



## SYLLABLE SORTS

PRODUCT CODE: **310**

### PRODUCT CONTENTS

14 cover-weight sheets (12 sets)

6 pages of teacher information

### SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site ([www.readingmanipulatives.com](http://www.readingmanipulatives.com)).

### ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 4 x 6 or 5 x 8 bags, which are good sizes for the manipulatives.

### STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for a student checklist that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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# SYLLABICATION

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Syllabication, or the breaking down of words into each uninterrupted unit of spoken language, is often taught in such a fragmented manner in materials that students are unable to pull all components together into a viable word analysis strategy. Research indicates that readers generally use sounds to determine syllable division. If this is the case, students must already know what the strategies are intended to teach.

Students who need to use syllabication to decode words must be taught syllabication rules holistically. When they apply basic rules in steps, they begin to recognize patterns and break down unknown words. Initially, the rules are applied to two-syllable words, as in this product.

Even those students who read words with ease in context generally improve spelling accuracy if they become more cognizant of word structure and syllabication patterns.

## ASSURE THAT STUDENTS HAVE PREREQUISITE PHONICS SKILLS

Students should possess certain prerequisite skills and concepts before being taught the syllabication rules. Frequently, it is necessary to review short and long vowels, as well as prefixes/root words/suffixes, before proceeding with syllabication. You will see why as you review the following foundation concepts.

- Each syllable must contain a sounded vowel. It can be a single vowel sound (i•de•a) or used with one or more consonant sounds (be•gin).
- There are two kinds of syllables: open and closed. A closed syllable ends with a consonant and the vowel is usually short (or a schwa). An open syllable ends with a vowel that is generally long (clo•ver, e•vent). The vowel may be a y pronounced as /e/ (fun•ny) or occasionally /i/ (my•self).
- Since the first rule deals with dividing between root words and affixes, students must be familiar with prefixes, suffixes, and root words.
- Digraphs, or two consonants that make a single sound (ch, sh, th, wh, ng, nk, ng, ck, ...), cannot be divided (buck•le, noth•ing, cash•ier, bush•el, fur•ther).
- In some cases, blends are not divided (se•cret, mi•grate, ze•bra). Do not preteach since students discover this when identifying open vs. closed syllables.

## TEACH SYLLABICATION RULES & APPLY IN ORDER

1. **PREFIX/ROOT/SUFFIX** – Check the word for prefixes and suffixes. The first step is to divide between affixes and the root word because this rule overrides the others.
2. **VC/CV** – Check for multiple consonants between vowels. Divide between consonants.
3. **V/CV or VC/V** – If the word has one consonant between vowels, decide whether the vowel before the consonant is short or long. If vowel is long, divide after the vowel leaving an open syllable. Otherwise, divide after the consonant leaving a closed syllable.

When words end in consonant +le, le and the preceding consonant form the second syllable.

Students must be alerted not to divide between the final consonant +le. These words can be fit into the above categories, and the first syllable will be open or closed.

**OPEN SYLLABLE** – ta•ble i•dle ma•ple fa•ble bu•gle fee•ble

**CLOSED SYLLABLE** – ap•ple fiz•zle cas•tle sam•ple snif•fle hur•dle

## EXTEND RULES TO LONGER WORDS

Words used in Syllable Sorts all contain only two syllables. However, once students learn the patterns, the same rules are used to break down words of three or more syllables. Reading Manipulatives product 320 Syllabication – Longer Words gives students practice with these. A resource list containing multisyllabic words is included in this guide.

RESOURCE LIST TWO-SYLLABLE WORDS

<b>P/R/S</b>		<b>VC/CV</b>		<b>VC/V</b>		<b>V/CV</b>	
<b>Identify and remove affixes</b>		<b>Divide between consonants</b>		<b>First syllable closed (short)</b>		<b>First syllable open (long)</b>	
act•or	loud•er	af•ter	hel•lo	at•om	mon•ey	ba•by	mo•tor
art•ist	luck•y	ap•ple	hel•met	bod•y	nick•el	ba•con	mu•sic
ask•ing	mis•spell	ar•row	hur•ry	both•er	nov•el	ba•gel	na•tion
bash•ful	mis•take	ath•lete	kit•ten	buck•et	ol•ive	ba•sic	no•tion
be•side	morn•ing	bal•loon	lad•der	cab•in	pan•ic	be•gin	o•bey
big•ger	nois•y	bas•ket	let•ter	cam•el	ped•al	be•hind	o•dor
blind•ness	non•sense	ber•ry	let•tuce	chap•el	pet•al	ca•ble	o•pen
bold•ly	pack•age	blis•ter	lob•ster	chis•el	pit•y	ce•dar	o•val
book•let	pain•less	bot•tle	lum•ber	cit•y	piv•ot	ce•ment	pa•per
boss•y	part•ly	bun•ny	mat•tress	civ•il	plan•et	cli•mate	pho•to
breath•less	pay•ment	but•ter	mon•key	clev•er	pres•ent	clo•ver	pi•lot
bump•y	peace•ful	but•ton	mon•ster	clin•ic	prof•it	co•coa	po•ny
care•ful	plant•ed	cab•bage	nap•kin	clos•et	prop•er	cra•dle	pre•tend
climb•ing	play•ful	can•dle	of•fice	col•umn	pun•ish	de•cay	pri•vate
clos•est	pre•view	can•dy	pat•tern	com•et	quiv•er	de•mand	pu•pil
cloud•less	quick•ly	car•rot	pen•cil	cop•y	rad•ish	de•stroy	ra•dar
com•ing	rain•y	cat•tle	pen•ny	cred•it	rap•id	di•gest	raz•or
count•less	real•ly	chan•nel	pic•nic	crit•ic	reb•el	do•nate	rea•son
cream•y	re•fill	cir•cle	pic•ture	dev•il	rel•ic	do•nor	re•cess
cry•ing	re•pay	cof•fee	pis•tol	dig•it	rel•ish	du•ty	re•gard
dark•ness	rest•ful	com•mon	plas•tic	drag•on	rig•id	ea•ger	re•sist
dear•est	sad•ly	com•pete	plen•ty	fin•ish	riv•er	ea•sel	ri•val
deep•er	salt•y	con•test	prob•lem	for•est	rob•in	e•qual	ro•bot
dis•cover	sleep•y	con•tract	pup•py	frag•ile	sal•ad	e•ven	ro•tate
dream•ing	slow•est	cot•ton	pump•kin	grav•el	sav•age	e•vil	ru•mor
drop•per	small•er	coun•cil	pur•ple	hab•it	schol•ar	fe•ver	se•cret
drown•ing	soft•ly	cur•rent	rab•bit	hon•ey	sev•en	fi•nal	si•lent
end•less	sog•gy	cus•tom	rib•bon	hon•or	sher•iff	fla•vor	si•ren
ex•port	stop•ping	den•tist	scis•sors	im•age	shiv•er	fo•cus	so•da
farm•er	sub•way	diz•zy	sen•tence	lem•on	shov•el	glo•bal	so•lo
fear•ful	sweet•er	el•bow	sig•nal	lev•el	shriv•el	gro•cer	spi•der
fore•cast	tall•est	en•joy	sil•ly	lil•y	stud•y	he•ro	stu•pid
fool•ish	thank•ful	fan•cy	sis•ter	lim•it	tim•id	ho•tel	su•per
friend•ly	think•ing	fif•teen	soc•cer	lin•en	top•ic	ho•ly	ta•ble
fur•ry	thirst•y	fil•ter	sub•ject	liz•ard	trag•ic	hu•mor	ti•dy
grace•ful	thought•ful	fol•low	sum•mer	log•ic	trav•el	i•dle	ti•ger
hand•y	throw•ing	for•bid	tar•get	mag•ic	trop•ic	i•tem	to•tal
hard•en	tract•or	for•get	thun•der	man•age	ven•om	la•bel	tu•na
hill•y	treat•ment	fran•tic	tur•key	med•al	vig•or	la•dy	u•nite
hot•ter	un•fair	fun•ny	whis•per	men•u	vis•it	le•gal	va•cant
im•prove	vast•ly	gen•tle	win•dow	met•al	viv•id	lo•cate	va•por
itch•y	want•ed	gos•sip	win•ter	mim•ic	vol•ume	ma•jor	vir•us
joy•ous	warm•est	ham•ster	wis•dom	min•ute	wag•on	mi•nus	wa•ger
love•ly	wind•y	hap•pen	won•der	mod•ern	wid•ow	mo•ment	ze•ro

RESOURCE LIST SYLLABICATION – LONGER WORDS

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a•gree•ment	com•po•si•tion	dis•trac•tion	hum•ming•bird	mis•er•a•ble	re•quire•ment
a•maze•ment	com•put•er	diz•zi•ness	hy•dro•gen	mon•stros•i•ty	scav•en•ger
ab•sorb•ing	con•clu•sion	doc•u•ment	hy•phen•a•tion	mos•qui•to	scor•pi•on
ac•cept•a•ble	con•fer•ence	du•pli•ca•tion	hys•ter•i•cal	moth•er•hood	sec•re•tar•y
ac•ci•den•tal	con•ser•va•tion	e•lec•tri•fy	im•ma•ture	nec•es•sar•y	sem•i•cir•cle
ad•van•tage	con•sis•ten•cy	em•bar•rass•ing	im•mac•u•late	nu•tri•tious	sem•i•co•lon
ad•ven•tur•ous	con•struc•tion	em•brac•ing	im•pa•tient•ly	nurs•er•y	sen•sa•tion•al
ag•gra•vat•ing	con•tin•u•al	em•ploy•er	im•pro•vis•ing	ob•nox•ious	sig•na•ture
ag•ri•cul•ture	con•tin•u•ous	en•dur•ance	in•cred•i•ble	oc•cu•pant	sig•nif•i•cant
al•co•hol•ic	con•tra•dic•tion	en•er•gy	in•cu•ba•tor	op•tion•al	slip•per•y
al•ter•a•tion	con•trac•tion	en•force•ment	in•de•pend•ent	or•phan•age	sta•tion•er•y
am•bi•tion	con•trib•ute	en•gage•ment	in•di•vid•u•al	ox•y•gen	ster•e•o•type
an•ti•freeze	con•vert•i•ble	en•joy•ment	in•dif•fer•ent	pa•tri•ot•ic	stim•u•la•tion
ap•pli•ance	cos•met•ics	es•sen•tial	in•dus•try	par•tic•u•lar	su•per•fi•cial
ap•pro•pri•ate	coun•sel•or	es•tab•lish	in•el•i•gi•ble	ped•es•tal	su•per•son•ic
ar•range•ment	coun•ter•feit	ex•ag•ger•ate	in•ex•pen•sive	pen•i•cil•lin	sub•scrip•tion
as•sign•ment	cour•te•ous	ex•cel•lence	in•fec•tion	per•sist•ence	sub•trac•tion
as•sump•tion	cran•ber•ries	ex•cite•ment	in•no•cent	per•son•al•i•ty	suc•ceed•ing
bak•er•y	cre•a•tiv•i•ty	ex•pla•na•tion	in•tel•li•gent	phar•ma•cy	sug•ges•tion
be•lov•ed	cu•cum•ber	fash•ion•a•ble	in•ter•cep•tion	po•et•ry	sus•pen•sion
ben•e•fi•cial	cul•ti•vat•ed	fav•or•ite	in•tro•duc•tion	pol•i•ti•cian	syl•la•ble
boul•e•vard	cus•tom•er	fi•nan•cial	in•vis•i•ble	pos•si•ble	talk•a•tive
breath•less•ly	de•fi•ant•ly	for•ma•tion	jour•nal•ism	pre•his•tor•ic	tech•nol•o•gy
but•ter•fly	de•liv•er•y	for•mal•i•ty	jour•nal•ist	pres•en•ta•tion	ther•mom•e•ter
cap•i•tal•ize	de•mand•ing	fu•ner•al	kin•der•gar•ten	psy•chi•a•trist	tra•di•tion•al
cap•tiv•i•ty	de•mol•ish	fur•i•ous	lav•en•der	pro•por•tion•al	trans•form•er
cat•er•pil•lar	de•part•ing	gen•er•a•tion	lo•ca•tion	pub•li•ca•tion	triv•i•al
cel•e•bra•tion	de•pend•a•ble	gen•u•ine	ma•jor•i•ty	pum•per•nick•el	ul•tra•vi•o•let
cel•lo•phone	de•sir•a•ble	glam•or•ous	ma•ni•ac	pun•ish•ment	un•con•scious
chal•leng•ing	de•struc•tion	gov•ern•ment	mac•a•ro•ni	qual•i•fi•ca•tion	un•pop•u•lar
char•ac•ter•ize	de•vel•op•ment	gra•cious•ly	mag•net•ic	ques•tion•naire	un•sus•pect•ing
cir•cu•la•tion	dem•o•crat•ic	graf•fi•ti	me•di•um	re•al•ize	veg•e•ta•tion
cit•i•zen•ship	di•ag•no•sis	guar•an•tee	me•te•or	re•cy•cle	vi•o•la•tion
clum•si•est	dif•fer•ence	gym•na•si•um	med•i•ca•tion	re•la•tion•ship	vi•o•lent•ly
co•op•er•a•tion	dis•a•gree•ment	hel•i•cop•ter	mel•o•dy	re•mem•ber	vig•or•ous•ly
col•lect•i•ble	dis•cour•aged	hes•i•tat•ed	mem•ber•ship	re•place•ment	vol•un•tar•i•ly
com•fort•a•ble	dis•lo•cat•ed	hid•e•ous	mer•chan•dise	re•sent•ment	wher•ev•er
com•pe•ti•tion	dis•o•be•di•ent	hu•mid•i•fi•er	mes•sen•ger	rep•u•ta•tion	wil•der•ness
com•plex•ion	dis•pleas•ure	hu•mid•i•ty	mi•gra•tion	res•er•va•tion	wind•i•est
com•pli•cat•ed	dis•re•spect•ful	hu•mor•ous	mis•be•hav•ior	res•i•den•tial	won•der•ful

# PREPARING, MANAGING & USING MATERIALS

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## CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Scissors can be used to cut apart the words on the strips and answer keys once the 11-inch cuts are made. Sharp scissors expedite preparation as long as cuts can be made with one motion.

Place the headers and words for each set in a zipper bag. Answer keys will fit in the bags, or you can store them in another location.



## CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets or cards not yet completed, classroom organization is important. If using multiple sets of these individualized materials, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

## CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can also place any written work in their folders.

Each day the teacher can collect the folders containing assignments and check over every student's work.



## WORKING THE SETS

Students place the header cards at the top. P/R/S should always go first since removing affixes overrides the other rules. The second column should be VC/CV. In the last two columns, students place V/CV and VC/V, deciding if the vowel between the consonants is open or closed. Next they sort the words into the correct columns (9 words for each). When finished, they check their work with the answer keys.

If students are struggling, they may need review of phonics skills listed on the first page.

## SYLLABLE SORTS

SYL-1 \_\_\_\_\_ SYL-5 \_\_\_\_\_ SYL-9 \_\_\_\_\_

SYL-2 \_\_\_\_\_ SYL-6 \_\_\_\_\_ SYL-10 \_\_\_\_\_

SYL-3 \_\_\_\_\_ SYL-7 \_\_\_\_\_ SYL-11 \_\_\_\_\_

SYL-4 \_\_\_\_\_ SYL-8 \_\_\_\_\_ SYL-12 \_\_\_\_\_

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