I. Supply the Missing Syllable

Directions:
Depending on student level, this activity may be done orally only, or it may incorporate student spelling.

1. Say this word:
   family

2. Say it in syllables (“beats”):
   fa-mi-ly

3. Supply the missing beat:
   fa-__-ly         fa-mi-__       __-mi-ly

1. Say this word:
   history

2. Say it in syllables (“beats”):
   his-tor-y

3. Supply the missing beat:
   his-__-y        his-tor-__       __-tor-y

1. Say this word:
   injury

2. Say it in syllables (“beats”):
   in-jur-y

3. Supply the missing beat:
   in-__-y         in-jur-__        __-jur-y
Supply the Missing Syllable

Directions:
Depending on student level, this activity may be done orally only, or it may incorporate student spelling.

1. Say this word:
   medical

2. Say it in syllables (“beats”):
   med-i-cal

3. Supply the missing beat:
   med-___-cal       med-i-____    ____-i-cal

1. Say this word:
   arthritis

2. Say it in syllables (“beats”):
   ar-thri-tis

3. Supply the missing beat:
   ar-___-tis       ar-thri-____    ____-thri-tis

1. Say this word:
   allergy

2. Say it in syllables (“beats”):
   al-ler-gy

3. Supply the missing beat:
   al-___-gy       al-ler-____    ____-ler-gy
II. The Suffix ‘tion’

Directions:
Depending on student level, this activity may be done orally only, or it may incorporate student spelling. Students should orally add the suffix ‘tion’ to the spoken base word, then repeat the new word in “beats” (syllables). Draw a box around the suffix ‘tion.’ (Note: Spelling changes to the base word are in italics.)

‘tion’ words with 3-syllables:

- **instruct**: in-struct-tion  __*instruction*
- **relate**: re-la-_______  ______________
- **react**: re-ac-_______  ______________
- **extract**: ex-trac-_______  ______________
- **prescribe**: pre-scrip-_______  ______________

‘tion’ words with 4-syllables:

- **medicate**: med-i-ca-____  ______________
- **inform**: in-for-ma-____  ______________
- **occupy**: oc-cu-pa-____  ______________

‘tion’ words with 5-syllables:

- **immunize**: im-mu-ni-za-____  ______________
III. Practice decoding one-syllable words

Closed syllables (usually have a short vowel sound)

last  Pap  neck  clench
lips  click  floss  hot
loss  brush  gum  lump

V-C-E syllables (usually have a long vowel sound, and the ‘e’ is silent)

sore  side  face  close
bite  care  stroke  tire
date  age  use  name

Vowel teams (circle the teams, such as ‘ee’, ‘igh’, ‘aw’ etc.)

cheek  bleed  teeth  sweet
feel  blood  food  mouth
sour  spouse  ear  near
smear  head  pain  day
jaw  joint  chew  high