### Sorting Syllables

<table>
<thead>
<tr>
<th>Closed Syllable</th>
<th>Open Syllable</th>
<th>r-Controlled Syllable</th>
<th>Vowel Team Syllable</th>
<th>Vowel-Silent e Syllable</th>
<th>Consonant -ie Syllable</th>
</tr>
</thead>
</table>

Sort the following words into the appropriate categories:

- handle
- haven
- spider
- behave
- mistake
- motel
- meager
- replay
- flagpole
- labor
- locate
- remain
- prevail
- sunshine
- music
- middle
- teacher
- super

<table>
<thead>
<tr>
<th>Syllable Division Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>vc/cv</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>open/closed</th>
<th>closed/consonant -ie</th>
<th>open/vowel -silent e</th>
<th>vowel team/r-controlled</th>
<th>closed/vowel-silent e</th>
<th>open/r-controlled</th>
<th>open/vowel team</th>
</tr>
</thead>
</table>
Syllabication Handout #1 • Focus: Syllable Types

1. **Circle** all vowel teams and r-controlled vowels.
2. **Underline** all vowel-consonant-silent e patterns.
3. List all **vowel team syllables** in the appropriate column. Read the words.
4. List all **r-controlled syllables** in the appropriate column. Read the words.
5. List all **vowel-consonant-silent e** syllables in the appropriate column. Read the words.
6. Note that the *tie* in *bottle* is a **consonant-le syllable**. The vowel sound in a consonant-le syllable is a schwa.
7. From the words that are left, list all words that have a consonant closing the syllable in the **closed syllable** column. Read the words. They all contain short vowel sounds.
8. The remaining words should all end in a vowel spelling. List these words in the **open syllable column**. Read the words. They all contain long vowel sounds.

<table>
<thead>
<tr>
<th>hat</th>
<th>ran</th>
<th>take</th>
<th>cape</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>stir</td>
<td>hi</td>
<td>he</td>
</tr>
<tr>
<td>car</td>
<td>mail</td>
<td>fast</td>
<td>for</td>
</tr>
<tr>
<td>boat</td>
<td>plan</td>
<td>race</td>
<td>seat</td>
</tr>
<tr>
<td>bake</td>
<td>go</td>
<td>peel</td>
<td>fun</td>
</tr>
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</thead>
<tbody>
<tr>
<td>cat</td>
<td>she</td>
<td>star</td>
<td>sail</td>
<td>rake</td>
<td>bottle</td>
</tr>
</tbody>
</table>

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**Grade 6 – Theme 1**

Name ___________________________________________  
Date ______________________________

**Syllabication Handout #2 • Focus: VC/CV Division**

1. **Circle** all vowel teams (if there are any) and r-controlled vowels.  
2. **Divide** to show consonant-le syllables. **Divide** to show prefixes or suffixes (they are usually syllables).  
3. **Mark** the syllable division pattern under each word.  
4. **Divide** the words into syllables. (Remember not to break up digraphs or blends.)  
5. **Think** about each syllable type and pronounce each syllable.  
6. **Pronounce** the word by blending the syllables together. (Remember there may be a schwa sound in the word or a sound that is not regular. You are getting an approximation.)  
7. **Adjust** the pronunciation (if necessary) to get a word you recognize.

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</tr>
</thead>
</table>

Example: nap/kin  
\[
\text{nap} \quad \text{kin} \quad \text{vc/cv} \quad \text{closed} \quad \text{closed}
\]

1. problem 7. rabbit
2. muffin 8. classic
3. trumpet 9. gossip
4. cactus 10. ginger
5. helmet 11. coffee
6. insect 12. cartoon

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Name ___________________________  Date ______

Syllabication Handout #3 • Focus: V/CV Division

1. Circle all vowel teams (if there are any) and r-controlled vowels.
2. Divide to show consonant-le syllables. Divide to show prefixes or suffixes (they are usually syllables).
3. Mark the syllable division pattern under each word.
4. Divide the words into syllables. (Remember not to break up digraphs or blends.)
5. Think about each syllable type and pronounce each syllable.
6. Pronounce the word by blending the syllables together. (Remember there may be a schwa sound in the word or a sound that is not regular. You are getting an approximation.)
7. Adjust the pronunciation (if necessary) to get a word you recognize.

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</tr>
</thead>
</table>

Example: la/zy    la    zy
            v/cv    open    open

1. acorn
2. bacon
3. baby
4. basic
5. china
6. climate
7. female
8. focus
9. item
10. local
11. legal
12. return

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**Syllabication Handout #5 • Focus: VC/V Division**

1. **Circle** all vowel teams (if there are any) and r-controlled vowels.
2. **Divide** to show consonant-le syllables. **Divide** to show prefixes or suffixes (they are usually syllables).
3. **Mark** the syllable division pattern under each word.
4. **Divide** the words into syllables. (Remember not to break up digraphs or blends.)
5. **Think** about each syllable type and pronounce each syllable.
6. **Pronounce** the word by blending the syllables together. (Remember there may be a schwa sound in the word or a sound that is not regular. You are getting an approximation.)
7. **Adjust** the pronunciation (if necessary) to get a word you recognize.

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</tr>
</thead>
<tbody>
<tr>
<td>Example: sev/en</td>
<td>sev</td>
<td>en</td>
<td>vc/v</td>
<td>closed</td>
<td>closed</td>
</tr>
</tbody>
</table>

1. given
2. body
3. linen
4. present (a gift)
5. denim
6. referee
7. venom
8. visit
9. damage
10. famished
11. driven
12. finish

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Syllabication Handout #6 • Focus: VC/CV, V/CV, and VC/V Division

1. Circle all vowel teams (if there are any) and r-controlled vowels.
2. Divide to show consonant-le syllables. Divide to show prefixes or suffixes (they are usually syllables).
3. Mark the syllable division pattern under each word.
4. Divide the words into syllables. (Remember not to break up digraphs or blends.)
5. Think about each syllable type and pronounce each syllable.
6. Pronounce the word by blending the syllables together. (Remember there may be a schwa sound in the word or a sound that is not regular. You are getting an approximation.)
7. Adjust the pronunciation (if necessary) to get a word you recognize.

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<th>Consonant-le Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>ar, er, ir, ur, or</td>
<td>r, or</td>
<td>vowels: ai, ea, ie, ay</td>
<td>silent e</td>
<td>le</td>
<td></td>
</tr>
</tbody>
</table>

Example: for/get for get man/or man or

Syllabication Handout #7 • Focus: VC/CCV and VC/CCCV Division

1. **Circle** all vowel teams (if there are any) and r-controlled vowels.
2. **Divide** to show consonant-le syllables. **Divide** to show prefixes or suffixes (they are usually syllables).
3. **Mark** the syllable division pattern under each word.
4. **Divide** the words into syllables. (Remember not to break up digraphs or blends.)
5. **Think** about each syllable type and pronounce each syllable.
6. **Pronounce** the word by blending the syllables together. (Remember there may be a schwa sound in the word or a sound that is not regular. You are getting an approximation.)
7. **Adjust** the pronunciation (if necessary) to get a word you recognize.

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**Example:** em/ploy

- *vc/ccv*
- *closed*
- *vowel team*

1. **construct**
2. **entrance**
3. **describe**
4. **explain**
5. **intrigue**
6. **hundred**
7. **explode**
8. **instead**
9. **instruct**
10. **uncle**
11. **enchant**
12. **destroy**
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Name ___________________________ Date _________

Syllabication Handout #8 • Focus: VC/CV, V/CV, VC/V, VC/CCV, & VC/CCCV Division

1. Circle all vowel teams (if there are any) and r-controlled vowels.
2. Divide to show consonant-le syllables. Divide to show prefixes or suffixes (they are usually syllables).
3. Mark the syllable division pattern under each word.
4. Divide the words into syllables. (Remember not to break up digraphs or blends.)
5. Think about each syllable type and pronounce each syllable.
6. Pronounce the word by blending the syllables together. (Remember there may be a schwa sound in the word or a sound that is not regular. You are getting an approximation.)
7. Adjust the pronunciation (if necessary) to get a word you recognize.

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</table>

Example: for/get for get man/or man or

vc/cv r-controlled closed vc/v closed r-controlled

1. complete

2. receive

3. inform

4. margin

5. event

6. exert

7. include

8. portrait

9. construct

10. manage

11. children

12. detail

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Syllabication Handout #9  Focus: V/V Division

1. Circle all vowel teams (if there are any) and r-controlled vowels.
2. Divide to show consonant-\(\text{le}\) syllables. Divide to show prefixes or suffixes (they are usually syllables).
3. Mark the syllable division pattern under each word.
4. Divide the words into syllables. (Remember not to break up digraphs or blends.)
5. Think about each syllable type and pronounce each syllable.
6. Pronounce the word by blending the syllables together. (Remember there may be a schwa sound in the word or a sound that is not regular. You are getting an approximation.)
7. Adjust the pronunciation (if necessary) to get a word you recognize.

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<th>Vowel-Silent e Syllable</th>
<th>Consonant-(\text{le}) Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: pliers</td>
<td>pliers</td>
<td>r/controlled</td>
<td></td>
<td>v/v</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. neon</th>
<th>7. virtual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. lion</td>
<td>8. ruin</td>
</tr>
<tr>
<td>3. dual</td>
<td>9. vial</td>
</tr>
<tr>
<td>4. prior</td>
<td>10. annual</td>
</tr>
<tr>
<td>5. rodeo</td>
<td>11. bias</td>
</tr>
<tr>
<td>6. fluid</td>
<td>12. chaos</td>
</tr>
</tbody>
</table>

*Syllable Division Patterns
- vc/cv
- v/cv
- vc/v
- vc/ccv
- vc/cccv
- v/v

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Syllabication Handout #10 • Focus: All Syllable Division Patterns

1. **Circle** all vowel teams (if there are any) and r-controlled vowels.
2. **Divide** to show consonant-le syllables. **Divide** to show prefixes or suffixes (they are usually syllables).
3. **Mark** the syllable division pattern under each word.
4. **Divide** the words into syllables. (Remember not to break up digraphs or blends.)
5. **Think** about each syllable type and pronounce each syllable.
6. **Pronounce** the word by blending the syllables together. (Remember there may be a schwa sound in the word or a sound that is not regular. You are getting an approximation.)
7. **Adjust** the pronunciation (if necessary) to get a word you recognize.

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</tr>
</thead>
</table>

Example: for/get  
**VC/CV** r-controlled **closed**  
in/clude in/clude **VC/CV closed vowel-silent e**

1. visit
2. suggest
3. locate
4. formal
5. teacher
6. dial
7. invite
8. explore
9. begin
10. tuna
11. shuttle
12. focus
Syllabication Practice • Focus: ________________

Directions:
1. Circle all vowel teams, r-controlled vowels, and digraphs.
2. Divide to show consonant-le syllables.
3. Mark the syllable division pattern under each word.
4. Divide the word into syllables. (Remember not to break up digraphs or most blends.)
5. Think about each syllable type and pronounce each syllable.
6. Pronounce the word. (Remember there may be a schwa sound in the word or a sound that is not regular. You are getting an approximation.)
7. Adjust the pronunciation (if necessary) to get a word you recognize.

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<th>Consonant-le Syllable</th>
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</table>

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  
11.  
12.  
13.  
14.  

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