

Name: _____ Date: _____

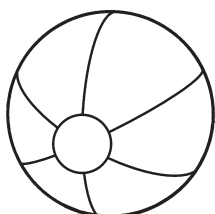
Consonant **Bb**

1.



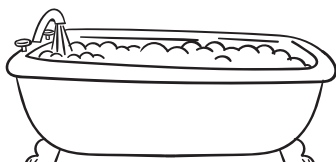
--	--

2.



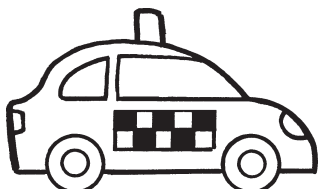
--	--

3.



--	--

4.



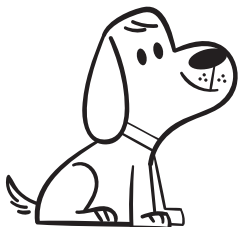
--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sound: /b/. Guide children to determine if the /b/ sound is at the beginning of the word or at the end. Have children write the letter *b* in the corresponding box (first box if /b/ is at the beginning, last box if /b/ is at the end).

Name: _____ Date: _____

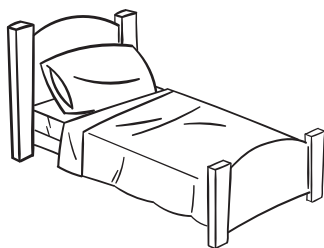
Consonant *Dd*

1.



--	--

2.



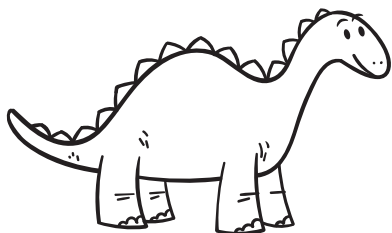
--	--

3.



--	--

4.



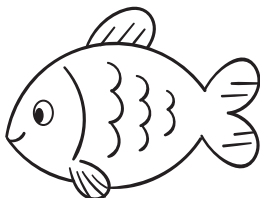
--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sound: /d/. Guide children to determine if the /d/ sound is at the beginning of the word or at the end. Have children write the letter *d* in the corresponding box (first box if /d/ is at the beginning, last box if /d/ is at the end).

Name: _____ Date: _____

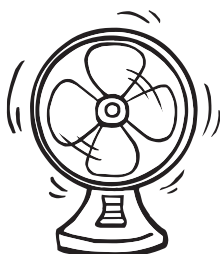
Consonant *Ff*

1.



--	--

2.



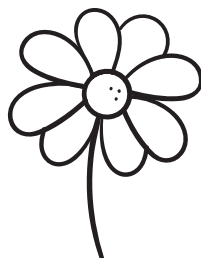
--	--

3.



--	--

4.



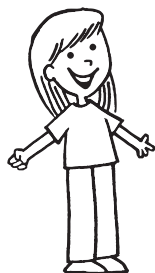
--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sound: /f/. Guide children to determine if the /f/ sound is at the beginning of the word or at the end. Have children write the letter *f* in the corresponding box (first box if /f/ is at the beginning, last box if /f/ is at the end).

Name: _____ Date: _____

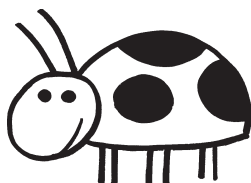
Consonant Gg

1.



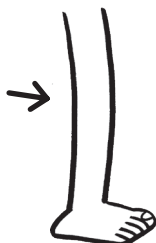
--	--

2.



--	--

3.



--	--

4.



--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sound: /g/. Guide children to determine if the /g/ sound is at the beginning of the word or at the end. Have children write the letter g in the corresponding box (first box if /g/ is at the beginning, last box if /g/ is at the end).

Name: _____ Date: _____

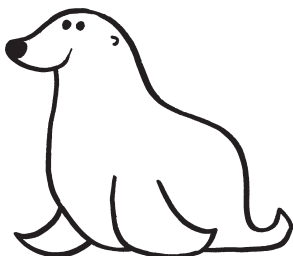
Consonant **Ll**

1.



--	--

2.



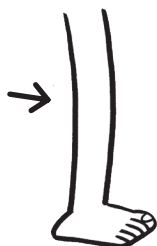
--	--

3.



--	--

4.



--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sound: /l/. Guide children to determine if the /l/ sound is at the beginning of the word or at the end. Have children write the letter *l* in the corresponding box (first box if /l/ is at the beginning, last box if /l/ is at the end).

Name: _____ Date: _____

Consonant *Mm*

1.



--	--

2.



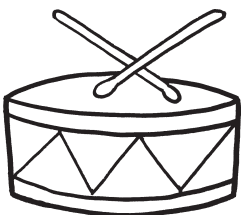
--	--

3.



--	--

4.



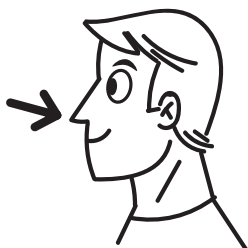
--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sound: /m/. Guide children to determine if the /m/ sound is at the beginning of the word or at the end. Have children write the letter *m* in the corresponding box (first box if /m/ is at the beginning, last box if /m/ is at the end).

Name: _____ Date: _____

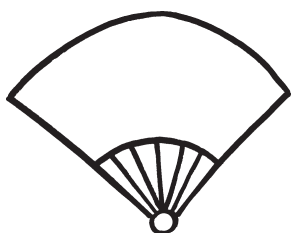
Consonant *Nn*

1.



--	--

2.



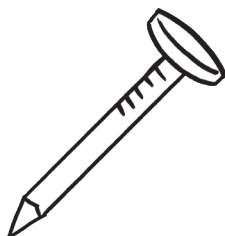
--	--

3.



--	--

4.



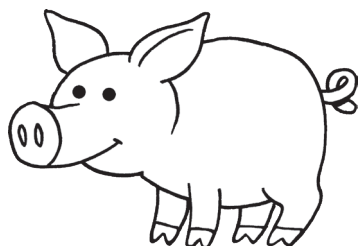
--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sound: /n/. Guide children to determine if the /n/ sound is at the beginning of the word or at the end. Have children write the letter *n* in the corresponding box (first box if /n/ is at the beginning, last box if /n/ is at the end).

Name: _____ Date: _____

Consonant Pp

1.



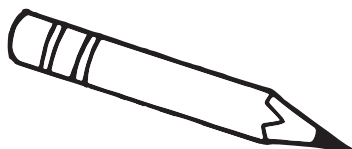
--	--

2.



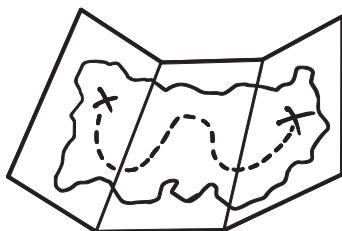
--	--

3.



--	--

4.



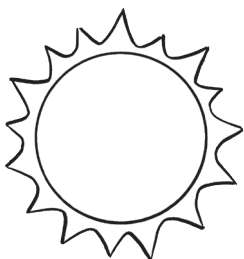
--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sound: /p/. Guide children to determine if the /p/ sound is at the beginning of the word or at the end. Have children write the letter *p* in the corresponding box (first box if /p/ is at the beginning, last box if /p/ is at the end).

Name: _____ Date: _____

Consonant Ss

1.



--	--

2.



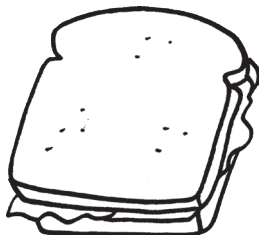
--	--

3.



--	--

4.



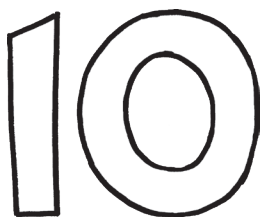
--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sound: /s/. Guide children to determine if the /s/ sound is at the beginning of the word or at the end. Have children write the letter s in the corresponding box (first box if /s/ is at the beginning, last box if /s/ is at the end).

Name: _____ Date: _____

Consonant *Tt*

1.



--	--

2.



--	--

3.



--	--

4.



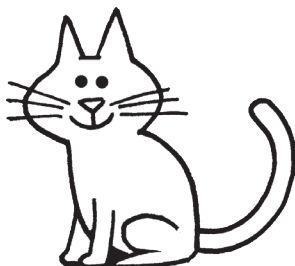
--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sound: /t/. Guide children to determine if the /t/ sound is at the beginning of the word or at the end. Have children write the letter *t* in the corresponding box (first box if /t/ is at the beginning, last box if /t/ is at the end).

Name: _____ Date: _____

Consonant Cc, Digraph ck

1.



--	--

2.



--	--

3.



--	--

4.



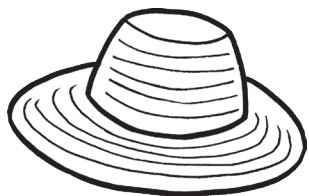
--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sound: /k/. Guide children to determine if the /k/ sound is at the beginning of the word or at the end. Have children write the letter c in the first box (if /k/ is at the beginning) or ck in the last box (if /k/ is at the end).

Name: _____ Date: _____

Consonants *Hh, Jj*

1.



--	--

2.



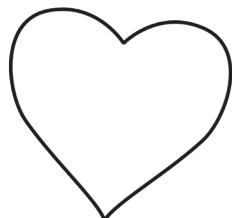
--	--

3.



--	--

4.



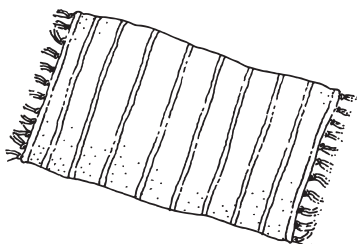
--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sounds: /h/ and /j/. Guide children to write the letter *h* or *j* in the first box based on the sound they hear at the beginning of the word—/h/ or /j/.

Name: _____ Date: _____

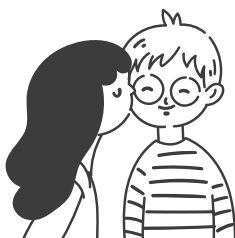
Consonants *Kk, Rr*

1.



--	--

2.



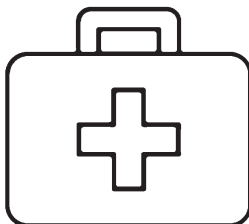
--	--

3.



--	--

4.



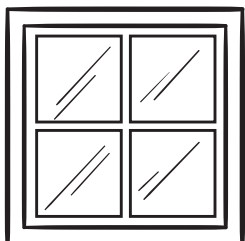
--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sounds: /k/ and /r/. Guide children to write the letter *k* or *r* in the first box based on the sound they hear at the beginning of the word—/k/ or /r/.

Name: _____ Date: _____

Consonants Vv, Ww

1.



--	--

2.



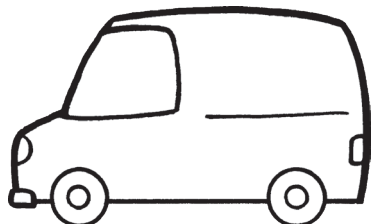
--	--

3.



--	--

4.



--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sounds: /v/ and /w/. Guide children to write the letter v or w in the first box based on the sound they hear at the beginning of the word—/v/ or /w/.

Name: _____ Date: _____

Consonants Yy, Zz

1.



--	--

2.



--	--

3.



--	--

4.



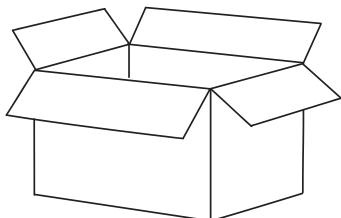
--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Stretch or emphasize the target sounds: /y/ and /z/. Guide children to write the letter y or z in the first box based on the sound they hear at the beginning of the word—/y/ or /z/.

Name: _____ Date: _____

Consonant Xx

1.



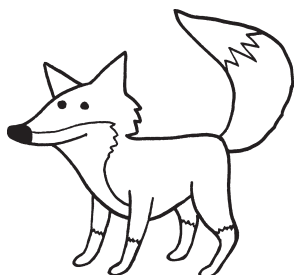
--	--

2.



--	--

3.



--	--

4.



--	--

To the teacher: Say each picture name and have children repeat. Stretch or emphasize the target sounds: /ks/. Guide children to determine if the /ks/ sounds are at the beginning of the word or at the end. Have children write the letter x in the corresponding box (first box if /ks/ is at the beginning, last box if /ks/ is at the end). Children should notice that the letter x appears only at the end of these words.

Name: _____ Date: _____

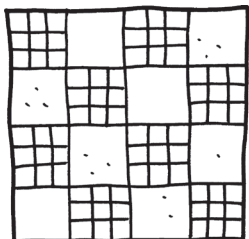
Consonant Qq (qu)

1.



--	--

2.



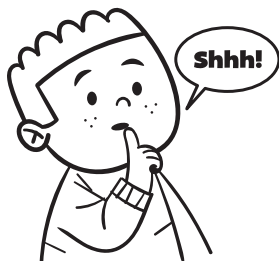
--	--

3.



--	--

4.



--	--

To the teacher: Say each picture name and have children repeat. Stretch or emphasize the target sounds: /kw/. Guide children to determine if the /kw/ sounds are at the beginning of the word or at the end. Have children write the letters *qu* in the corresponding box (first box if /kw/ is at the beginning, last box if /kw/ is at the end). Children should notice that the letters *qu* appear only at the beginnings of these words.

Name: _____ Date: _____

Short a

1.



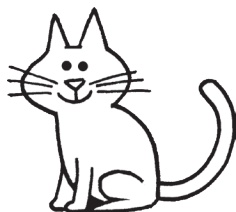
--	--	--

2.



--	--	--

3.



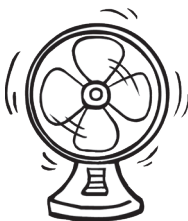
--	--	--

4.



--	--	--

5.



--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes.

Name: _____ Date: _____

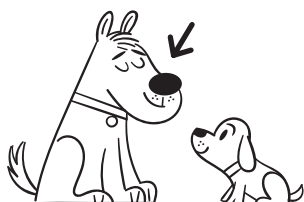
Short *i*

1.



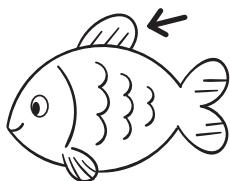
--	--	--

2.



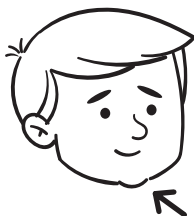
--	--	--

3.



--	--	--

4.



--	--	--

5.



--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes. Note: The digraph *ch* is one sound, so write *ch* in one box.

Name: _____ Date: _____

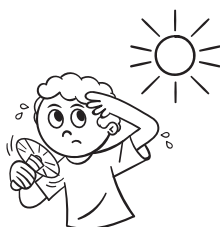
Short o

1.



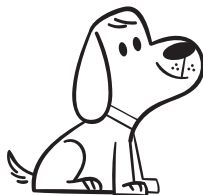
--	--	--

2.



--	--	--

3.



--	--	--

4.



--	--	--

5.



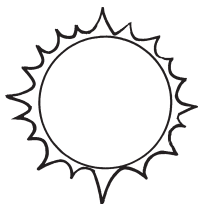
--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes. Note: The spelling *ck* is one sound, so write *ck* in one box.

Name: _____ Date: _____

Short u

1.



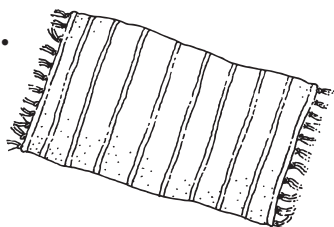
--	--	--

2.



--	--	--

3.



--	--	--

4.



--	--	--	--

5.



--	--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes.

Name: _____ Date: _____

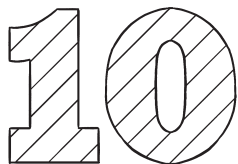
Short e

1.



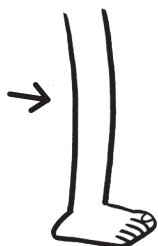
--	--	--

2.



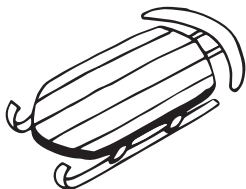
--	--	--

3.



--	--	--

4.



--	--	--	--

5.



--	--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes.

Name: _____ Date: _____

Consonant Blends (/l-blends)

1.



--	--	--

2.



--	--	--	--

3.



--	--	--	--

4.



--	--	--	--

5.



--	--	--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes. Note: The spelling *ck* is one sound, so write *ck* in one box.

Name: _____ Date: _____

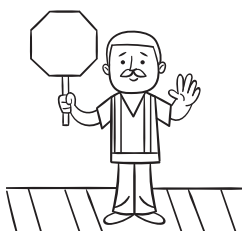
Consonant Blends (s-blends)

1.



--	--	--

2.



--	--	--	--

3.



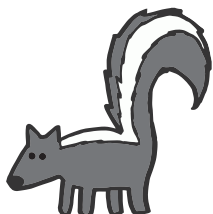
--	--	--	--

4.



--	--	--	--

5.



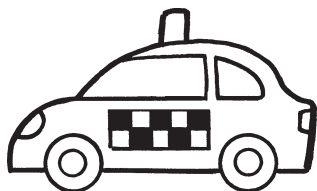
--	--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes. Note: The spelling *ll* is one sound, so write *ll* in one box. Also, it is difficult to separate the *n* and *k*. So, it's easier to place the spelling *nk* in one box.

Name: _____ Date: _____

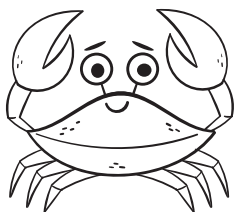
Consonant Blends (r-blends)

1.



--	--	--

2.



--	--	--	--

3.



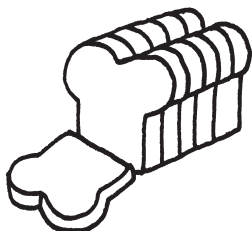
--	--	--	--

4.



--	--	--	--

5.



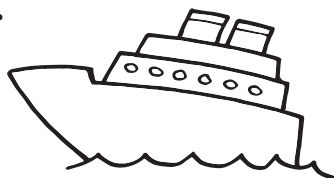
--	--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes. Note: The spellings *ss* and *ea* each represents one sound, so write *ss* or *ea* in one box.

Name: _____ Date: _____

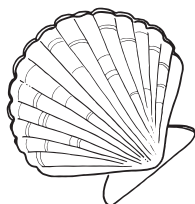
Digraph sh

1.



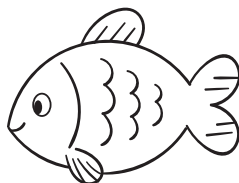
--	--	--

2.



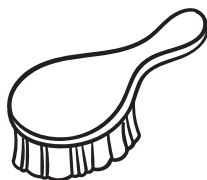
--	--	--

3.



--	--	--

4.



--	--	--	--

5.



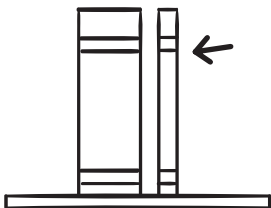
--	--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes. Note: The digraph *sh* is one sound, so write *sh* in one box.

Name: _____ Date: _____

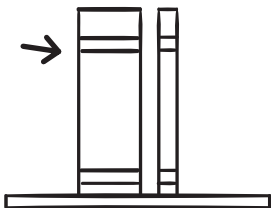
Digraph *th*

1.



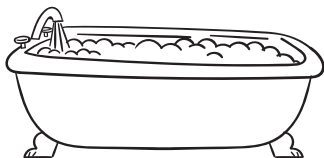
--	--	--

2.



--	--	--

3.



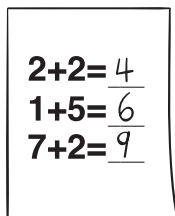
--	--	--

4.



--	--	--

5.



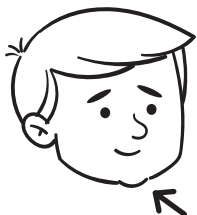
--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes. Note: The digraph *th* is one sound, so write *th* in one box.

Name: _____ Date: _____

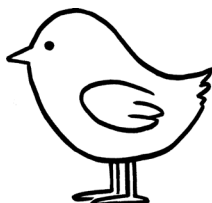
Digraph *ch*, Trigraph *tch*

1.



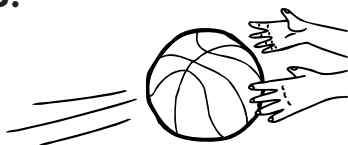
--	--	--

2.



--	--	--

3.



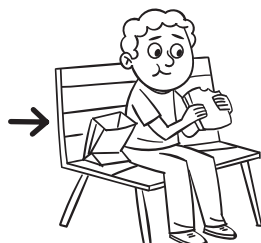
--	--	--

4.



--	--	--

5.



--	--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes. Note: The digraph *ch* and trigraph *tch* both have one sound, so write *ch* or *tch* in one box.

Name: _____ Date: _____

Digraph **wh**

Complete the Sentence

Write the word to finish each sentence.

When**Where****Why****Which****white**

1. _____ will the game start?

2. _____ pet is the best to get?

3. _____ are you sad?

4. _____ is my lost book?

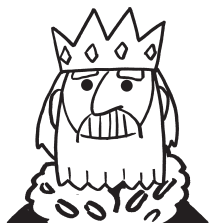
5. My dog is black and _____.

To the teacher: The “wh” words are mostly question words that children need to learn to read and spell early on. It is best to use them in context sentences. Some words contain less common or irregular spellings, such as *where* and *who*.

Name: _____ Date: _____

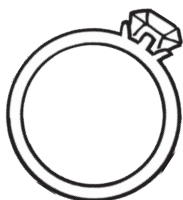
Digraph *ng*, Blend *nk*

1.



--	--	--

2.



--	--	--

3.



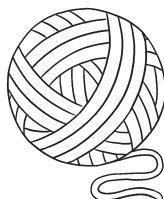
--	--	--

4.



--	--	--	--

5.



--	--	--	--	--

To the teacher: Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes. Note: It is difficult to separate the *n* and *g* or *k*. So, it's easier to place the spellings *ng* or *nk* in one box.

Name: _____ Date: _____

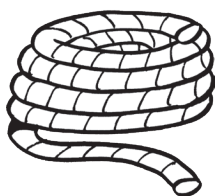
Final e

1.



--	--	--	--

2.



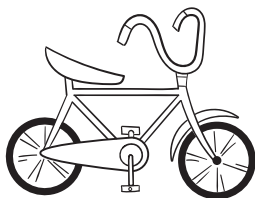
--	--	--	--

3.



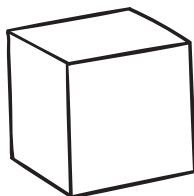
--	--	--	--

4.



--	--	--	--

5.



--	--	--	--

To the teacher: Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes. Note: The gray box stands for the final, silent e.

Name: _____ Date: _____

Long a

1.



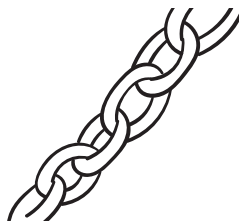
--	--	--

2.



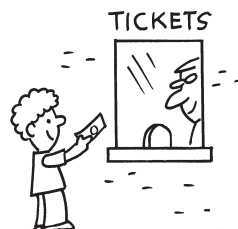
--	--	--	--

3.



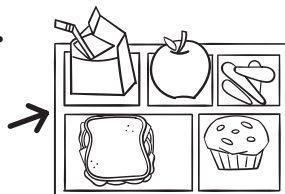
--	--	--

3.



--	--

5.



--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes.

Name: _____ Date: _____

Long e

1.



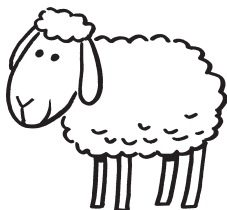
--	--	--

2.



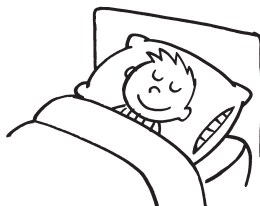
--	--	--

3.



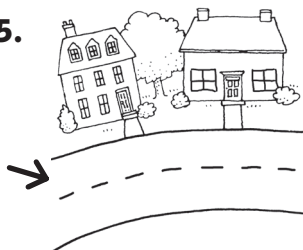
--	--	--

4.



--	--	--	--

5.



--	--	--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes.

Name: _____ Date: _____

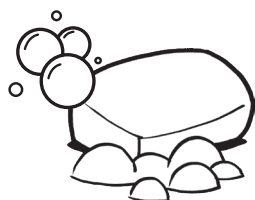
Long o

1.



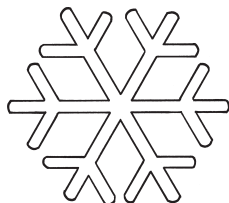
--	--	--

2.



--	--	--

3.



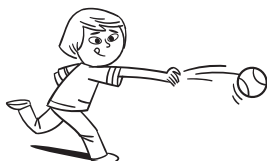
--	--	--

4.



--	--	--

5.



--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes.

Name: _____ Date: _____

Long i

1.



--	--	--

2.



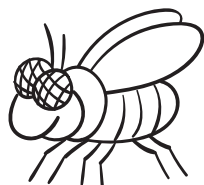
--	--	--

3.



--	--

4.



--	--	--

5.



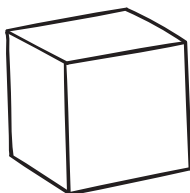
--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes.

Name: _____ Date: _____

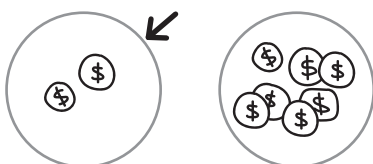
Long u

1.



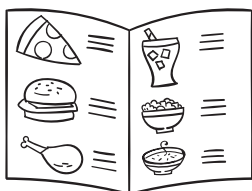
--	--	--	--

2.



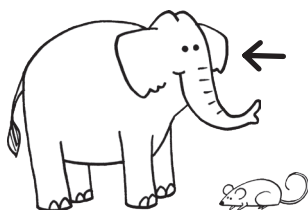
--	--

3.



--	--	--	--

4.



--	--	--	--

5.

Teacher's Choice!

--

To the teacher: Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes. Note: The gray box stands for the final, silent e.

Name: _____ Date: _____

r-Controlled Vowels er, ir, ur

1.



--	--	--

2.



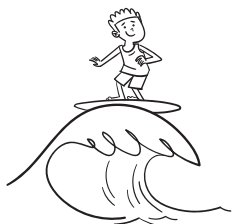
--	--	--

3.



--	--	--	--

4.



--	--	--

5.



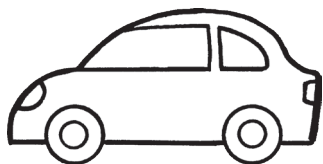
--	--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. It is difficult to separate *r*-controlled vowel spellings, which is why they are often referred to as “glued” sounds. So, it’s easier to place the spelling in one box. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes.

Name: _____ Date: _____

r-Controlled Vowel ar

1.



--	--

2.



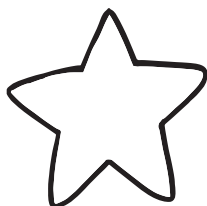
--	--	--

3.



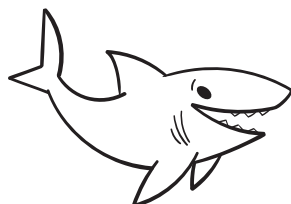
--	--	--

4.



--	--	--

5.



--	--	--

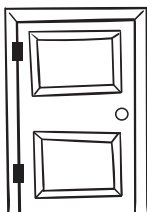
To the teacher: Each box represents one sound and its corresponding spelling. It is difficult to separate *r*-controlled vowel spellings, which is why they are often referred to as “glued” sounds. So, it’s easier to place the spelling in one box. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes.

Name: _____ Date: _____

r-Controlled Vowels

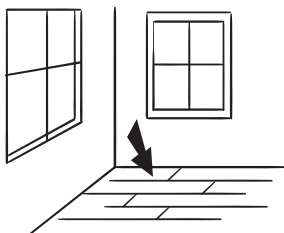
or, ore, oor, our

1.



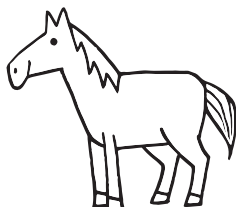
--	--

2.



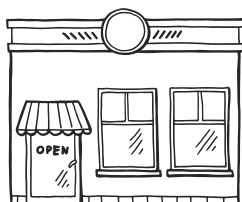
--	--	--

3.



--	--	--	--

4.



--	--	--

5.



--	--

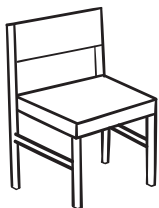
To the teacher: It is difficult to separate *r*-controlled vowel spellings, which is why they are often referred to as “glued” sounds. So, it’s easier to place the spelling in one box. Note: The gray box stands for the final, silent *e*.

Name: _____ Date: _____

r-Controlled Vowels

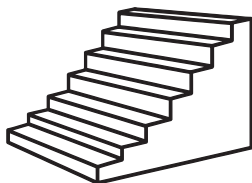
air, ear, are

1.



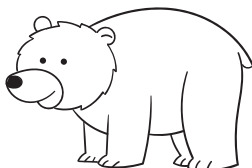
--	--

2.



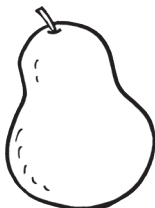
--	--	--	--

3.



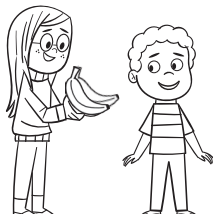
--	--

4.



--	--

5.



--	--

To the teacher: It is difficult to separate *r*-controlled vowel spellings, which is why they are often referred to as “glued” sounds. So, it’s easier to place the spelling in one box.

Name: _____ Date: _____

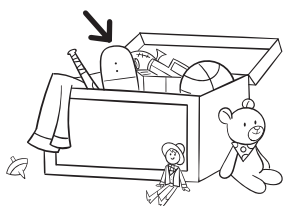
Diphthongs oi, oy

1.



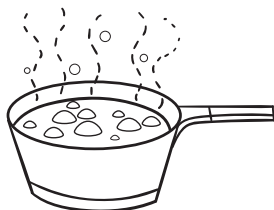
--	--

2.



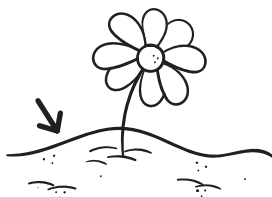
--	--	--

3.



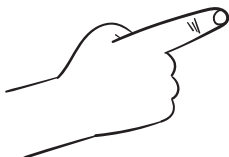
--	--	--

4.



--	--	--

5.



--	--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes.

Name: _____ Date: _____

Diphthongs ou, ow

1.



--	--	--	--

2.



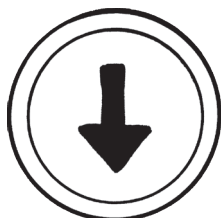
--	--	--

3.



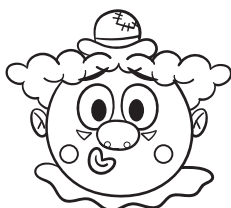
--	--	--

4.



--	--	--

5.



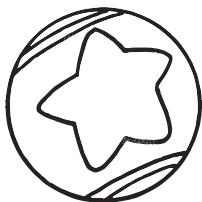
--	--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes. Note: The gray box stands for the final, silent e.

Name: _____ Date: _____

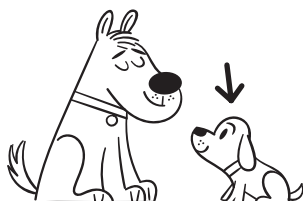
Complex Vowel /ô/ a(l), au, aw

1.



--	--	--

2.



--	--	--	--

3.



--	--	--

4.



--	--	--	--

5.



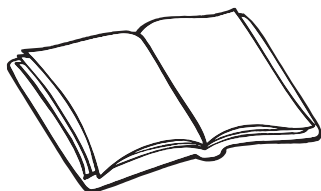
--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes.

Name: _____ Date: _____

Short oo

1.



--	--	--

2.



--	--	--

3.



--	--	--

4.



--	--	--

5.



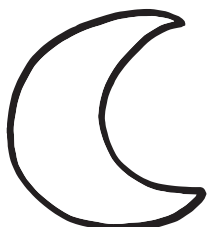
--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes.

Name: _____ Date: _____

Long oo (oo, ew, ue, oe)

1.



--	--	--

2.



--	--	--	--

3.



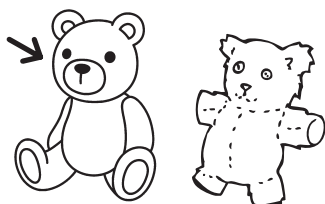
--	--

4.



--	--	--

5.



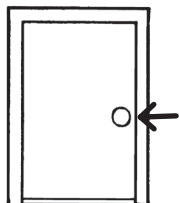
--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes.

Name: _____ Date: _____

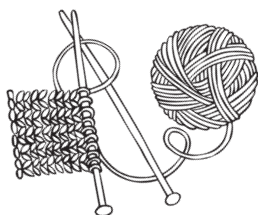
Silent Letters

1.



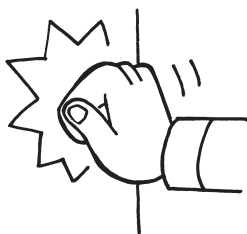
--	--	--

2.



--	--	--

3.



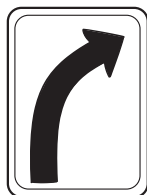
--	--	--

4.



--	--	--	--

5.



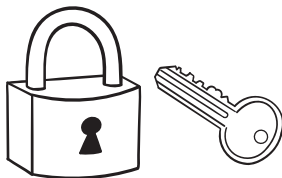
--	--	--

To the teacher: Each box represents one sound and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each sound in the word. Children can tap, chop, hold up one finger for each sound, or mark each box with a counter. Then have children write the letter or letters for each sound in the boxes. Note: The gray box stands for the final, silent e.

Name: _____ Date: _____

Prefixes *un-*, *re-*

1.



--	--

2.



--	--

3.



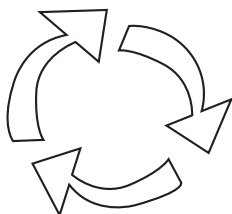
--	--

4.



--	--

5.



--	--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes. It is important that the prefix be in a box by itself.

Name: _____ Date: _____

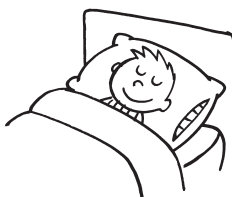
Suffix -ing

1.



--	--

2.



--	--

3.



--	--

4.



--	--

5.



--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide students to count each syllable in the word. Children can clap or count their chin drops. Then, have children write the letters for each syllable in the boxes. It is important that the suffix be in a box by itself.

Name: _____ Date: _____

Suffix -ed

1.



--	--

2.

1.	_____
2.	_____
3.	_____
4.	_____

--	--

3.



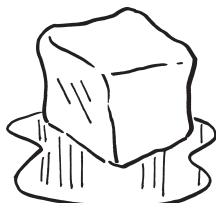
--	--

4.



--	--

5.



--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes. It is important that the suffix be in a box by itself.

Name: _____ Date: _____

Suffixes *-ful*, *-less*

1.



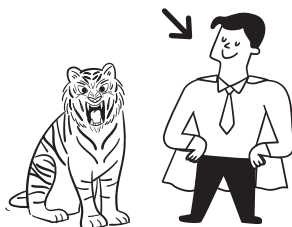
--	--

2.



--	--

3.



--	--

4.



--	--

5.



--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes. It is important that the suffix be in a box by itself.

Name: _____ Date: _____

Suffixes -y, -ly

1.



--	--

2.



--	--

3.



--	--

4.



--	--

5.



--	--

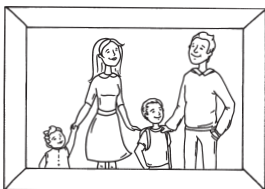
To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes. It is important that the suffix be in a box by itself.

Name: _____ Date: _____

Final Stable Syllables

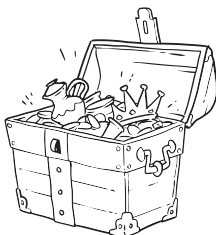
(*tion, sion, ture, sure*)

1.



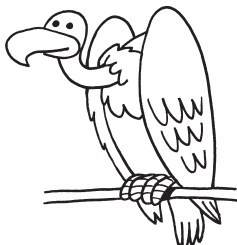
--	--

2.



--	--

3.



--	--

4.



--	--

5.



--	--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes. It is important that the suffix be in a box by itself.

Name: _____ Date: _____

Compound Words

1.



--	--

2.



--	--

3.



--	--

4.



--	--

5.



--	--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.

Name: _____ Date: _____

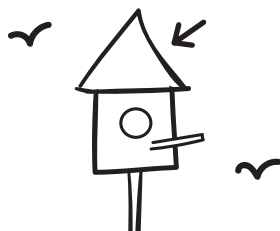
Compound Words

1.



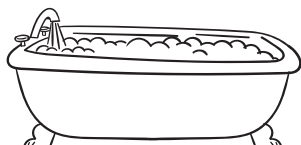
--	--

2.



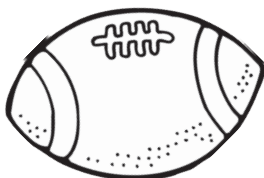
--	--

3.



--	--

4.



--	--

5.



--	--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.

Name: _____ Date: _____

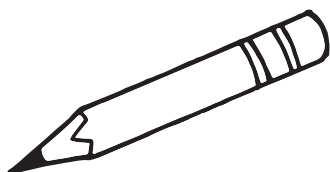
Closed Syllables

1.



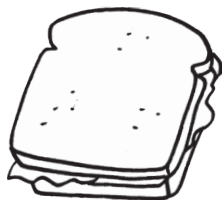
--	--

2.



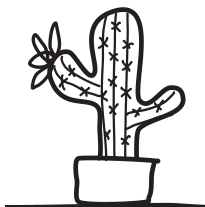
--	--

3.



--	--

4.



--	--

5.



--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.

Name: _____ Date: _____

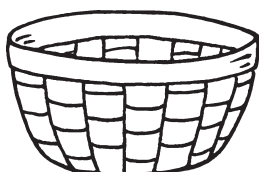
Closed Syllables

1.



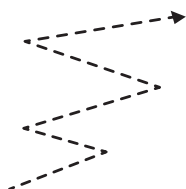
--	--

2.



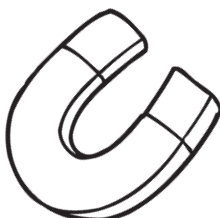
--	--

3.



--	--

4.



--	--

5.



--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name, and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.

Name: _____ Date: _____

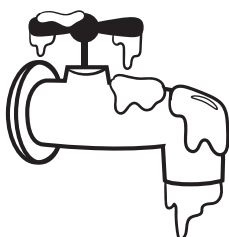
Open Syllables

1.



--	--

2.



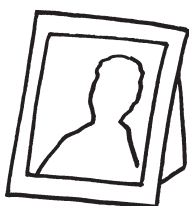
--	--

3.

$$3 \downarrow - 2 = 1$$

--	--

4.



--	--

5.



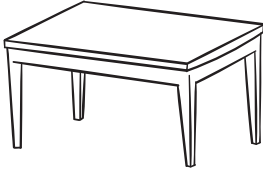
--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.

Name: _____ Date: _____

Open Syllables

1.



--	--

2.



--	--

3.



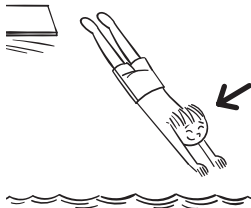
--	--

4.



--	--

5.



--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.

Name: _____ Date: _____

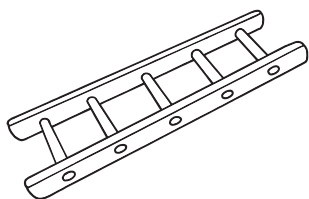
r-Controlled Vowel Syllables

1.



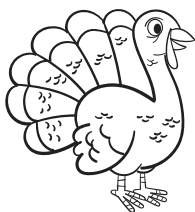
--	--

2.



--	--

3.



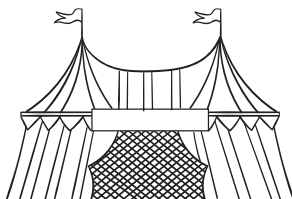
--	--

4.



--	--

5.



--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.

Name: _____ Date: _____

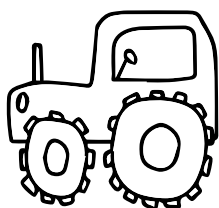
r-Controlled Vowel Syllables

1.



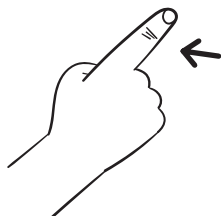
--	--

2.



--	--

3.



--	--

4.



--	--

5.



--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.

Name: _____ Date: _____

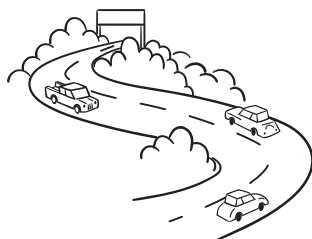
Vowel Team Syllables

1.



--	--

2.



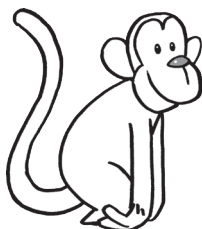
--	--

3.



--	--

4.



--	--

5.



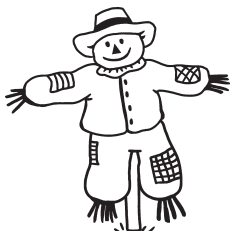
--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.

Name: _____ Date: _____

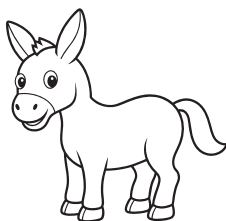
Vowel Team Syllables

1.



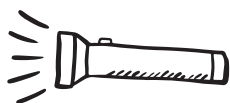
--	--

2.



--	--

3.



--	--

4.



--	--

5.



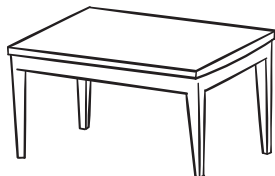
--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.

Name: _____ Date: _____

Consonant + le Syllables

1.



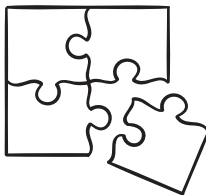
--	--

2.



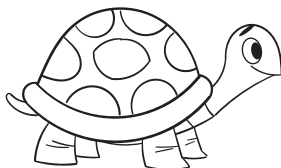
--	--

3.



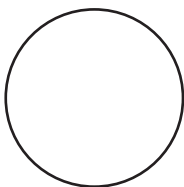
--	--

4.



--	--

5.



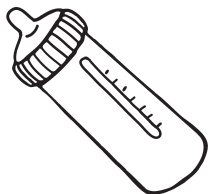
--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.

Name: _____ Date: _____

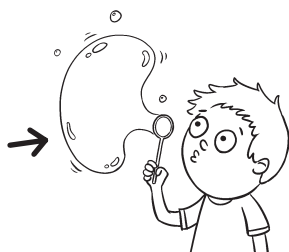
Consonant + /e Syllables

1.



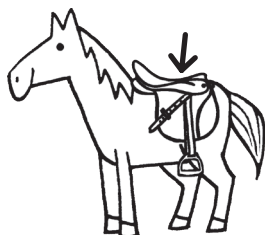
--	--

2.



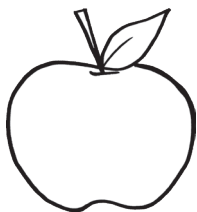
--	--

3.



--	--

4.



--	--

5.



--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.

Name: _____ Date: _____

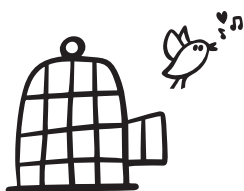
Final-e Syllables

1.



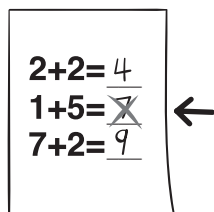
--	--

2.



--	--

3.



--	--

4.



--	--

5.



--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.

Name: _____ Date: _____

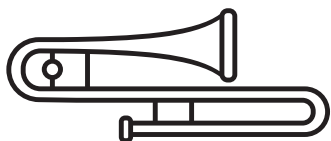
Final-e Syllables

1.



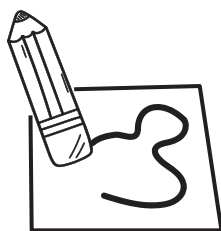
--	--

2.



--	--

3.



--	--

4.



--	--

5.



--	--

To the teacher: Each box represents one **syllable** and its corresponding spelling. Say each picture name and have children repeat. Guide children to count each syllable in the word. Children can clap or count their chin drops. Then have children write the letters for each syllable in the boxes.