleanup	meaningful
housecleaning	demeanor

word cards

humane	airplane
sugarcane	hurricane
membrane	hairbrush
blushing	mushroom
crushable	crushed

word cards

cyclone	chaperone
headphones	loneliness
postpone	appearance
weary	fearfully
nearsighted	yearbook

word cards

grant	planter
enchantment	chanting
slanted	unforseen
teenager	sunscreen
eighteen	canteen

word cards

Time

1st try	___ : ___ ___
	minutes seconds
2nd try	___ : ___ ___
	minutes seconds
3rd try	___ : ___ ___
	minutes seconds
4th try	___ : ___ ___
	minutes seconds
5th try	___ : ___ ___
	minutes seconds

Time

1st try	___ : ___ ___
	minutes seconds
2nd try	___ : ___ ___
	minutes seconds
3rd try	___ : ___ ___
	minutes seconds
4th try	___ : ___ ___
	minutes seconds
5th try	___ : ___ ___
	minutes seconds

ade	ane	ant	ark	art
ard	oy	oon	ave	ean
ire	one	een	ort	ur (15)
ound	ist	ush	ear	aught
ade	ane	ant	ark	art
ard	oy	oon	ave	ean (30)
ire	one	een	ort	ush
ear	aught	ist	ound	ur
ist	ound	ush	ear	aught (45)
ire	ave	een	ort	ur
ard	oy	oon	one	ean
ade	ane	ant	ark	are (60)

rimes

ade	ist	oon	ur
parade	history	afternoon	currently
invader	assist	balloon	hamburger
cascade	existence	tablespoon	occurrence
everglades	finalist	cocoon	furnish
crusade	dentist	moonlight	excursion
decade	bicyclist	typhoon	sulfur
blockade	consistently	baboon	blurry
motorcade	wrist	cartoon	murmur
barricade	resist	spoonful	burden
downgrade	enlist	raccoon	disturbance
(11)	(22)	(33)	(44)

rime and words

ark	ire	ave	oy
market	perspire	bravery	boycott
ballpark	admire	behave	voyage
disembark	requirements	airwave	convoy
benchmark	conspire	concave	destroy
darken	wireless	engrave	enjoyable
parka	empire	forgave	annoy
sparkling	entirely	microwave	loyalty
remarkable	inquire	pavement	royal
skylark	retirement	quaver	soybean
sparkplugs	desire	brainwave	employment
(11)	(22)	(33)	(44)

rime and words

✎ Objective

The student will gain speed and accuracy in reading words.

✎ Materials

- ▶ High frequency word cards (Activity Master F.006.AM1a - F.006.AM1g)
  These are 140 multisyllabic words found in the first 500 high frequency words.
- ▶ Timer (e.g., digital)
- ▶ Words correct per minute record (Activity Master F.006.AM2)
- ▶ Pencils

✎ Activity

Students take turns reading word cards in a timed group activity.

1. Place word cards face down in a stack. Provide each group of students with a timer and one words correct per minute record.
2. Student one sets the timer for one minute, picks up the first word card from the stack, reads it aloud, and places it in the discard pile. If unable to read a word on the card, makes attempts while another student counts to five. If still unable to read it, places it under the stack.
3. As soon as the card is placed in the discard pile, the next student quickly picks up a word card from the stack and reads it.
4. Students continue to pick up cards and read the words until the timer rings.
5. Student one counts and records the number of words read in one minute on the group record. Passes group record and timer to the next student.
6. Repeat the activity, attempting to increase speed and accuracy.
7. Peer evaluation

✎ Extensions and Adaptations

- ▶ Distribute all cards and take turns reading them in sequence. State number and then read words.
- ▶ Make other high frequency word cards (Activity Master F.006.AM3).
- ▶ Use phrases and sentences.
- ▶ Time how long it takes one student to read all word cards (Activity Master F.005.AM3).

other about many circle include 1	heavy special material into number 2
people water over order cannot 3	power among object only very 4

high frequency word cards

after	thousands
sentence	language
before	explain
government	follow
equation	around
5	6
another	behind
because	system
different	ago
common	picture
understand	again
7	8

high frequency word cards

away	island
animal	scientists
letter	carefully
machine	mother
inside	answer
9	10
study	building
America	produce
every	surface
nothing	between
ocean	below
11	12

high frequency word cards

country

father

never

contain

decided

13

inches

minutes

became

under

story

14

along

something

example

person

quickly

15

correct

finally

English

begin

always

16

high frequency word cards

paper	certain
together	figure
important	notice
upon	until
travel	children
17	18

began	slowly
river	table
carry	numeral
busy	without
money	second
19	20

high frequency word cards

later idea enough pattern against 21	hundred vowel morning become really 22
almost above sometimes toward himself 23	several covered listen mountain being 24

high frequency word cards

family	measure
body	happened
music	products
early	color
remember	question
25	**26**

area	during
problem	today
complete	across
however	usually
better	easy
27	**28**

high frequency word cards

Words Correct Per Minute

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

Words Correct Per Minute

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

blank cards

✎ Objective

The student will gain speed and accuracy in reading words.

✎ Materials

▸ Word practice sheets (Activity Master F.007.AM1a - F.007.AM1c)

These are 135 multisyllabic words found in the first 500 high frequency words.
Each sheet consists of 45 different words.
Make two copies of each sheet and laminate.

▸ Words correct per minute graph (Activity Master F.007.SS1)
▸ Timer (e.g., digital)
▸ Colored markers
▸ Vis-à-Vis® markers

✎ Activity

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

1. Place timer on a flat surface. Provide each student with a word practice sheet, Vis-à-Vis® marker, and a words correct per minute graph.
2. Taking turns, students practice reading the words 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 sheet and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all words are read, goes back to the top and continues until timer rings.
5. Student one counts number of words read correctly. Student two records the number of words read correctly on his words correct per minute graph using a colored marker.
6. Repeat the activity at least two more times attempting to increase speed and accuracy.
7. Reverse roles.
8. Peer evaluation
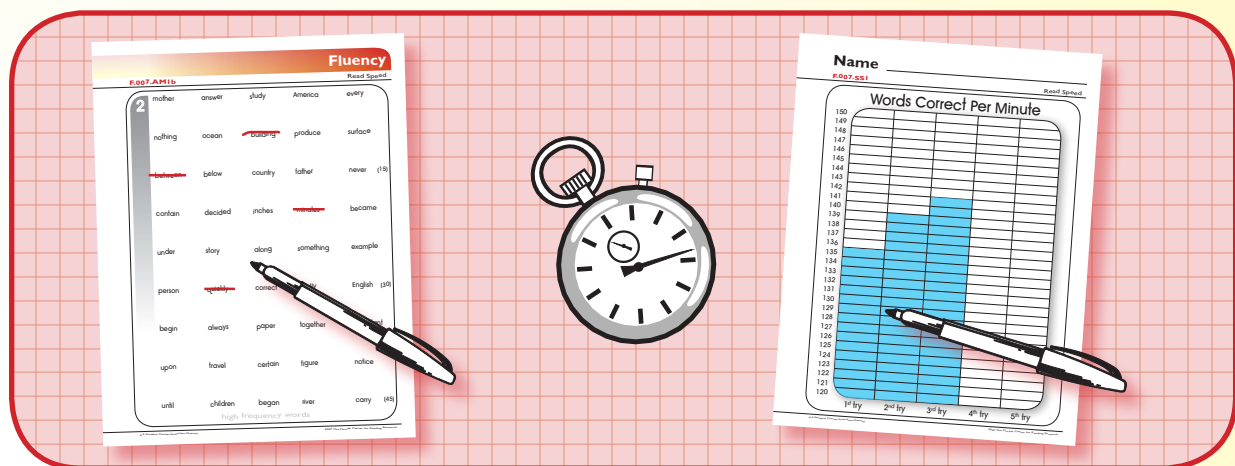
✎ Extensions and Adaptations

▸ Use graph with less fluent readers (Activity Master F.007.SS2) and use other graphs with more fluent readers (Activity Masters F.007.SS3 and F.007.SS4).
▸ Use graphs to record weekly progress (Activity Masters F.016.SS2 and F.016.SS3).
▸ Use blank graph. Indicate words per minute target numbers (Activity Master F.007.SS5).

1

many	circle	include	carefully	scientists
heavy	special	material	busy	number
people	water	government	able	cannot (15)
power	among	object	only	very
after	sentence	before	over	equation
thousands	language	explain	follow	around (30)
another	because	different	common	understand
behind	system	order	picture	again
away	animal	letter	machine	inside (45)

high frequency words

2

mother	answer	study	America	every
nothing	ocean	building	produce	surface
between	below	country	father	never (15)
contain	decided	inches	minutes	became
under	story	along	something	example
person	quickly	correct	finally	English (30)
begin	always	paper	together	important
upon	travel	certain	figure	notice
until	children	began	river	carry (45)

high frequency words

3

money	slowly	table	numeral	without
second	later	idea	enough	pattern
against	hundred	vowel	morning	Indian (15)
really	almost	above	sometimes	toward
himself	several	covered	listen	mountain
being	family	body	music	early (30)
remember	measure	happened	products	color
question	area	problem	complete	however
better	during	today	across	usually (45)

high frequency words

Words Correct Per Minute

	1st try	2nd try	3rd try	4th try	5th try
150					
149					
148					
147					
146					
145					
144					
143					
142					
141					
140					
139					
138					
137					
136					
135					
134					
133					
132					
131					
130					
129					
128					
127					
126					
125					
124					
123					
122					
121					
120					

Words Correct Per Minute

	1st try	2nd try	3rd try	4th try	5th try
120					
119					
118					
117					
116					
115					
114					
113					
112					
111					
110					
109					
108					
107					
106					
105					
104					
103					
102					
101					
100					
99					
98					
97					
96					
95					
94					
93					
92					
91					
90					

Name _____

Words Correct Per Minute

	1st try	2nd try	3rd try	4th try	5th try
180					
179					
178					
177					
176					
175					
174					
173					
172					
171					
170					
169					
168					
167					
166					
165					
164					
163					
162					
161					
160					
159					
158					
157					
156					
155					
154					
153					
152					
151					
150					

Words Correct Per Minute

	1st try	2nd try	3rd try	4th try	5th try
210					
209					
208					
207					
206					
205					
204					
203					
202					
201					
200					
199					
198					
197					
196					
195					
194					
193					
192					
191					
190					
189					
188					
187					
186					
185					
184					
183					
182					
181					
180					

Name _____

Words Correct Per Minute

(wcpm) words correct per minute	1st try	2nd try	3rd try	4th try	5th try

Fluency

Quick Words

✐ Objective
The student will gain speed and accuracy in reading words.

✐ Materials
▶ Target word cards (Activity Master F.008.AM1).
   Write target words on cards. Option: Use target word cards from reading program or content areas.
▶ YES and NO header cards (Activity Master F.001.AM1)
▶ Words correct per minute graph (Activity Master F.007.SS1)
▶ Timer (e.g., digital)
▶ Colored markers

✐ Activity
Students quickly read words in a timed activity.
1. Place header cards face up and timer on a flat surface. Place the word cards face down in a stack. Provide each student with a words correct per minute graph.
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 word.
3. If the word is read correctly, student one places the card in a pile on the "YES" card. If the word is read incorrectly, places it in a pile on the "NO" card.
4. Continue until the timer rings. Count the word cards in the "YES" pile and record the number on the words correct per minute graph using a colored marker. Read words 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
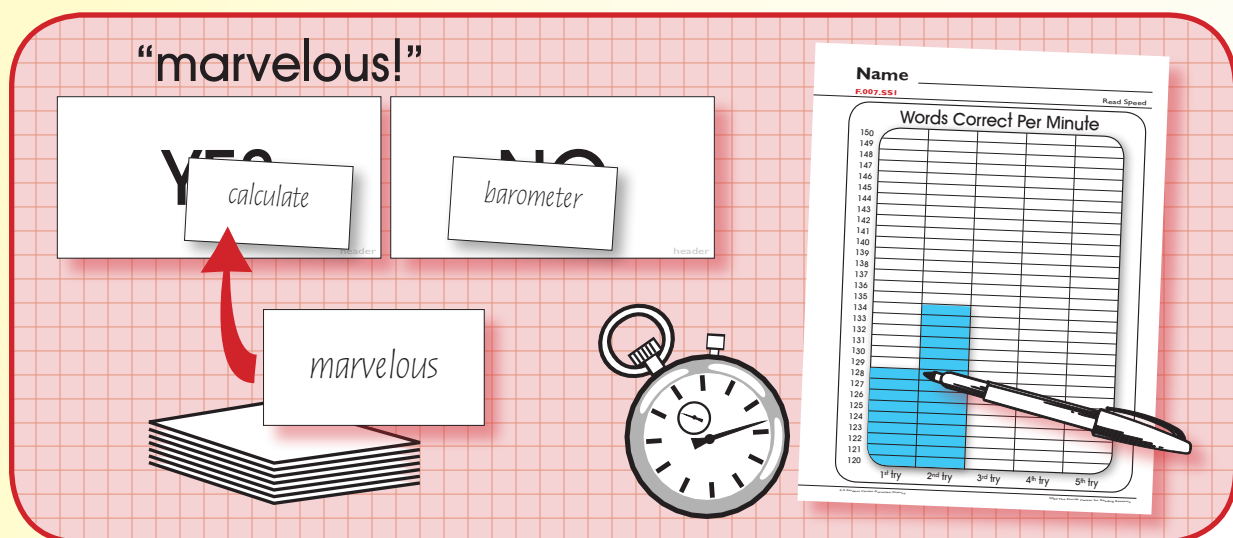
✐ Extensions and Adaptations
▶ Make practice sheets of target words to read in a timed practice (Activity Master F.008.AM2).
▶ Use graph with less fluent readers (Activity Master F.007.SS2) and use other graphs with more fluent readers (Activity Masters F.007.SS3 and F.007.SS4).
▶ Use blank graph. Indicate words per minute target numbers (Activity Master F.007.SS5).

blank cards

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
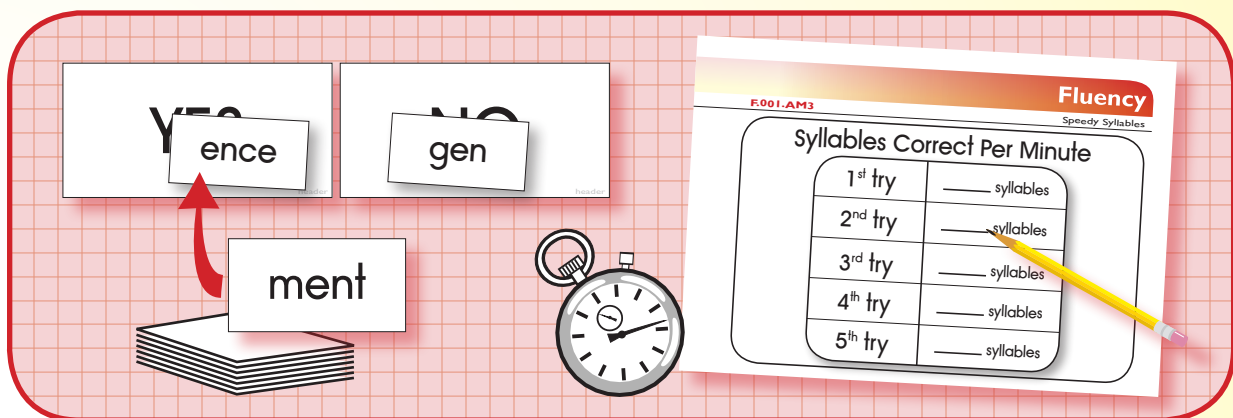
Extensions and Adaptations

▶ 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

NO

header cards

vi	tel
wil	ba
bles	bi
bor	cate
cen	char

cial	cir
cle	co
cor	cu
cul	cus
cy	gi

syllable cards

ders	dle
dy	ence
ered	fac
fect	gen
gle	heav

ic	ies
pres	jo
ket	lat
lec	lect
li	lin

syllable cards

lo	lu
fel	mal
meas	ments
mi	mil
mo	su

syllable cards

ni	no
nore	nu
ob	oc
op	ous
har	pi

ples	pos
se	ra
mag	rec
rect	rep
ried	ro

sa	ser
sim	sion
sis	sug
ish	sup
sur	ta

syllable cards

tal	te
tem	ti
ner	mar
tor	min
tract	tro

syllable cards

tu	tures
um	va
val	var
vel	vid
ting	writ

Syllables Correct Per Minute

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

Syllables Correct Per Minute

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

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

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

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
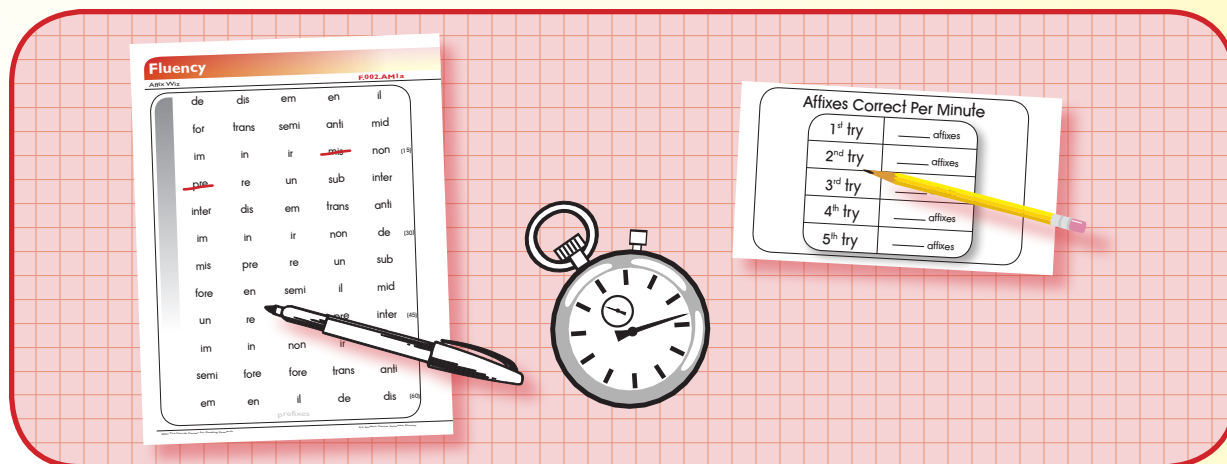
Extensions and Adaptations

▶ 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.

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

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

Affixes Correct Per Minute

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

ity	ive	ir	mis	ition	
de	ed	en	in	non	
inter	less	im	sub	inter	(15)
pre	re	un	ful	ation	
anti	mid	tion	fore	ive	
dis	less	ly	ation	er	(30)
able	em	en	il	ion	
sub	ition	ness	er	im	
fore	trans	mis	ed	mid	(45)
tion	ment	im	ir	non	
ness	or	es	ment	re	
fore	est	ful	ible	ing	(60)

prefixes and suffixes

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

Fluency

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 indentified by each student multiple times.
6. Peer evaluation

“scop”

therm	vis	graph	spec
fer	cred	scop	aud
phon	fle...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. Disucss meanings of the roots.

photo	act
scop	tract
dict	ped
rupt	aud
cred	fer

root cards

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

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

Roots Correct Per Minute

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

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

blank cards

Fluency

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
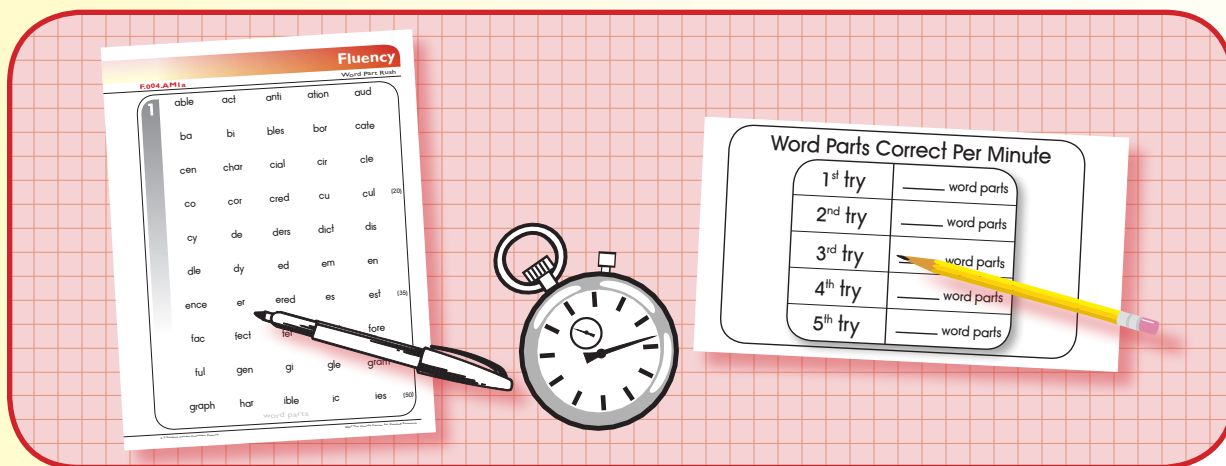
✏ Extensions and Adaptations

- ▶ 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

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

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

Word Parts Correct Per Minute

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