

# MULTISYLLABIC WORD READING

## LESSON 13

---

---

### OBJECTIVE

Students will read and spell multisyllabic words.

### MATERIALS

- Lesson 13 word cards\*
- Syllable cards\*
- Syllable squares worksheet\*
- Syllable squares template\*
- Syllable squares tokens\*
- Syllable football game board\*
- Syllable football token\*
- Spinner with syllable type sections\*\*
- Syllable type word spelling worksheet\*
- Beginning with... tokens\*
- Decodable text, such as a kids' magazine or newspaper
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

\*Blackline master available on CD.

\*\*Assembly instructions available on CD.

## TIPS

- Refer to the Appendix for a list of multisyllabic words.
- Make sure that students already have mastered previously learned syllable types.
- Use words that contain only learned syllable types.
- The letter *y*, at the end of a multisyllabic word, usually is pronounced /ē/.
- Correct students' pronunciation of syllables and word parts:
  - If a student stresses the wrong syllable—for example, stressing the first syllable in *prohibit*—use the correct pronunciation when saying something similar to the following: “The word is pronounced *prohibit*. Say *prohibit*.”
  - If a student mispronounces the schwa sound /uh/ in an unaccented syllable—for example, pronouncing *wagon* as /wag/ /on/—use the correct pronunciation when saying something similar to the following: “The word is pronounced *wagon*. Say *wagon*.”
  - If a student applies the word reading strategy correctly but does not say a recognizable word—for example, saying /prūd/ /ent/, instead of /prū/ /dent/—guide the student to try dividing the word differently. For example, say something similar to the following: “How would you say the word if the first syllable was an open syllable?”
- Scaffold instruction by starting with less complex words that follow a similar pattern. For example, have students read or spell words with two closed syllables, then words with a closed syllable and a VCe syllable, then words with a closed syllable and an open syllable, and so on.
- Provide direct feedback to students.

## DAILY REVIEW

---

---

### AFFIXES

On the board, write the words *pleading*, *unlock*, *renew*, *handful*, and *distrustful*. Review affixes by having students read the words and identify the base words and affixes.

**Teacher:** Raise your hand to tell me what an affix is and give me an example...Francisco?

**Francisco:** It's something that is added to the end of a word or the beginning of a word. The word *nonstop* has *non* added to *stop*.

**Teacher:** Thank you, Francisco. That was a good explanation. Does the meaning of *stop* change when the prefix *non* is added to it?

**Francisco:** Yes. *Nonstop* means that something doesn't stop.

*[Point to pleading.]*

**Teacher:** Tanya, please read the word and tell me the base word and the affix.

**Tanya:** *Pleading*: The base word is *plead*. The suffix is *ing*.

**Teacher:** Nice job. So, is a suffix added to the beginning or end of a word?

**Students:** A suffix is at the end of a word.

**Teacher:** Eric, read the next word, please. Then say the base word and the affix.

**Eric:** *Unlock*: Base word is *lock*; the prefix is *un*.

**Teacher:** Excellent. Let's read the rest of the words. Say the whole word. Then say the base word and the affix.

## OPENING

---

---

**Teacher:** Let's learn some more about multisyllabic words. You've already learned how to read two kinds of multisyllabic words: compound words and words with affixes. This lesson will teach you a strategy to use with all multisyllabic words.

Many words in textbooks and novels have more than one syllable. These words can look long and difficult to read, but the strategy will help you break down words into small parts that are easy to read. Then, you can put the small parts together again to read the whole word. In this way, you will increase the number of words you can read.

## MODEL AND TEACH: ACTIVITY 1

---



---

### HEARING SYLLABLES

Say 10 to 12 multisyllable and single-syllable words. Demonstrate how to “hear” the number of syllables by clapping each syllable. Tell students that each syllable has one vowel sound. Explain that a syllable can be a word (as in a compound word), an affix, or a part of a word.

**Teacher:** A syllable is a part, or chunk, of a word. A syllable has one vowel sound. You can hear the syllables in words. Listen as I demonstrate.

*[Clap each syllable as you say it.]*

**Teacher:** *Pic-nic:* *Picnic* has two syllables, *pic-nic*.

I’ll say other words. Repeat and clap after me: *un-like-ly*.

*[Students clap as they repeat.]*

**Students:** *un-like-ly*

**Teacher:** How many syllables in *unlikely*?

**Students:** Three syllables.

**Teacher:** In *unlikely*, the affixes *un* and *ly* are each a syllable.

The next word is *shrug*.

*[Students clap as they repeat.]*

**Students:** *Shrug:* one syllable.

**Teacher:** *Footprint:* How many parts, Amanda?

*[Amanda claps as she repeats.]*

**Amanda:** *Foot-print:* two parts.

**Teacher:** Great! *Footprint* is a compound word. Each small word in *footprint* is a syllable.

The next word is *remember*. How many parts, Eric?

*[Eric claps as he repeats.]*

**Eric:** *Re-mem-ber*: three parts.

Say more words and identify the number of syllables as necessary.

### TIPS

- Because this activity does not involve decoding, include words that are familiar or interesting to your students, even if the words contain syllable types students have not yet learned. For instance, include students' names, the school name or mascot, or geographic locations (e.g., *encyclopedia*, *pepperoni*, *transcontinental*).
- Use this activity to introduce syllables. If students can "clap" the syllables in a variety of words with ease, move to the next activity on reading multisyllabic words.

## MODEL AND TEACH: ACTIVITY 2

---

---

### MULTISYLLABIC WORD READING STRATEGY

#### DECODING

Write *napkin* and *department* on the board. Model and teach the strategy for reading multisyllabic words:

1. Find the vowels in the word.
2. Look for syllables or word parts you know.
3. Pronounce each syllable or word part, based on syllable types and sounds you know.
4. Combine the syllables or word parts to form the word.

**Teacher:** When you see a long word, there are steps you can follow to read it. Look at this word.

*[Point to napkin.]*

**Teacher:** First, I find the vowels in the word. I will underline each vowel.

*[Underline a and i.]*

**Teacher:** Because there are two vowels separated by consonants, there will probably be two syllables.

Second, I look for syllables or word parts I know. There's the word **nap** at the beginning, so I will underline it.

*[Underline **nap**.]*

**Teacher:** I see a closed syllable at the end of the word. I'll underline that, too.

*[Underline **kin**.]*

**Teacher:** Next, I say each syllable, based on its syllable type and the sounds I know.

The first syllable is **nap** because it is a closed syllable and has a short vowel sound. Because the second syllable...

*[Point to **kin**.]*

**Teacher:** ...is a closed syllable, it has a short vowel: /kin/.

Last, I combine the syllables to form the word.

*[Point to each syllable as you say it, and then slide your finger under the whole word as you say it.]*

**Teacher:** *nap-kin, napkin*

Let's read the next word.

*[Point to **department**.]*

**Teacher:** First, find the vowels. There are three vowels: **e**, **a**, and **e**.

*[Underline the vowels.]*

**Teacher:** Next, look for syllables or word parts you know.

*[Underline each word part as you think aloud.]*

**Teacher:** It has **de** at the beginning. That's a prefix we learned. I see a word I know, **part**, in the middle. It looks like there's a closed syllable at the end.

Next, say each syllable. You say the syllables as I point to each one.

*[Point to the syllables as students say them.]*

**Students:** /dē/ /part/ /ment/

**Teacher:** Last, combine the syllables to form the word.

**Students:** *de-part-ment, department*

### ADAPTATION

Ask students to identify syllable types in words—for example:

- What is the *r*-controlled syllable in *department*? (*part*)
- What is the closed syllable in *department*? (*ment*)
- What is the open syllable in *department*? (*de*)

## MODEL AND TEACH: ACTIVITY 3

---

---

### SPELLING MULTISYLLABIC WORDS

#### ENCODING

Model how to spell multisyllabic words by using the following steps:

1. Say the word.
2. Say the syllables that form it.
3. Spell and write each syllable.
4. Check your spelling by reading the word you wrote.

**Teacher:** When spelling a multisyllabic word, first you say the word. For now, we'll say it aloud, but later, you may read the word silently. Then, you identify the syllables and spell and write the syllables together as a whole word. I'll model the steps, using the word *insist*.

I say the word: *insist*.

I say each syllable: *in-sist*.

I spell each syllable and write them together as a whole word.

*[Write as you say the letters.]*

**Teacher:** /in/, *i-n*; /sist/, *s-i-s-t*.

I read the word: *insist*.

Let's follow the same steps to spell another multisyllabic word. The word is *rotate*. Repeat the word, please.

**Students:** *rotate*

**Teacher:** I say each syllable: *ro-tate*. Please repeat.

**Students:** *ro-tate*

**Teacher:** To spell each syllable, I use what I've learned about syllable types. /rō/ ends in a long vowel sound, so it is an open syllable.

*[Write each syllable as you say the letters.]*

**Teacher:** I write *r-o*. /tāt/ has a long vowel sound followed with a consonant, so it's a VCe syllable. It's spelled *t-a-t-e*.

The last thing I do is check the word by reading it. Repeat after me.

*[Point to each syllable as you say it.]*

**Teacher:** *ro-tate, rotate*

**Students:** *ro-tate, rotate*

**Teacher:** Let's spell another word. I'll remind you of the steps to follow. The word is *volcano*. Repeat the word.

**Students:** *volcano*

**Teacher:** Say each syllable.

**Students:** *vol-ca-no*

**Teacher:** Use what you've learned about syllable types to spell each syllable. Say and spell each syllable and write the letters as you say them.

**Students:** /vol/, *v-o-l*; /cā/, *c-a*; /nō/, *n-o*

**Teacher:** Read the word to check your spelling. Point to each syllable as you say it, and then say the whole word.

**Students:** *vol-ca-no, volcano*

**Teacher:** Excellent job! Let's practice spelling more multisyllabic words.

Continue dictating words for students to spell.

## GUIDED PRACTICE: ACTIVITY 1

---

### COMBINING SYLLABLES

#### DECODING

Compile syllable cards that combine to form real words. Show the cards that form a word. Have students read each syllable and then combine the syllables to form the word. Question students to reinforce and monitor their knowledge of syllable types.

**Teacher:** Each card I show you has a syllable on it. When the syllables are combined, they form a word. Figure out how to say each syllable by its syllable type. Say each syllable as I point to it. When I slide my finger under both syllables, combine them to say the whole word. I'll show you an example.

*[Display **lim** and **bo**. Point to **lim**.]*

**Teacher:** A consonant closes in the vowel. That means it's a closed syllable, which has a short vowel sound: /lim/.

*[Point to **bo**.]*

**Teacher:** This syllable has one vowel that is open. The vowel is long in an open syllable: /bō/.

*[Slide your finger under both syllables.]*

**Teacher:** *Limbo.*

Now, it is your turn.

*[Display **rep** and **tile**. Point to **rep**.]*

**Students:** /rep/

*[Point to **tile**.]*

**Students:** /tīl/

*[Slide your finger under both syllables.]*

**Students:** *reptile*

**Teacher:** Excellent. Tanya, which syllable has a long vowel sound, and what is the vowel sound?

**Tanya:** /tīl/: It says /ī/.

**Teacher:** Next word.

*[Display **dol** and **phin**. Point to **dol**.]*

**Students:** /dol/

*[Point to **phin**.]*

**Students:** /fīn/

*[Slide your finger under both syllables.]*

**Students:** *dolphin*

**Teacher:** Good job combining syllables! How many vowels in *dolphin*, Amanda, and which ones?

**Amanda:** Two: *o* and *i*.

## ADAPTATIONS

- Instead of using syllable cards, write syllables on the board.
- Display syllable cards for a word in random order and have students rearrange the cards to form the word (*ber cu cum* becomes *cucumber*). Have students then read the word.
- Display syllable cards that form a nonsense word. Have students read each syllable and then combine syllables to read the nonsense word.

## GUIDED PRACTICE: ACTIVITY 2

---

---

### SYLLABLE SQUARES

#### DECODING

Before doing this activity, review how to locate a square, based on its grid coordinate.

Distribute the syllable squares worksheet, which has a 36-square grid with columns labeled A to F and rows labeled 1 to 6. A different word is in each square, including a variety of multisyllable words and a few single-syllable words. Place tokens with the grid coordinates (A1, A2, etc.) on them in a bag or box. Have a student pick a token from the bag. Write on the board the word from the square at that coordinate. Have students use the word reading strategy to underline the word's vowels and syllables on their worksheet. Have a student tell you how to mark the word's vowels and syllables on the board. Have students say the syllables and then say the whole word.

**Teacher:** You have a grid with 36 squares and a word in each square. I have a bag with 36 tokens, each with a grid coordinate for a square. You'll take turns picking a token to determine the word that we will read. Use the word reading strategy to underline the word's vowels and word parts on your worksheet. I'll then write the word on the board, and you'll tell me how to underline its parts. Then we'll read the word.

I'll go first to demonstrate. I picked D2. Everyone, point to square D2.

*[As students find the square, write the word **classic** on the board.]*

**Teacher:** What is the first step in the word reading strategy, Amanda?

**Amanda:** You find the vowels: *a* and *i*.

**Teacher:** I'm going to underline each vowel.

*[Underline a and i.]*

**Teacher:** What is the next step, Eric?

**Eric:** Look for word parts you know. I see *class*.

**Teacher:** Excellent! I'll underline *class*.

*[Underline class.]*

**Teacher:** Do you see other word parts?

**Eric:** There's a closed syllable at the end: *ic*.

**Teacher:** Nicely done! You are really using what you know about syllable types

*[Underline ic.]*

**Teacher:** What's the next step, Tanya?

**Tanya:** Say the syllables.

*[Point to class.]*

**Teacher:** Say the first syllable, everyone.

**Students:** /klas/

*[Point to ic.]*

**Teacher:** Say the next syllable.

**Students:** /ik/

**Teacher:** Francisco, what's the final step?

**Francisco:** Say the word.

**Teacher:** Let's combine the syllables to say the word

*[Slide your finger under the word.]*

**Students:** *classic*

**Teacher:** Beautiful job. Amanda, your turn to pick a token.

**Amanda:** Square A5.

**Teacher:** Everyone point to A5.

*[The word is entertain.]*

**Teacher:** What is the first step?

**Students:** Find the vowels.

**Teacher:** Correct. Everyone, please underline the vowels. What did you underline, Francisco?

**Francisco:** I underlined *e, e, a, i*.

**Teacher:** What is the next step?

**Francisco:** Look for word parts or syllables that you know.

**Teacher:** Mark the word in the square to show where the syllables or word parts are.

*[Students underline the word parts.]*

**Teacher:** Amanda, please tell me the word parts you found.

**Amanda:** I see the word *enter*.

**Teacher:** Great job! Tanya, do you see other word parts or syllables?

**Tanya:** The last part of the word looks like a syllable with a letter combination: /tān/.

**Teacher:** Yes, that's right. Let's read the word parts together.

*[Point to each word part.]*

**Students:** *enter, tain*

**Teacher:** Now, combine the parts to read the word.

*[Slide your finger under the whole word.]*

**Students:** *entertain*

Continue applying the strategy to read words. Ask questions so students have an opportunity to demonstrate their understanding of syllable types and multisyllabic words.

### TIP

Put the worksheet in a transparent page protector and use a dry-erase marker, so students can easily self-correct.

### ADAPTATION

Choose a student to mark the word on the board.

## GUIDED PRACTICE: ACTIVITY 3

---

---

### SYLLABLE FOOTBALL

#### DECODING

Gather word cards that include of a variety of learned syllable types and multisyllabic words.

Divide students into two teams. Show the game board as you explain how to play:

1. Choose the team that goes first (Team A).
2. Position the ball on the 50-yard line.
3. Have a student on Team A pick the top card from the stack, read the word, and identify the number of syllables in the word. (Make sure that all members of each team take turns reading words.)
4. If the student correctly reads the word and identifies the number of syllables, move the ball 10 “yards” per syllable toward the opposing team’s (Team B) end zone.
5. If the student is incorrect, use questioning to guide him or her toward the correct answer, but do not move the ball. It is then the other team’s turn.
6. Team B then picks a word, reads it, identifies the number of syllables, and, if correct, moves the ball toward Team A’s end zone.
7. A team earns 1 point by crossing the opposing team’s goal line and scoring a touchdown.
8. After a touchdown is scored, play resumes at the 50-yard line.

Assign students to teams and determine which team goes first.

**Teacher:** In this football game, teams scores points by correctly reading and identifying the number of syllables in words. The ball starts in the middle of the field on the 50-yard line. A student on Team A picks a card from the pile, reads the word, and says how many syllables the word has. If the student is correct, he or she moves the ball toward Team B's end zone. The ball moves 10 yards for each syllable in the word. Then, a student on Team B picks a card, reads the word, and counts the syllables. If the student is correct, he or she moves the ball toward Team A's end zone. The teams will take turns reading words.

Tanya, you're the first reader on Team A. Pick a card, read it, and say how many syllables it has.

**Tanya:** *Dis-re-spect*: three syllables.

**Teacher:** You did a good job saying the syllables. Be sure to combine the syllables to form the whole word.

**Tanya:** *disrespect*

**Teacher:** Excellent! You read the word correctly and you said there are three syllables, so you get to move the ball 30 yards toward Team B's end zone. While she is doing that, who can tell me whether there is an open syllable in *disrespect*?

**Francisco:** It's the middle syllable: *re*.

**Teacher:** That's correct. Francisco, your turn to read a word for Team B.

*[The word is flake.]*

**Francisco:** *flakey*

**Teacher:** Look at the pattern at the end of the word.

*[Point to the letters as you say them.]*

**Teacher:** There's a vowel, *a*, a consonant, *k*, and an *e*. That's a VC*e* pattern.

**Francisco:** Oh, yeah, the *e* doesn't say anything.

**Teacher:** So what's the word?

**Francisco:** *flake*

**Teacher:** That's right.

*[Team B's game piece does not move.]*

**Teacher:** Now, it's Team A's turn.

Continue playing the game. Consider setting a time limit or a winning number of points.

## GUIDED PRACTICE: ACTIVITY 4

---



---

### SYLLABLE TYPE WORD SPELLING ENCODING

Distribute the worksheet, which has categories for each learned syllable type (closed syllable, open syllable, *r*-controlled, letter combination, *VCe*). Write the names of the syllable types on different sections of a spinner. Have a student spin. Dictate a word that contains that syllable type; the word may also contain other known syllable types. Have students write the word in the corresponding column and circle the corresponding syllable.

**Teacher:** We're going to spell multisyllabic words and reinforce what we have learned about syllable types. We'll take turns with the spinner, which is labeled with the syllable types that we've learned. I'll dictate a word that contains the syllable type the spinner lands on. The word might also contain other syllable types, so listen carefully. You'll write the word in the worksheet category that matches where the spinner landed. After you write the word, circle the syllable that matches the syllable type.

I'll review each of the steps as you spell the first word. Amanda, please spin.

*[Amanda spins "letter combinations."]*

**Teacher:** The word is *retreat*. Repeat the word.

**Students:** *retreat*

**Teacher:** Say each syllable.

**Students:** *re-treat*

**Teacher:** Point to the category where you will write the word.

*[Students point to the letter combination column.]*

**Teacher:** Use what you've learned about syllable types to spell each syllable aloud and on paper.

*[Students answer and write.]*

**Teacher:** Could you spell it for us, Francisco?

**Francisco:** /rē/, *r-e*; /trēt/, *t-r-e-a-t*

**Teacher:** Now, everyone read the word to check your spelling. Point to each syllable as you say it and then say the whole word.

**Students:** *re-treat, retreat*

**Teacher:** Now, circle the letter combination syllable.

*[Students circle **treat**.]*

**Teacher:** Good job! Eric, explain why you circled *treat*.

**Eric:** The *e* and *a* go together. They make one sound.

**Teacher:** That's right. They are a combination of letters that make the vowel sound in the syllable. Amanda, look at the other syllable, *re*. Is it an open syllable or closed syllable? Be sure you can explain your answer.

**Amanda:** It's an open syllable because the *e* makes a long sound.

Continue spinning and dictating words.

### TIP

Prepare several words for each syllable type, as it can be difficult to think of them on the spot.

### ADAPTATIONS

- Include a "free choice" category on the spinner. When landed on, the student gets to choose any syllable type.
- At the end of the activity, read all the words, category by category.

**INDEPENDENT PRACTICE: ACTIVITY 1** 

---

---

**SYLLABLE GRAB****DECODING**

Place 15 to 20 initial syllable cards in one bag and 15–20 final syllable cards in another bag. Have each student take 3 to 5 cards from each bag and form as many real and nonsense words as possible in 1 minute. After the 1 minute, have students read their words to a partner. Return the cards to the bags and repeat the activity.

**ADAPTATIONS**

- Instead of returning the cards to the bag, have students trade cards with one another.
- Include a bag with middle syllable cards, so students form and read three-syllable words.

**INDEPENDENT PRACTICE: ACTIVITY 2** 

---

---

**SYLLABLE SEEKER****DECODING**

Distribute copies of a decodable, high-interest text. Have students read the text and underline multisyllabic words. With a partner or the group, have students take turns reading the sentences that contain the multisyllabic words.

**INDEPENDENT PRACTICE: ACTIVITY 3** 

---

---

**BEGINNING WITH...****ENCODING**

Place 26 tokens, each with a letter on it, in a bag. Have a student pick a token from the bag. Dictate a word that begins with that letter (or dictate a word that begins with *ex* if a student draws the *x* token). Have all students write the word on a whiteboard.

**TIPS**

- Prepare a list of words beginning with each letter of the alphabet.
- Carry over this activity day to day until all letters of the alphabet are used.

**ADAPTATIONS**

- Write the alphabet on the board and erase each letter as it is used.
- Give students a worksheet with an alphabet grid. Have students write each word in the square that corresponds to the initial letter.

**MONITOR LEARNING** 

---

---

Note areas of difficulty and provide extra practice. Provide review of syllable types as necessary.

**GENERALIZATION** 

---

---

Read a content area text with the students. Ask students to notice how many multisyllabic words there are and how the strategy helps students to read many more words and to understand what they read.

**LESSON 13 WORD CARDS**

Atlantic	consist	decay
activate	bronco	debate

First of 6 pages

**SYLLABLE CARDS**

con flict	ba sin	de clare
--------------	-----------	-------------

First of 14 pages:  
Two- and three-syllable words included

**SYLLABLE SQUARES**

	A	B	C	D	E	F
1	pretend	decay	punish	basic	unfold	launch
2	stride	loudly	missed	classic	complete	farmland
3	stampede	object	lumber	least	divide	gardener
4	relocate	withdraw	orbit	forest	unlawful	educate
5	entertain	follow	event	clearing	repay	started
6	profit	grant	messy	destroy	form	enlist

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
© 2010 THE MEADOWS CENTER FOR PREVENTING EDUCATIONAL RISK, THE UNIVERSITY OF TEXAS AT AUSTIN

**SYLLABLE SQUARES**

	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
© 2010 THE MEADOWS CENTER FOR PREVENTING EDUCATIONAL RISK, THE UNIVERSITY OF TEXAS AT AUSTIN

### SYLLABLE SQUARES TOKENS

To make these tokens for Syllable Squares, cut on the dashed lines. Draw the tokens from a bag to play the game.

A1	B1	C1	D1	E1	F1
A2	B2	C2	D2	E2	F2
A3	B3	C3	D3	E3	F3
A4	B4	C4	D4	E4	F4
A5	B5	C5	D5	E5	F5
A6	B6	C6	D6	E6	F6

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
© 2010 THE MEADOWS CENTER FOR PREVENTING EDUCATIONAL RISK, THE UNIVERSITY OF TEXAS AT AUSTIN

### SYLLABLE FOOTBALL

<b>TEAM A</b>	
10	10
20	20
30	30
40	40
50	50
40	40
30	30
20	20
10	10
<b>TEAM B</b>	

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
© 2010 THE MEADOWS CENTER FOR PREVENTING EDUCATIONAL RISK, THE UNIVERSITY OF TEXAS AT AUSTIN

First of 4 pages:  
3 rearrangements of the same list included

### SYLLABLE FOOTBALL TOKEN



WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
© 2010 THE MEADOWS CENTER FOR PREVENTING EDUCATIONAL RISK, THE UNIVERSITY OF TEXAS AT AUSTIN

### SPINNER INSTRUCTIONS

SYLLABLE TYPE WORD SPELLING

**MATERIALS**

- Paper plate
- Brass brad
- Material for spinner pointer (e.g., coffee can lid, plastic drinking straw)
- Two spacers (e.g., washers, grommets, or eyelets from a hardware store)
- Scissors

**PREPARATION**

- Divide and label the paper plate with each of the syllable types (e.g., letter combinations, VCe).
- Cut an arrow out of the material for the pointer.
- With scissors, make a small hole in the center of the paper plate.
- Punch a small hole in the arrow.

**ASSEMBLY**

- Place a washer over the hole in the paper plate.
- Place the pointer over the washer.
- Place another washer over the pointer.
- Line up the holes in the paper plate, washers, and pointers.
- Secure everything with the brass brad, pushing it through the spinner from top to bottom.
- Open the brad tabs on the underside of the paper plate to hold assembly in place.
- Check whether the pointer spins freely and adjust as necessary.

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
© 2010 THE MEADOWS CENTER FOR PREVENTING EDUCATIONAL RISK, THE UNIVERSITY OF TEXAS AT AUSTIN

## SYLLABLE TYPE WORD SPELLING

**closed syllable**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**r-controlled syllable**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**VCe syllable**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**letter combination syllable**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**open syllable**

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
© 2010 THE MEADOWS CENTER FOR PREVENTING EDUCATIONAL RISK, THE UNIVERSITY OF TEXAS AT AUSTIN

## BEGINNING WITH... TOKENS

Cut along the dashed lines. Draw the tokens from a bag to play the game.

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES  
© 2010 THE MEADOWS CENTER FOR PREVENTING EDUCATIONAL RISK, THE UNIVERSITY OF TEXAS AT AUSTIN