**F.001**

## Objective
The student will gain speed and accuracy in recognizing letter-sounds.

## Materials
- Letter-sound sheets (Activity Master F.001.AM1a - F.001.AM1b)
  *Some letters have more than one sound (e.g., c, g, s, x, y, and all vowels).*
  *It is suggested that when timing, students say only one sound per letter.*
  *There are two versions of the sheets (i.e., 1 and 2). Students may use either one or both.*
  *Make two copies of each sheet and laminate.*
- Sounds correct per minute record (Activity Master F.001.AM2)
- Timer (e.g., digital)
- Pencils
- Vis-à-Vis® markers

## Activity
**Students take turns identifying sounds of letters in a timed activity.**
1. Place two copies of the letter-sound sheets and timer at the center. Provide each student with a sounds correct per minute record.
2. Taking turns, student one sets the timer for one minute and tells student two to "begin."
3. Student two goes across the page, points to each letter, and says sound of letter (e.g., points to the letter "b," says /b/). Student one follows on his copy and uses a Vis-à-Vis® marker to draw a line through any letters that are mispronounced. If all sounds are pronounced, go back to the top and continue until timer goes off.
4. Student two counts number of sounds pronounced correctly and records on his sounds correct per minute record.
5. Repeat the activity at least two more times attempting to increase speed and accuracy.
6. Reverse roles.
7. Peer evaluation



## Extensions and Adaptations
- Say letter name and sound.
- Time how long it takes to pronounce all sounds.
- Say all possible sounds during the timing for c, g, s, x, y, and all vowels.

1.

| r | c | x | f | p |
|---|---|---|---|---|
| v | k | a | b | e |
| h | x | n | i | o |
| w | y | u | z | s |
| g | d | c | m | j |
| b | a | k | v | t |
| n | l | i | h | p |
| z | u | y | w | v |
| f | l | o | q | t |
| k | e | f | d | c |
| m | j | y | r | g |
| f | x | d | v | h |

2.

| | | | | |
|---|---|---|---|---|
| j | a | y | v | t |
| u | w | i | h | p |
| b | d | f | m | e |
| g | t | n | v | x |
| p | o | k | j | a |
| s | r | h | l | u |
| z | e | f | d | b |
| i | u | g | n | s |
| x | k | w | t | o |
| b | f | m | d | c |
| q | s | c | y | v |
| l | e | r | q | z |

# Sounds Correct Per Minute

| | |
|---|---|
| 1st try | _____ letter-sounds |
| 2nd try | _____ letter-sounds |
| 3rd try | _____ letter-sounds |
| 4th try | _____ letter-sounds |
| 5th try | _____ letter-sounds |

# Sounds Correct Per Minute

| | |
|---|---|
| 1st try | _____ letter-sounds |
| 2nd try | _____ letter-sounds |
| 3rd try | _____ letter-sounds |
| 4th try | _____ letter-sounds |
| 5th try | _____ letter-sounds |

## Objective

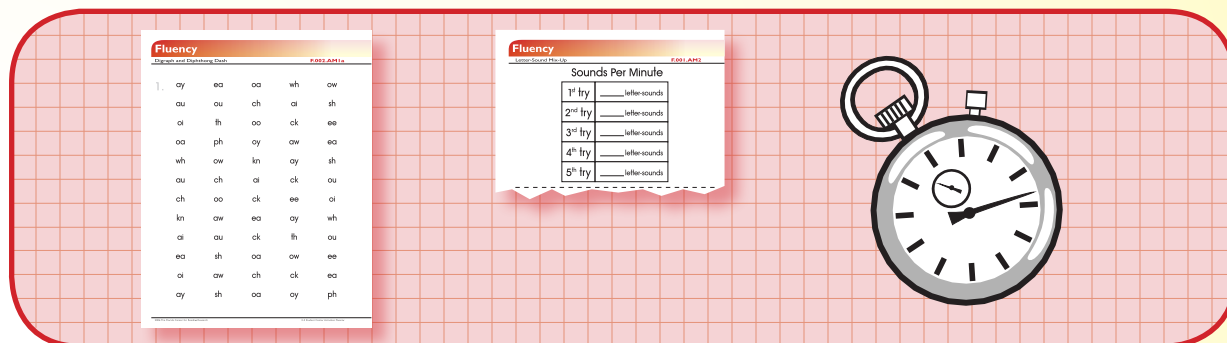The student will gain speed and accuracy in recognizing letter-sounds.

## Materials

▶ Digraph-diphthong practice sheets (Activity Master F.002.AM1a - F.002.AM1b)

*Digraphs presented are: ay, ea, oa, au, ai, oo, ee, aw, ph, sh, th, ch, wh, kn, ck.*

*Diphthongs presented are: oy, oi, ow, and ou.*

*There are two versions of the sheets (i.e., 1 and 2). Students may use either one or both.*

*Note: Some letter combinations have more than one sound (e.g., "ea" as in eat, head, break; "ow" as in now, row; "ou" as in out, four, you, country; "th" as in think, this; "oo" as in foot, boot, floor; "ch" as in chin, chorus, chivalry; "ai" as in bait and said).*

*It is suggested that, when timing, students say only one sound per letter combination.*

▶ Sounds correct per minute record (Activity Master F.001.AM2)

▶ Timer (e.g., digital)

▶ Pencils

## Activity

**Students take turns identifying digraphs and diphthongs in a timed activity.**

1. Place the digraph-diphthong practice sheets and timer at the center. Provide each student with a sounds correct per minute record.
2. Taking turns, students practice reading the digraphs and diphthongs 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 digraphs and diphthongs that are read incorrectly. If all on the sheet are read, go back to the top and continue reading. Continues until timer goes off.
5. Student one marks the last digraph or diphthong read and counts the number read correctly.
6. Student two records the number of digraphs or dipthongs 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 the mixed letter-sound, digraph, diphthong sheet 3 (Activity Master F.002.AM2).

▶ Say all possible sounds during the timing for the digraphs (i.e., ea, ow, ou, th, oo, ch, ai).

▶ Use teacher-made practice sheets with repeating words containing target digraphs and diphthongs (e.g., meat, wheat, seal, mean, treat, seal, meat, treat, wheat, mean).

1.

| ay | ea | oa | wh | ow |
|----|----|----|----|----|
| au | ou | ch | ai | sh |
| oi | th | oo | ck | ee |
| oa | ph | oy | aw | ea |
| wh | ow | kn | ay | sh |
| au | ch | ai | ck | ou |
| ch | oo | ck | ee | oi |
| kn | aw | ea | ay | wh |
| ai | au | ck | th | ou |
| ea | sh | oa | ow | ee |
| oi | aw | ch | ck | ea |
| ay | sh | oa | oy | ph |

2.

| au | ou | ch | ai | sh |
|----|----|----|----|----|
| oa | ph | oy | aw | ea |
| ch | kn | ck | ee | oi |
| ph | aw | ea | ay | wh |
| ai | au | ck | th | ou |
| oi | th | oo | ck | ee |
| ay | ea | oa | wh | ow |
| au | ou | ch | ai | sh |
| wh | ow | oa | kn | ch |
| ck | ou | ph | ck | aw |
| oo | wh | oi | sh | ay |
| ee | ay | au | th | ea |

**3.**

| m | oo | aw | o | ay |
|---|----|----|----|----|
| ck | b | sh | z | oi |
| a | n | ea | ay | w |
| au | th | u | ow | wh |
| c | f | ou | h | j |
| ai | x | th | e | ph |
| s | g | i | au | k |
| q | t | r | oy | sh |
| d | ai | ee | oa | v |
| kn | y | oy | ch | ou |
| aw | v | d | l | sh |
| r | aw | p | ea | h |

✏ **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
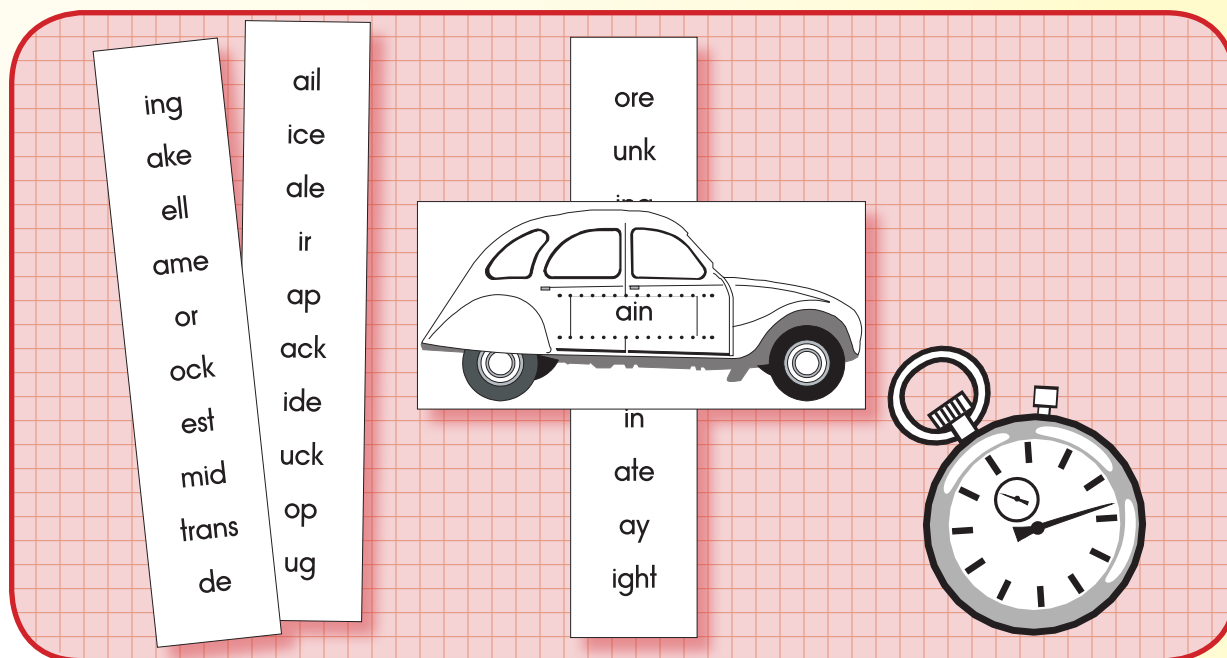


✏ **Extensions and Adaptations**

▶ Make other strips using target word parts and words.
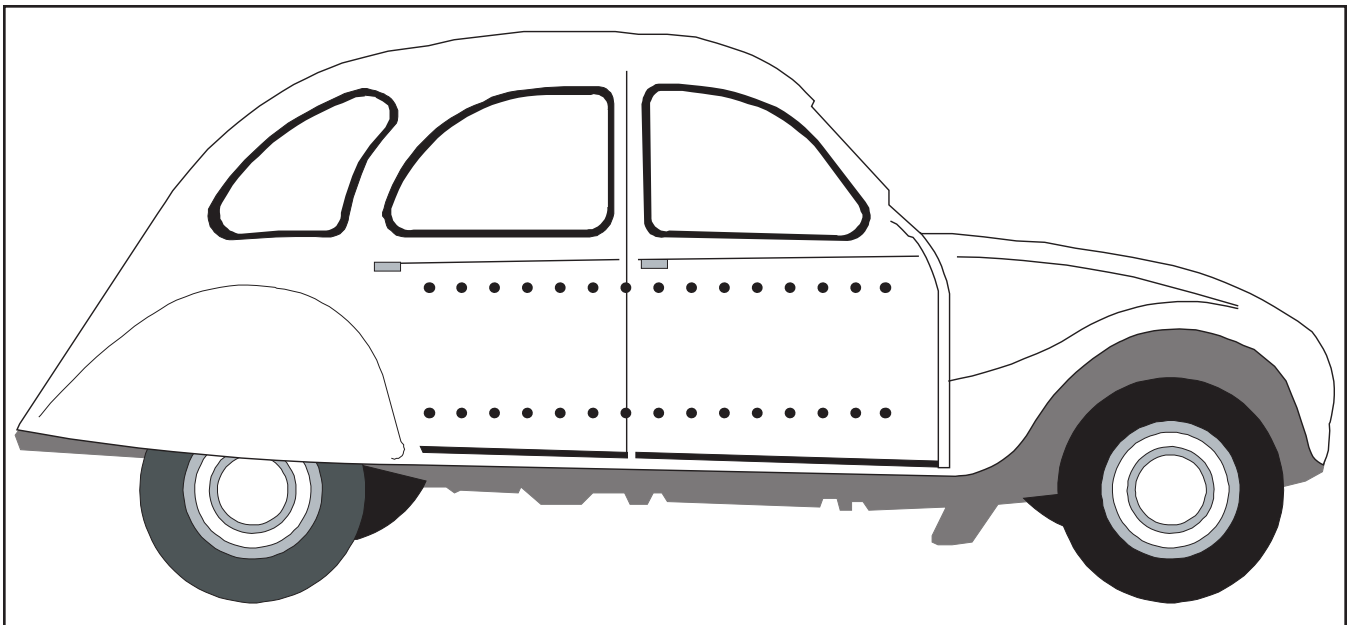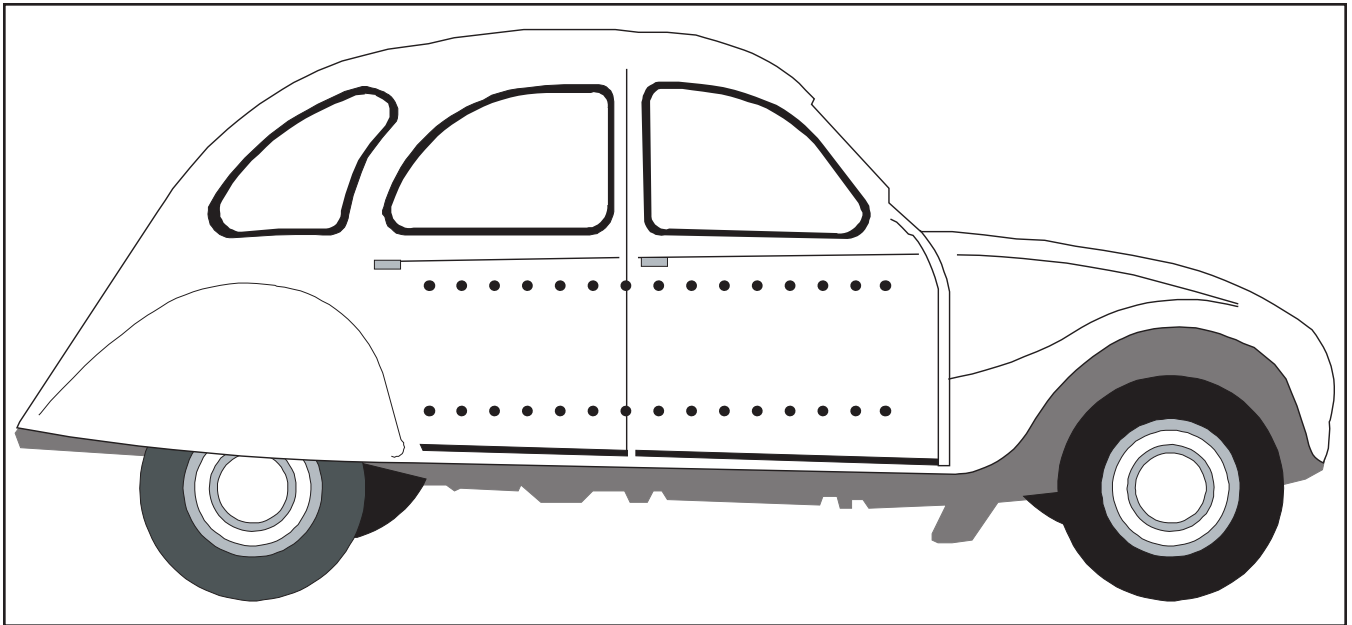
Directions: Cut on dotted lines and thread slide through to show word parts.

| | | |
|---|---|---|
| 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.
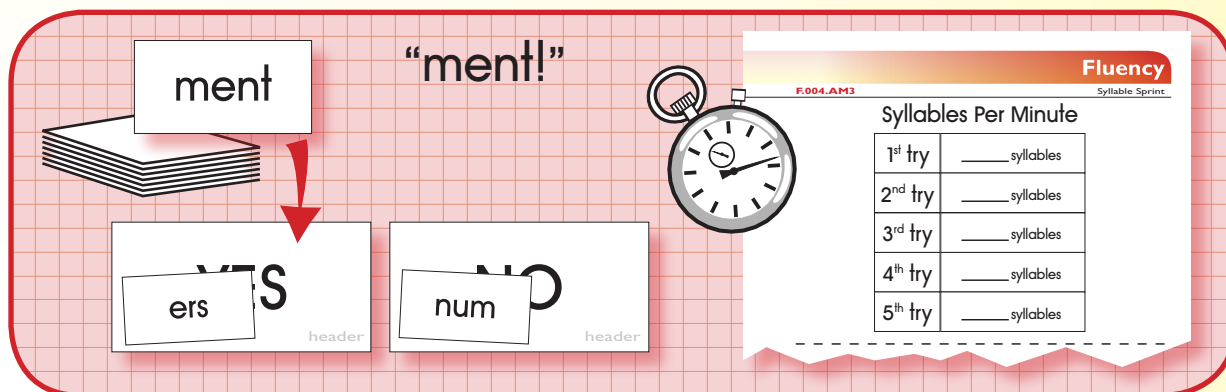
### Materials

▶ 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 |

common non-word syllables

## Objective

The student will gain speed and accuracy in reading syllables.
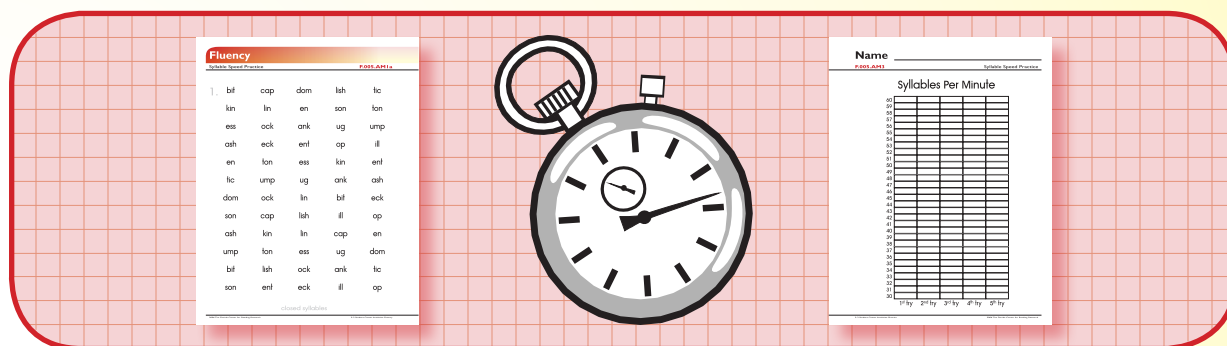
## Materials

▸ 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.**
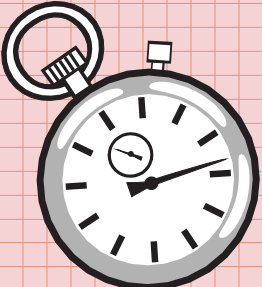
1. Place two copies of the target syllable speed practice sheet and timer at the center. Provide each student with a syllables correct per minute graph.
2. Taking turns, students practice reading the syllables aloud to each other before beginning the timing.
3. Student one sets the timer for one minute 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



### ✎ 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 |

**F.007**

## 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
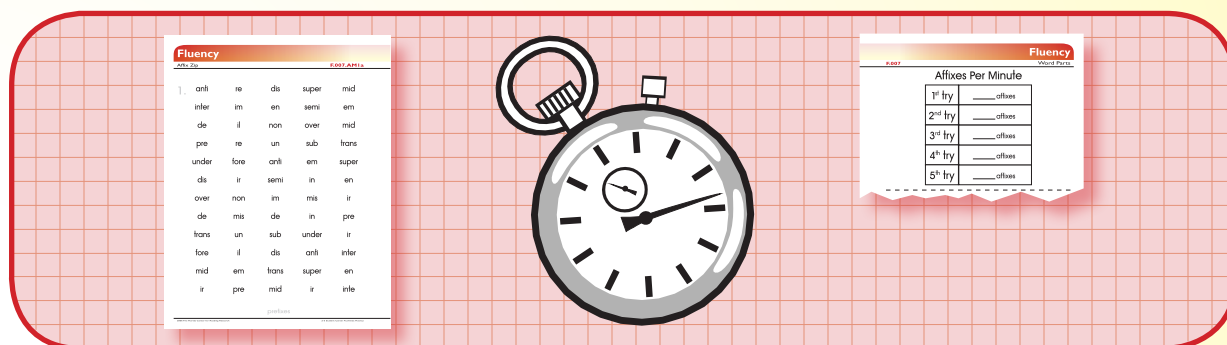


## Extensions and Adaptations

▸ 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 |

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 | |
| | |