Objective
The student will blend syllables in words.

Materials
- Syllable cards (Activity Master P.053.AM1a - P.053.AM1b)
- Student sheet (Activity Master P.053.SS)
- Pencils

Activity
Students combine syllables to form words while playing a matching game.
1. Place the syllable cards face down in rows. Provide each student with a student sheet.
2. Taking turns, students select two cards, read the syllable on each card, blend them, and read the word orally (e.g., “pa – per, paper”).
3. Determine if they make a word that corresponds to one of the pictures on the student sheet.
4. If a match is made, place the cards aside and record the word next to the picture on the student sheet. If a match is not made (e.g., “mon-bot, monbot”), return cards to their original positions.
5. Continue until student sheet is complete.
6. Teacher evaluation

Extensions and Adaptations
- Make and use other two syllable cards (Activity Master P.053.AM2).
<table>
<thead>
<tr>
<th>pa</th>
<th>per</th>
</tr>
</thead>
<tbody>
<tr>
<td>mon</td>
<td>key</td>
</tr>
<tr>
<td>ro</td>
<td>bot</td>
</tr>
<tr>
<td>bas</td>
<td>ket</td>
</tr>
</tbody>
</table>

syllable cards
<table>
<thead>
<tr>
<th>baby</th>
<th>by</th>
</tr>
</thead>
<tbody>
<tr>
<td>rac</td>
<td>coon</td>
</tr>
<tr>
<td>chick</td>
<td>en</td>
</tr>
<tr>
<td>sand</td>
<td>wich</td>
</tr>
<tr>
<td>blank cards</td>
<td>blank cards</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>blank cards</td>
<td>blank cards</td>
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<td>blank cards</td>
<td>blank cards</td>
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<tr>
<td>blank cards</td>
<td>blank cards</td>
</tr>
</tbody>
</table>
Objective
The student will blend syllables in words.

Materials
- Puzzle pieces (Activity Master P.054.AM1a - P.054.AM1d)
  Copy on card stock, laminate, and cut.
- Bag
  Place all puzzle pieces in the bag.
- Paper
- Pencils

Activity
Students make words from syllable puzzle pieces.
1. Place bag of puzzle pieces on a flat surface. Provide each student with paper.
2. Taking turns, students pull one puzzle piece from the bag until all pieces are distributed. Combine pieces with the same number.
3. Say the syllable on each puzzle piece, blend, and read the word (e.g., “sand - wich, sandwich”)
4. Write the word and circle the syllables.
5. Continue until all puzzles are complete, recorded, and syllables are circled.
6. Teacher evaluation

Extensions and Adaptations
- Complete three syllable puzzles (P054.AM 2a – P054.AM2b).
- Make other word puzzles (Activity Master P.054.AM3).
Piece It Together

1 2 3

puzzle pieces

hammer  

etch  

cellophane  

hamster  

detect  

open  

hm  

ejt  

pen  

1 2 3
Piece It Together

- on
- bow
- wag
- pen
- pencil
- oil

puzzle pieces

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K-1 Student Center Activities: Phonics
This image contains a phonics activity titled "Piece It Together." The activity consists of puzzle pieces with words such as "low," "dow," "poo," "sham," "win," and "pil." These words are intended to help students practice phonics skills by matching the correct sound to each word. The puzzle pieces are designed to be cut out and assembled, reinforcing early reading and phonetic skills. ©2005 The Florida Center for Reading Research (Revised, 2008)
Piece It Together

- vol
- no
- ca
- ol
- um
- brel
- la
- en
- lope
- ve
- u
Objective
The student will segment syllables in words.

Materials
- Pocket Chart
- Header cards (Activity Master P055.AM1)
- Syllable word cards (Activity Master P055.AM2a - P055.AM2d)
- Student sheet (Activity Master P055.SS)
- Pencils

Activity
Students sort words by the number of syllables.
1. Place the header cards across the top row of the pocket chart. Place the word cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card and read the word (e.g., “basket”).
3. Say the word again segmenting it by syllables (i.e., “bas-ket”). Count the number of syllables (i.e., “2”).
4. Place the word in the column on the pocket chart that corresponds to the number of syllables. Record the word in the corresponding column on the student sheet.
5. Continue until all words are sorted and recorded.
6. Teacher evaluation

Extensions and Adaptations
- Sort by number of phonemes.
- Make and use other word cards (Activity Master P055.AM2d).
Phonics

Syllable Closed Sort

syllable word cards: five - 1, frog - 1, horse - 1, meet - 1, spot - 1, baby - 2
Syllable Closed Sort

<table>
<thead>
<tr>
<th>peanut</th>
<th>pencil</th>
<th>silly</th>
</tr>
</thead>
<tbody>
<tr>
<td>window</td>
<td>tomorrow</td>
<td>elephant</td>
</tr>
</tbody>
</table>

Syllable word cards: peanut - 2, pencil - 2, silly - 2, window - 2, tomorrow - 3, elephant - 3
Syllable Closed Sort

**Syllable Word Cards:**
- butterfly - 3
- telephone - 3
- banana - 3
- watermelon - 4
- caterpillar - 4
- alligator - 4
Syllable Closed Sort

syllable and blank word cards: understanding - 4, motorcycle - 4
## Syllable Closed Sort

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Objective**
The student will segment syllables in words.

**Materials**
- Syllable game board (Activity Master P.056.AM1a - P.056.AM1b)  
  *Copy on card stock, connect, and laminate.*
- Syllable word cards (Activity Master P.056.AM2a - P.056.AM2c)  
  *Write the number of syllables on the back side of the word cards for self-check.*
- Game pieces (e.g., counters)

**Activity**
Students count the number of syllables in words while playing a board game.

1. Place the game board and stack of word cards face up on a flat surface. Place game pieces at START on the game board.
2. Taking turns, students select the top card and read the word (e.g., “picnic”).
3. Say the word again segmenting it by syllables (i.e., “pic-nic”). Count the number of syllables (i.e., “2”). Check the back of the card for the number of syllables.
4. If correct, move game piece the same number of spaces on game board. If incorrect, leave game piece where it is.
5. Place word card at bottom of stack.
6. Continue until students reach the end.
7. Peer evaluation

**Extensions and Adaptations**
- Make other word cards to use in game (Activity Master P.056.AM3).

"Pic-nic. That’s two syllables!"
Phonics

Word Syllable Game

cards

START
<table>
<thead>
<tr>
<th>through</th>
<th>scratch</th>
</tr>
</thead>
<tbody>
<tr>
<td>teach</td>
<td>chicken</td>
</tr>
<tr>
<td>happy</td>
<td>chilly</td>
</tr>
<tr>
<td>often</td>
<td>people</td>
</tr>
</tbody>
</table>

syllable word cards: through - 1, scratch - 1, teach - 1, chicken - 2, happy - 2, chilly - 2, often - 2, people - 2
<table>
<thead>
<tr>
<th>triangle</th>
<th>hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>chocolate</td>
<td>Saturday</td>
</tr>
<tr>
<td>astronaut</td>
<td>tomorrow</td>
</tr>
<tr>
<td>magnetic</td>
<td>escalator</td>
</tr>
</tbody>
</table>

syllable word cards: triangle - 3, hospital - 3, chocolate - 3, Saturday - 3, astronaut - 3, tomorrow - 3, magnetic - 3, escalator - 4
<table>
<thead>
<tr>
<th>harmonica</th>
<th>rhinoceros</th>
</tr>
</thead>
<tbody>
<tr>
<td>tarantula</td>
<td>helicopter</td>
</tr>
<tr>
<td>caterpillar</td>
<td>watermelon</td>
</tr>
<tr>
<td>hippopotamus</td>
<td>encyclopedia</td>
</tr>
</tbody>
</table>

Syllable word cards: harmonica - 4, rhinoceros - 4, tarantula - 4, helicopter - 4, caterpillar - 4, watermelon - 4, hippopotamus - 5, encyclopedia - 6