



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 _____		P.033.SS1									
Map and Swoop		closed syllables									
cobweb		c	o	b	w	e	b				
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.SS1c

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

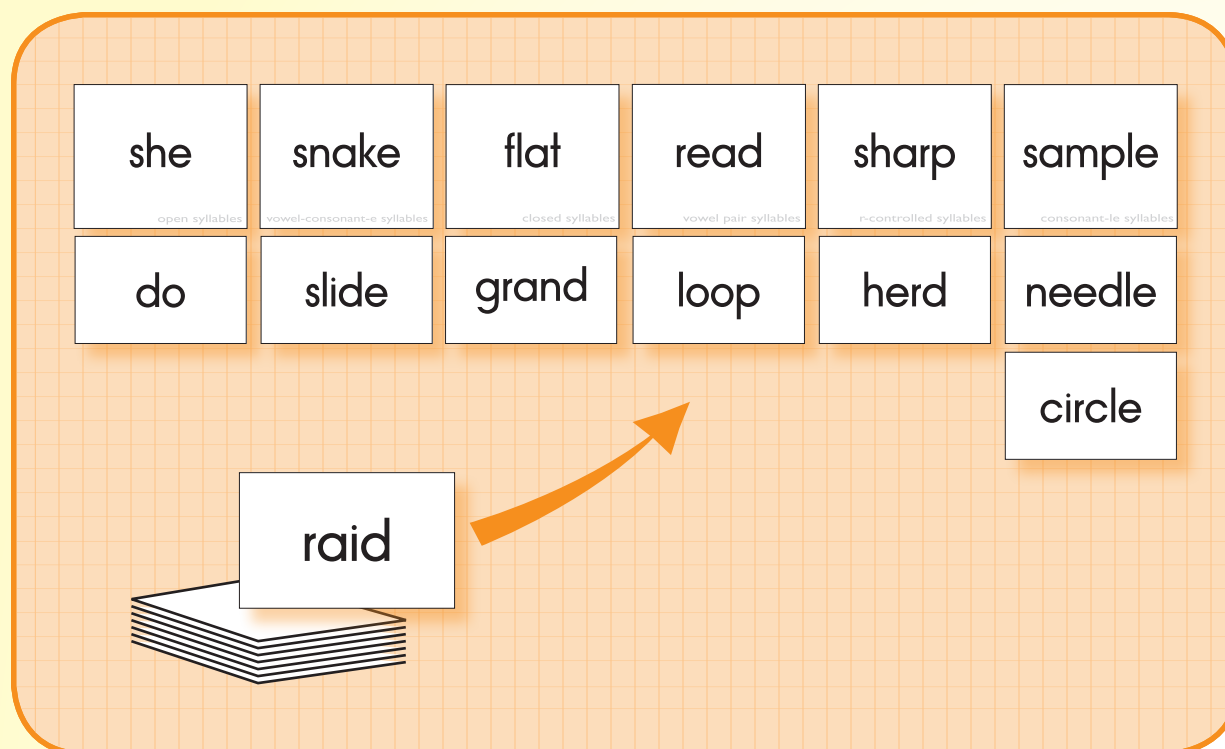
- ▶ Header cards (Activity Master P.034.AM1)
- ▶ Word cards (Activity Master P.034.AM2a - P.034.AM2f)

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.

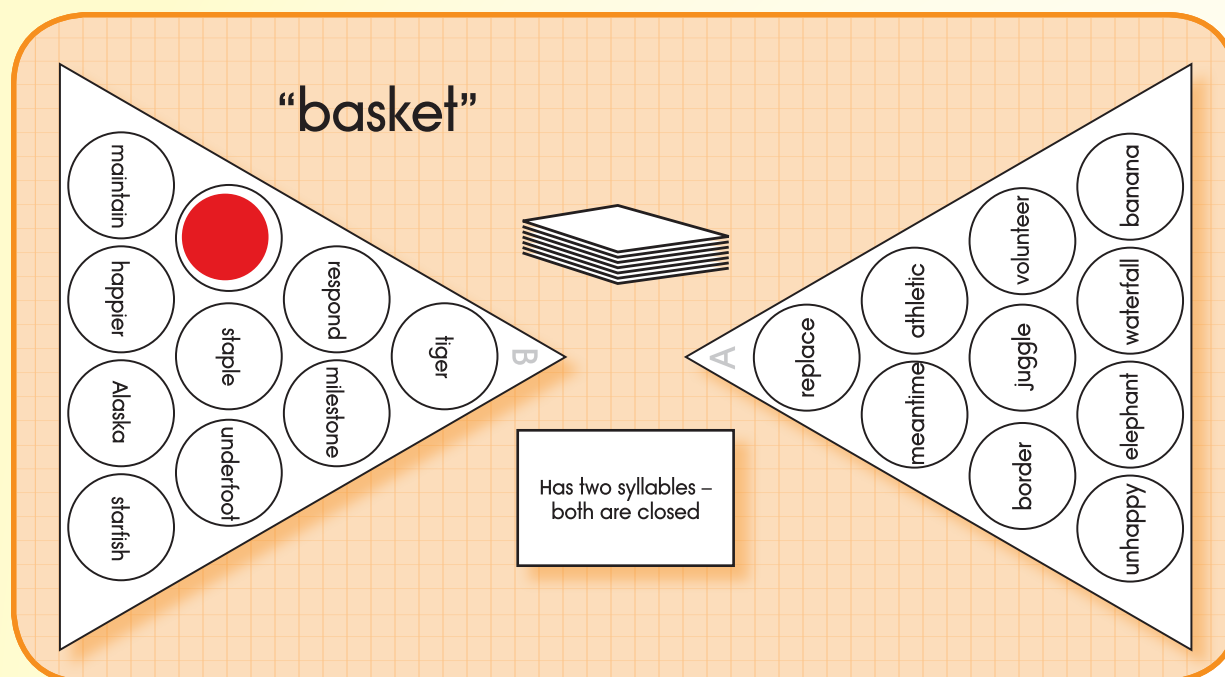
Materials

- ▶ 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

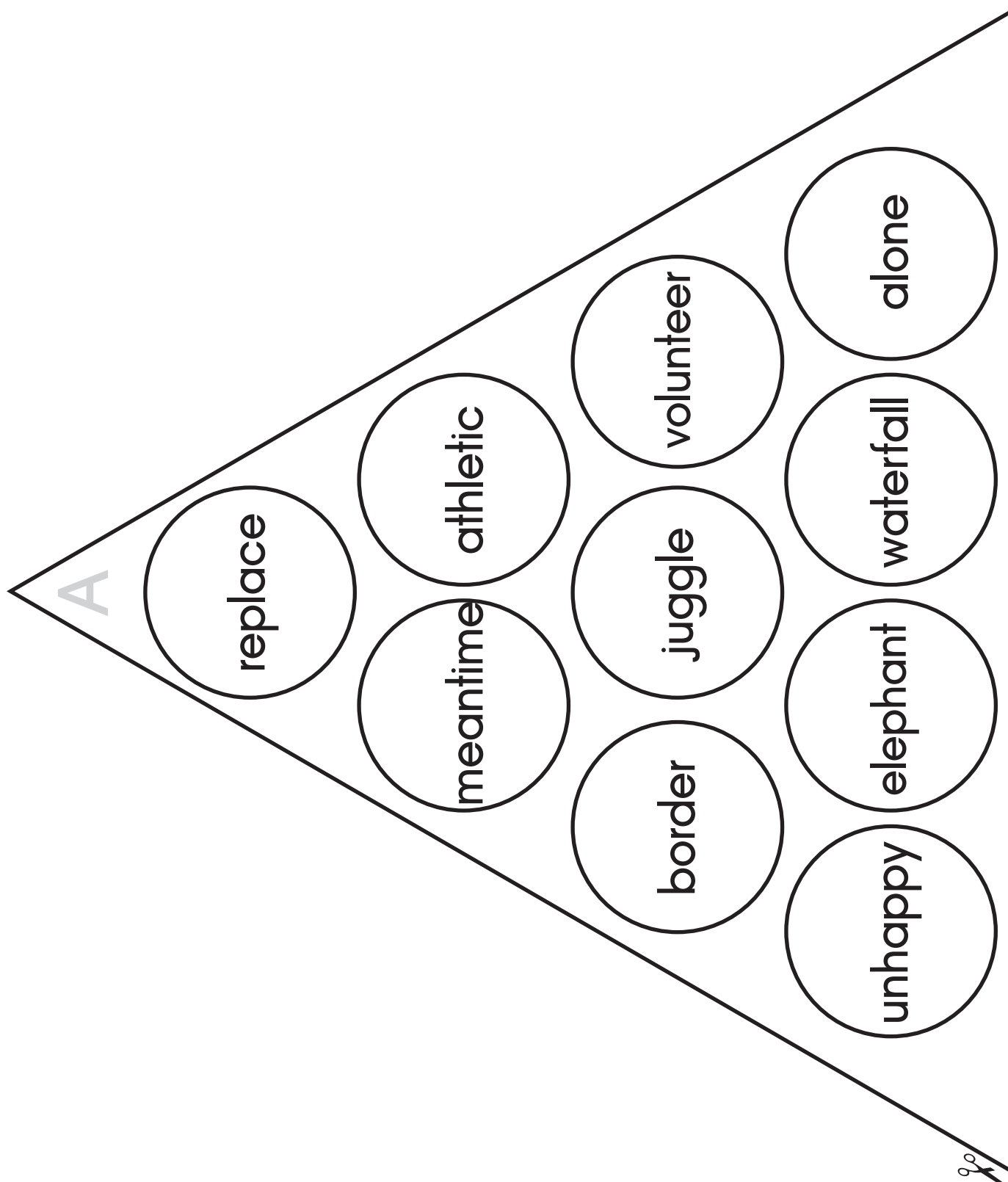
Students identify syllable patterns by playing a game.

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

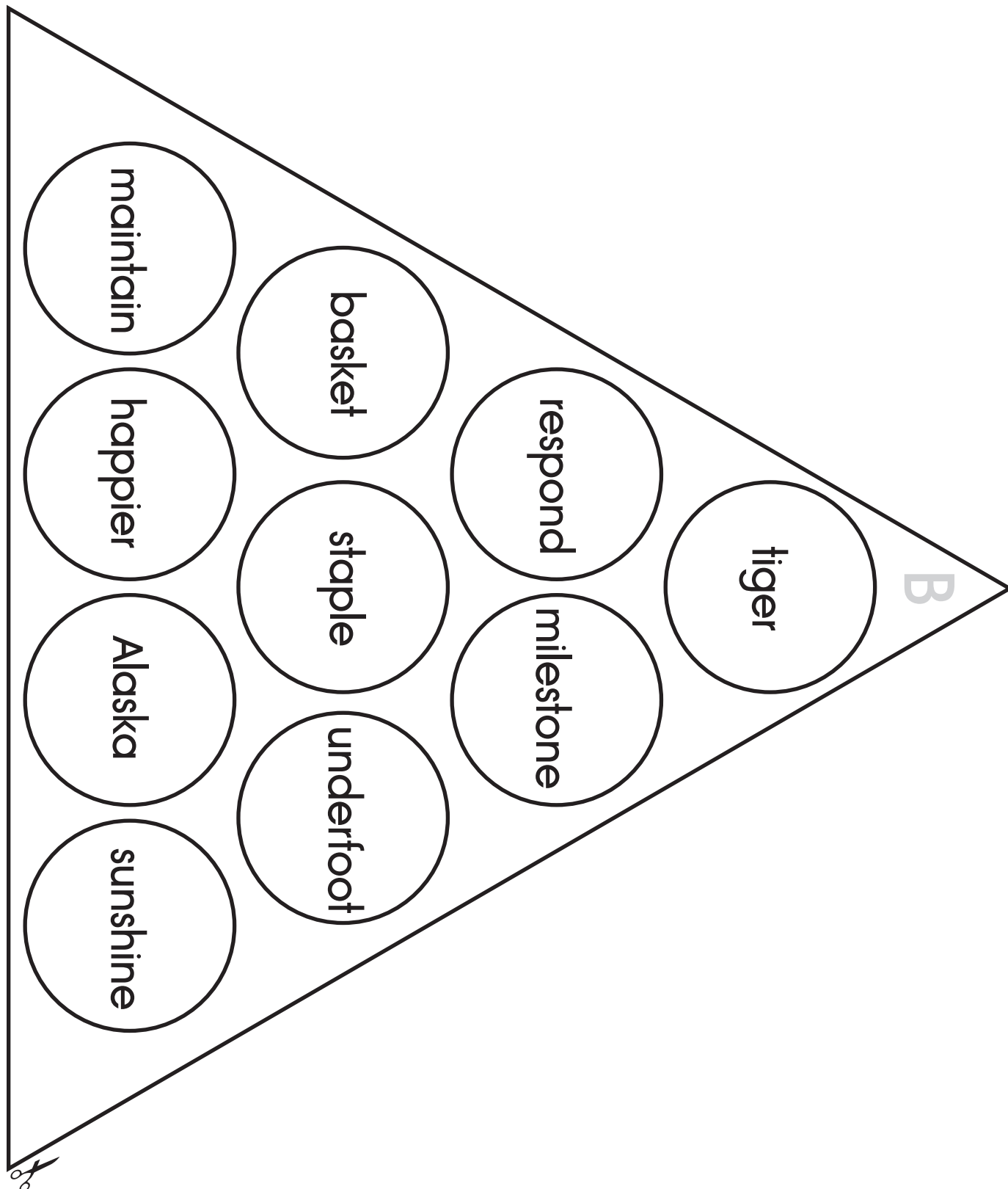
- ▶ Make other descriptions and word cards.



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

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tent

fuse



Name _____

Syllable Share

P.036.SS

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