



GK-61

Intervention Activities Guide (IAG)
Blackline Masters



Graphophonemic Knowledge | Common Syllable Types and Multisyllable Words: Syllable Types

GK-61 Syllable Type Match

Blackline Master available
www.tpri.org

Students identify the syllable type(s) included in different words.

MATERIALS: Chart with syllable types, index cards, marker

- Choose two to four different syllable types to teach. On index cards, create word cards by writing words that include these syllable types. Write the syllable type(s) in the word on the back of the card. One-syllable words can be used with students in any instructional group. For more advanced students, you can include two- or three-syllable words. With two- or three-syllable words, be sure to select words in which each syllable is a different type and a type you're targeting.
- Create sets of syllable type cards by writing the name of each syllable type you're teaching, one per index card. Give each student or team a set of syllable type cards.
- Before beginning, review the selected syllable types using charts from previous lessons.
- Place the word cards in a stack.
- Students pick up one word card at a time and place it on a table in front of them. They identify the syllable type(s) in the word and place the appropriate syllable type card below the word card. Students then read the word, turn over the word card and check their answers.
- If correct, the student keeps the word card. If incorrect, the card is returned to the bottom of the stack. Students continue with the remaining cards.



PREPARATION OF MATERIALS: Print the sets of word cards you wish to focus on during your lesson. Write the syllable type on the back of the card. Print the Syllable Types label cards as well. Cut all of the cards apart. Follow the directions for play.

Set 1 (Open)	
hi	table
me	zebra
so	tiger
we	total

Set 2 (Closed)	
bat	absent
bump	basket
dog	sunset
desk	problem

Set 3 (Vowel Digraph/ Diphthong)	
beam	cartoon
road	raincoat
tail	oatmeal
green	railroad

Set 4 (Final Stable)	
able	nickel
jungle	lotion
action	riddle
pickle	motion

Set 5 (r-Controlled)	
car	after
her	border
torn	morning
fir	starfish

Set 6 (CVCe)	
case	ozone
tube	erase
pole	refuse
dime	reptile



Less Challenging: Introduce the activity by using only the one syllable words (not applicable to final stable words). As students experience success, gradually integrate two syllable word cards.

Closed
Syllables

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Open
Syllables

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Vowel Digraph/
Vowel Diphthong
Syllables

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Final Stable
Syllables

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r-Controlled
Syllables

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Vowel
Consonant
Silent e
Syllables

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hi

GK-61

SET 1

table

GK-61

SET 1

me

GK-61

SET 1

zebra

GK-61

SET 1

so

GK-61

SET 1

tiger

GK-61

SET 1

we

GK-61

SET 1

total

GK-61

SET 1

bat

GK-61

SET 2

absent

GK-61

SET 2

bump

GK-61

SET 2

basket

GK-61

SET 2

dog

GK-61

SET 2

sunset

GK-61

SET 2

desk

GK-61

SET 2

problem

GK-61

SET 2

beam

GK-61

SET 3

cartoon

GK-61

SET 3

road

GK-61

SET 3

raincoat

GK-61

SET 3

tail

GK-61

SET 3

oatmeal

GK-61

SET 3

green

GK-61

SET 3

railroad

GK-61

SET 3

able

GK-61

SET 4

nickel

GK-61

SET 4

jungle

GK-61

SET 4

lotion

GK-61

SET 4

action

GK-61

SET 4

riddle

GK-61

SET 4

pickle

GK-61

SET 4

motion

GK-61

SET 4

car

GK-61

SET 5

after

GK-61

SET 5

her

GK-61

SET 5

border

GK-61

SET 5

torn

GK-61

SET 5

morning

GK-61

SET 5

fir

GK-61

SET 5

starfish

GK-61

SET 5

case

ozone

GK-61

SET 6

GK-61

SET 6

tube

erase

GK-61

SET 6

GK-61

SET 6

pole

refuse

GK-61

SET 6

GK-61

SET 6

dime

reptile

GK-61

SET 6

GK-61

SET 6