

# Syllable Mapping

## Objective

Students will identify syllables in words.

## Materials

- Syllable Mapping handout
- Optional video for teacher:  
*Multisyllabic Words* (<http://texasgateway.org/resource/multisyllabic-words>)

## Overview

Explicitly model syllable mapping. Provide multiple opportunities for practice with corrective feedback until students can work in groups, pairs, and/or independently.

## Activity

1. Direct students to the two completed examples on the Syllable Mapping handout: *suddenly* and *probably*.
2. Have students write each of the remaining words, putting one syllable in each box.
3. Have students underline each vowel sound. Note: Do not underline *e* in *-ed* when the letters combine to make the single sounds /t/ or /d/.
4. Have students draw a “swoop” under the letters from one syllable to the next.
5. Monitor and support students as they complete the handout.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2009). *Teacher reading academies*. Austin, TX: Author.

## Syllable Mapping

1. suddenly	sud	den	ly	
2. probably	pro	ba	bly	
3. predator				
4. banana				
5. problem				
6. fascination				
7. understanding				
8. interesting				