



### Objective

The student will produce words using syllables.

### Materials

- ▶ Syllable cards
  - Copy on card stock, laminate, and cut.*
- ▶ Student sheet
- ▶ Paper bags
- Label bags (i.e., initial syllables and final syllables).*
- ▶ Timer
- ▶ Pencils

### Activity

**Students make words by using syllable cards.**

1. Place initial syllable cards in bag labelled initial syllables. Place final syllable cards in bag labelled final syllables. Provide students with a timer. Provide each student with a student sheet.
2. Students each choose five cards from the initial syllables bag and five cards from the final syllables bag. Record syllables on student sheet.
3. Set the timer for three minutes.
4. Use the cards to make as many words as possible. Record words as they are made on student sheet. Read words aloud after timer rings.
5. Place cards back in the bag and select new cards from the bags and continue to make new words.
6. Teacher evaluation



The image shows a collection of syllable cards and a student worksheet. The cards are arranged on a grid background. One card shows 'mar ket' together. Other cards include 're', 'fix', 'ing', 'ture', 'press', 'fect', and 'fa'. To the right is a student sheet with three columns. The first column is labeled 'Initial Syllables' and contains handwritten words: 'com', 'fix', 'mar', 're', 'fa'. The second column is labeled 'Final Syllables' and contains handwritten words: 'ing', 'press', 'fect', 'ture', 'ket'. Below these columns, the words 'fixing', 'fixture', and 'market' are written. The sheet also has a 'Name' field and a 'Syllable Time' field. The code 'AP.013' is visible in the bottom right corner of the sheet.

### Extensions and Adaptations

- ▶ Use the same syllables as partner and compare words that are made. Record words on paper.
- ▶ Use target syllable patterns and syllable bank to make words.
- ▶ Write target words, segment into syllables, and identify syllable types.

# Advanced Phonics

Select Syllables

AP. 013

|      |     |     |
|------|-----|-----|
| re   | per | de  |
| in   | im  | com |
| coun | pos | fix |
| pic  | out | mar |
| ca   | ex  |     |
|      |     |     |
|      |     |     |

initial syllables



# Advanced Phonics

AP. 013

Select Syllables

|       |      |      |
|-------|------|------|
| tract | tain | cent |
| fect  | port | side |
| press | ply  | ing  |
| ties  | ter  | ting |
| ture  | ward | ket  |
| vel   | ble  | nic  |
| fer   |      |      |

final syllables



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

Select Syllables

**AP. 013**

|  |  |  |
|--|--|--|
| Initial Syllables<br>_____<br>_____<br>_____ | Final Syllables<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |
|--|--|--|

|  |  |  |
|--|--|--|
| Initial Syllables<br>_____<br>_____<br>_____ | Final Syllables<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |
|--|--|--|

|  |  |  |
|--|--|--|
| Initial Syllables<br>_____<br>_____<br>_____ | Final Syllables<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |
|--|--|--|

Name \_\_\_\_\_

AP. 013

Select Syllables

## Syllable Bank

**closed**

ig  
land  
min

**open**

fa  
sta  
pro

**VCE**

nite  
mite

**r-controlled**

gur  
vor  
ter

**vowel pair**

main  
now  
ceed

**consonant-le**

gle  
ple

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
open r-controlled

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
vowel pair closed

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
r-controlled VCE

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
open consonant-le

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
closed vowel pair

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
r-controlled consonant-le

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
closed VCE

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
open vowel pair

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

Select Syllables

AP. 013

Syllable Types:

closed  
open  
VCE

r-controlled  
vowel pair  
consonant-le

anteater

ant - eat - er

closed - vowel pair - r-controlled

example

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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