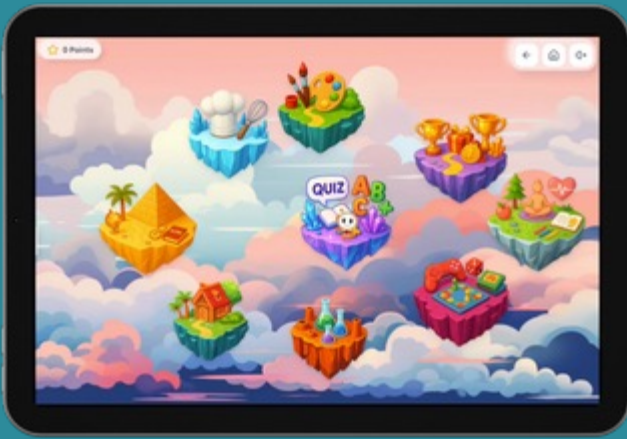


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Multisyllabic Words - Year 3

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HEAR THE BEATS

Try a strategy to hear each syllable.

1 CLAP OR TAP



Say the word slowly. Clap or tap once for each beat.

2 HUM IT



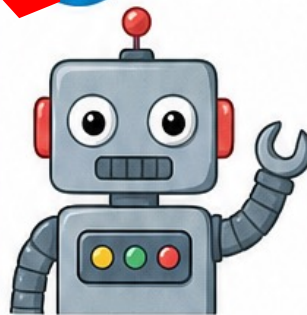
Hum the word. Listen for each change in your voice.

3 CHIN DROP



Rest your hand under your chin. Count each drop.

4 ROBOT VOICE



Say the word like a robot. Notice each word part.

5 STRETCH IT



Say the word slowly. Listen for the pauses.

6 VOWEL CHECK



Every syllable has a vowel sound.

Say it. Hear it. Count it.

READ AND SPELL LONG WORDS

1

SAY

Say the whole word slowly.



2

MARK

Mark one beat for each syllable.



4

SEGMENT

Listen for the sounds in each syllable.



5

WRITE

Write the parts, then join them.



6

CHECK

Reread. Does it look and sound right?



WORD DETECTION EXAMPLE

celebration → cel / e / bra / tion → **celebration**

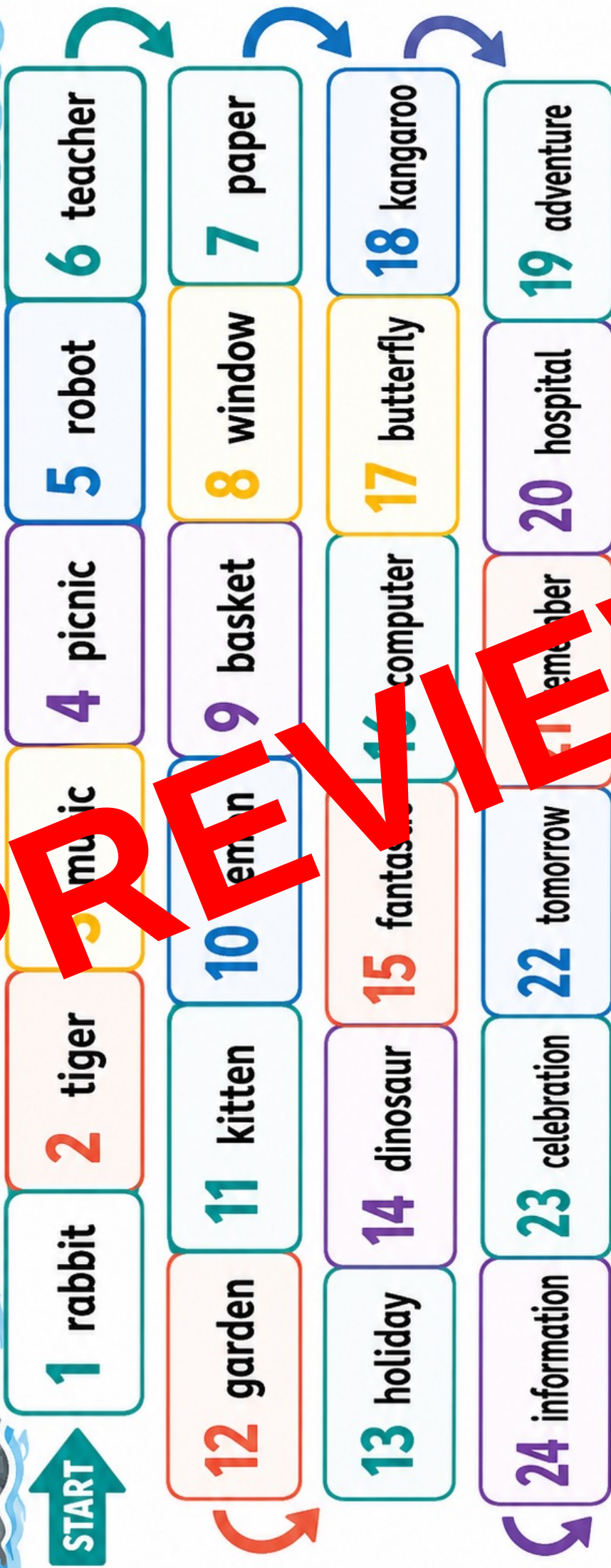
Say it. Split it. Spell it. Check it.



SYLLABLE SEA QUEST



Read, tap and split your way to the treasure!



HOW TO PLAY

1. Roll and move.
2. Read the word. Say it slowly and tap each syllable.
3. Split it correctly to stay. If not, move back one space.

First to FINISH wins!





ROLL, SPLIT AND READ



Roll a die. Split the word into syllables. Read it smoothly.

1	magnet
	dentist
	rocket
	velvet

2	rainbow
	season
	popcorn
	napkin

3	animal
	camera
	family
	banana

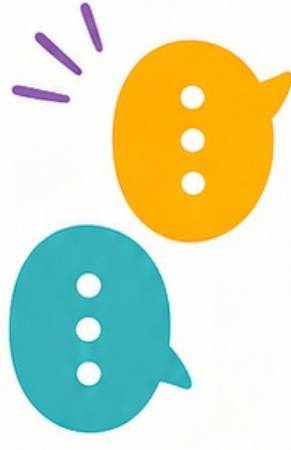
4	yesterday
	wonderful
	dangerous
	ambitious

5	dictionary
	helicopter
	calculator
	impossible

6	electricity
	imagination
	communication
	opportunity



HOW TO PLAY



1. Roll the die and choose a word from that column.
 2. Say it slowly. Tap and split the syllables.
 3. Read the whole word smoothly.
- Score 1 point for a correct split. First to 10 wins!

BUILD-A-WORD WORKSHOP



Cut out the tiles. Match the two syllables to build each word.



sun

pop

bas

shine

corn

ket

boy

el

bot

rain

farm

ro

cup

mar

ti

cake

ket

der

ball

dow

nic

foot

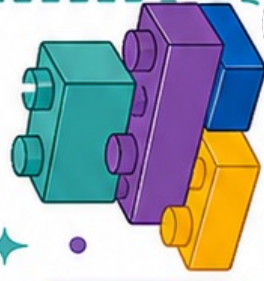
win

pic



BUILD THESE 12 WORDS

sunshine • rainbow • cupcake • foot • popcorn • farmer •
market • window • basket • robot • tiger • picnic



BUILD-A-WORD WORKSHOP

SYLLABLE SORTING MAT

be

hap

py

Choose two tiles. Build a word. Say it, read it, check it and record it.

1. BUILD IT

FIRST SYLLABLE

+

SECOND SYLLABLE



WHOLE WORD

2. SAY IT

Tap the beats. How many syllables?



1

2

3+

3. CHECK IT

Does it sound like a real word?

☐

YES

☐

NOT YET



4. RECORD IT

2 3 4 5 6



Name: _____

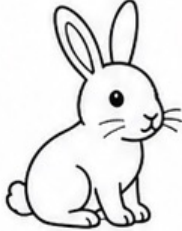
Date: _____



HEAR THE BEATS)))

Say each word. Tap the beats. Circle the number of syllables.

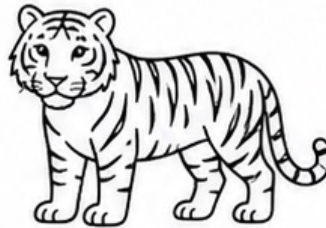
1



rabbit

(2) (3) (4)

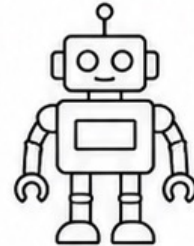
2



tiger

(2) (3) (4)

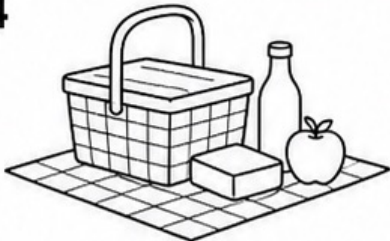
3



robot

(2) (3) (4)

4



picnic

(2) (3) (4)

5



basket

(2) (3) (4)

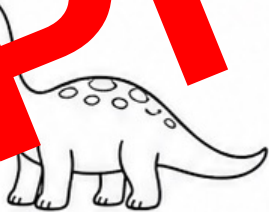
6



teacher

(2) (3) (4)

7



dinosaur

(2) (3) (4)

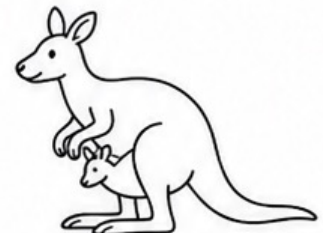
8



butterfly

(2) (3) (4)

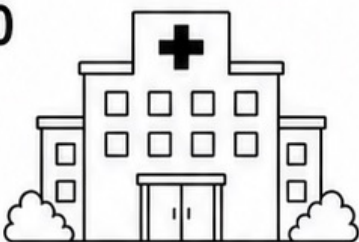
9



kangaroo

(2) (3) (4)

10



hospital

(2) (3) (4)

11



computer

(2) (3) (4)

12



celebration

(2) (3) (4)

Name: _____

ANSWERS

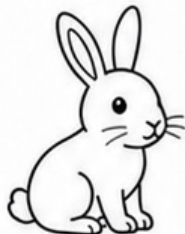
Date: _____



HEAR THE BEATS)))

Say each word. Tap the beats. Circle the number of syllables.

1

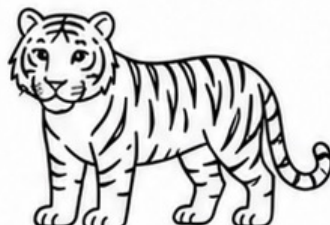
**rabbit**

2

3

4

2

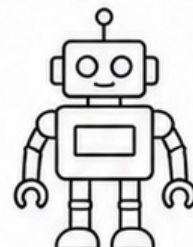
**tiger**

2

3

4

3

**robot**

2

3

4

4

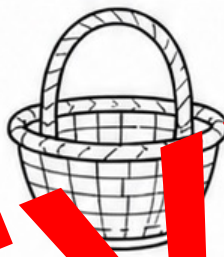
**picnic**

2

3

4

5

**basket**

2

3

4

6

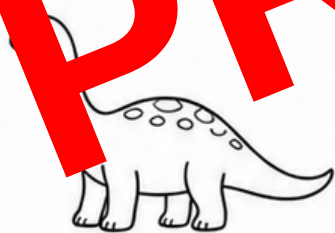
**teacher**

2

3

4

7

**dinosaur**

2

3

4

8

**butterfly**

2

3

4

9

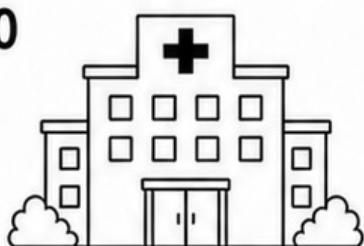
**kangaroo**

2

3

4

10

**hospital**

2

3

4

11

**computer**

2

3

4

12

**celebration**

2

3

4

Name: _____

Date: _____

SYLLABLE SPOTTER



Read each word. Underline the vowel spelling in each syllable.

Rewrite the word with slashes, then record the syllable count.

① **paper**

Split: _____

Count:

⑦ **family**

Split: _____

Count:

② **music**

Split: _____

Count:

⑧ **animal**

Split: _____

Count:

③ **robot**

Split: _____

Count:

⑨ **hobby**

Split: _____

Count:

④ **season**

Split: _____

Count:

⑩ **computer**

Split: _____

Count:

⑤ **rainbow**

Split: _____

Count:

⑪ **calculator**

Split: _____

Count:

⑥ **teacher**

Split: _____

Count:

⑫ **celebration**

Split: _____

Count:



Vowels can work alone or in teams: a e i o u

Name: ANSWERS

Date: _____

SYLLABLE SPOTTER



Read each word. Underline the vowel spelling in each syllable.

Rewrite the word with slashes, then record the syllable count.

① paper

Split: pa / per _____

Count:

2

⑦ family

Split: fam / i / ly _____

Count:

3

② music

Split: mu / sic _____

Count:

2

⑧ animal

Split: an / i / mal _____

Count:

3

③ robot

Split: ro / t _____

Count:

2

⑨ holiday

Split: hol / i / day _____

Count:

3

④ season

Split: sea / son _____

Count:

2

⑩ computer

Split: com / pu / ter _____

Count:

3

⑤ rainbow

Split: rain / bow _____

Count:

2

⑪ calculator

Split: cal / cu / la / tor _____

Count:

4

⑥ teacher

Split: teach / er _____

Count:

2

⑫ celebration

Split: cel / e / bra / tion _____

Count:

4



Vowels can work alone or in teams: a e i o u

Name: _____

Date: _____



MISSING SYLLABLES

VOWEL TEAMS



Use the picture and syllable bank to complete each word. Then read the whole word.

1  rain + _____	2  _____ + er	3  sea + _____
4  foot + _____	5  day + _____	6  _____ + box
7  snow + _____	8  tooth + _____	9  play + _____

SYLLABLE BANK

bow • teach • side • ball • dream • mail • man • brush • ground

Name: _____

ANSWERS

Date: _____



MISSING SYLLABLES

VOWEL TEAMS



Use the picture and syllable bank to complete each word. Then read the whole word.

1  rain + <u>bow</u>	2  teach + <u>er</u>	3  sea + <u>side</u>
4  fo + <u>ball</u>	5  day + <u>dream</u>	6  mail + <u>box</u>
7  snow + <u>man</u>	8  tooth + <u>brush</u>	9  play + <u>ground</u>

SYLLABLE BANK

bow • teach • side • ball • dream • mail • man • brush • ground

Name: _____

Date: _____

ar

MISSING SYLLABLES

R-CONTROLLED & CONSONANT LE

le

Use the picture and syllable bank to complete each word. Then read the whole word.

1



gar + _____

2



farm + _____

3



ma + _____

4



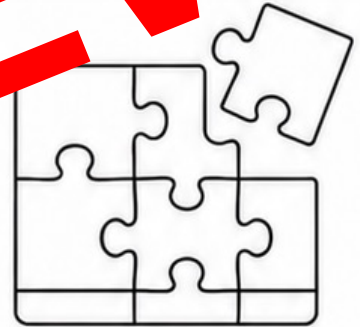
tu + _____

5



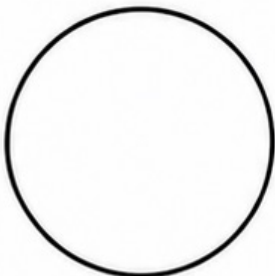
can + _____

6



puz + _____

7



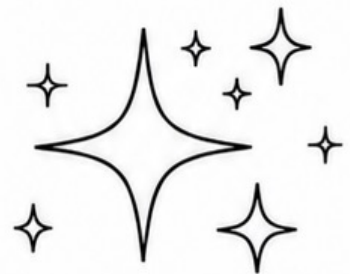
cir + _____

8



mar + _____

9



spar + _____

SYLLABLE BANK

den • er • ket • tle • dle • zle • cle • ble • kle

Name: _____

ANSWERS

Date: _____



MISSING SYLLABLES

R-CONTROLLED & CONSONANT LE



Use the picture and syllable bank to complete each word. Then read the whole word.

1



gar + den

2



farm + er

3



ma + ket

4



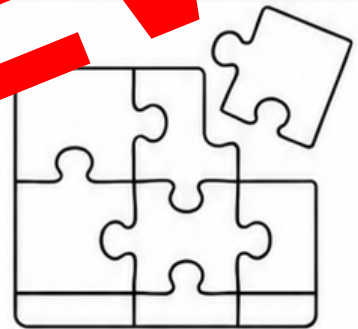
tu + tle

5



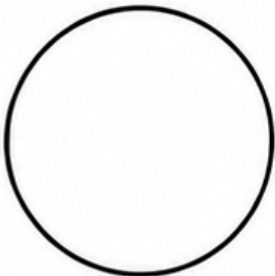
can + dle

6



puz + zle

7



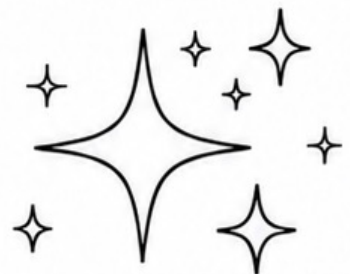
cir + cle

8



mar + ble

9



spar + kle

SYLLABLE BANK

den • er • ket • tle • dle • zle • cle • ble • kle

Name: _____

Date: _____



SPLIT, BLEND AND READ

WORD PRACTICE



Say each word. Write it with syllable slashes, record the count, then blend and read it smoothly.

1 sunlight

Split: _____

Count: ☐ Read smoothly

7 adventure

Split: _____

Count: ☐ Read smoothly

2 mistake

Split: _____

Count: ☐ Read smoothly

8 hospital

Split: _____

Count: ☐ Read smoothly

3 complete

Split: _____

Count: ☐ Read smoothly

9 tomorrow

Split: _____

Count: ☐ Read smoothly

4 fantastic

Split: _____

Count: ☐ Read smoothly

10 helicopter

Split: _____

Count: ☐ Read smoothly

5 remember

Split: _____

Count: ☐ Read smoothly

11 celebration

Split: _____

Count: ☐ Read smoothly

6 computer

Split: _____

Count: ☐ Read smoothly

12 information

Split: _____

Count: ☐ Read smoothly

PREVIEW

Name: _____

ANSWERS

Date: _____



SPLIT, BLEND AND READ

WORD PRACTICE



Say each word. Write it with syllable slashes, record the count, then blend and read it smoothly.

1 sunlight

Split: sun / light

Count: 2 ☐ Read smoothly

2 mistake

Split: mis / take

Count: 2 ☐ Read smoothly

3 complete

Split: com / plete

Count: 2 ☐ Read smoothly

4 fantastic

Split: fan / tas / tic

Count: 3 ☐ Read smoothly

5 remember

Split: re / mem / ber

Count: 3 ☐ Read smoothly

6 computer

Split: com / pu / ter

Count: 3 ☐ Read smoothly

7 adventure

Split: ad / ven / ture

Count: 3 ☐ Read smoothly

8 hospital

Split: hos pi / tal

Count: 3 ☐ Read smoothly

9 tomorrow

Split: to / mor / row

Count: 3 ☐ Read smoothly

10 helicopter

Split: hel / i / cop / ter

Count: 4 ☐ Read smoothly

11 celebration

Split: cel / e / bra / tion

Count: 4 ☐ Read smoothly

12 information

Split: in / for / ma / tion

Count: 4 ☐ Read smoothly

Name: _____

Date: _____



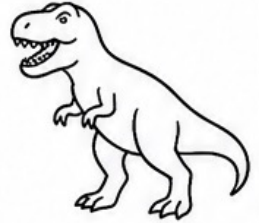
SPLIT, BLEND AND READ

SENTENCE PRACTICE



Read each sentence. Split the underlined word into syllables. Tick the meaning that fits the sentence.

1. The enormous dinosaur stomped past the museum doors.



Split: _____

☐

very large

☐

very quiet

2. We followed the narrow pathway through the garden.



Split: _____

☐

a route to walk on

☐

a place to swim

3. Maya checked the timetable before catching the bus.



Split: _____

☐

a schedule of times

☐

a list of snacks

4. The firefighter carried equipment into the building.



Split: _____

☐

tools and items needed

☐

clothes for winter

5. Our class will investigate how seeds grow.



Split: _____

☐

look closely to learn

☐

forget about it

6. The community collected donations for the animal shelter.



Split: _____

☐

gifts given to help

☐

tickets for a show

Name: **ANSWERS**

Date: _____



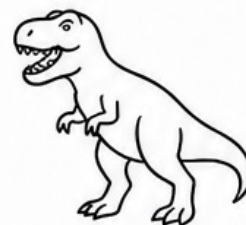
SPLIT, BLEND AND READ

SENTENCE PRACTICE



Read each sentence. Split the underlined word into syllables. Tick the meaning that fits the sentence.

1. The enormous dinosaur stomped past the museum doors.



Split: e / nor / mous



very large



very quiet

2. We followed the narrow pathway through the garden.



Split: path / way



a route to walk on



a place to sit

3. Maya checked the timetable before catching the bus.



Split: time / table



a schedule of times



a list of snacks

4. The firefighter carried equipment into the building.



Split: e / quip / ment



tools and items needed



clothes for winter

5. Our class will investigate how seeds grow.



Split: in / ves / ti / gate



look closely to learn



forget about it

6. The community collected donations for the animal shelter.



Split: do / na / tions



gifts given to help



tickets for a show

Name: _____

Date: _____

READ, REREAD, REPAIR

THE COMMUNITY GARDEN

1. READ: Circle any unfamiliar word.

2. REREAD: Underline multisyllabic words.

3. REPAIR: Pause, split, blend and reread.

On Saturday morning, our community gathered beside the school garden. Families carried gardening equipment, packets of seeds and buckets of water. Mr Patel explained that everyone would help prepare the vegetable beds for spring.



Mia and Daniel carefully loosened the soil. They discovered an enormous earthworm beneath a wooden planter and gently returned it to the ground. Other volunteers planted tomatoes, sunflowers and colourful herbs. After watering each row, the children made labels so visitors could identify every plant.



A teacher, Mrs. Patel, was the first to arrive. She said the garden would provide delicious vegetables for the school kitchen and a peaceful place for reading. The group planned a celebration for the first harvest. Before leaving, everyone checked the pathway, collected the equipment and promised to remember the watering schedule.



WORD REPAIR

- | | |
|----------------|--------------|
| 1. Word: _____ | Split: _____ |
| 2. Word: _____ | Split: _____ |
| 3. Word: _____ | Split: _____ |
| 4. Word: _____ | Split: _____ |

After my reread, I sounded: ☐ smoother ☐ the same ☐ I need another try

Name: _____

ANSWERS

Date: _____

READ, REREAD, REPAIR

THE COMMUNITY GARDEN

1. READ: Circle any unfamiliar word.

2. REREAD: Underline multisyllabic words.

3. REPAIR: Pause, split, blend and reread.

On Saturday morning, our community gathered beside the school garden. Families carried gardening equipment, packets of seeds and buckets of water. Mr Patel explained that everyone would help prepare the vegetable beds for spring.



Mia and Daniel carefully loosened the soil. They discovered an enormous earthworm beneath a wooden planter and gently returned it to the ground. Other volunteers planted tomatoes, sunflowers and colourful herbs. After watering each row, the children made labels so visitors could identify every plant.



A teacher, Mrs. Patel, joined the group and the helpers. She said the garden would provide delicious vegetables for the school kitchen and a peaceful place for reading. The group planned a celebration for the first harvest. Before leaving, everyone checked the pathway, collected the equipment and promised to remember the watering schedule.



WORD REPAIR

1. Word: community

Split: com / mu / ni / ty

2. Word: equipment

Split: e / quip / ment

3. Word: vegetable

Split: veg / e / ta / ble

4. Word: celebration

Split: cel / e / bra / tion

After my reread, I sounded: ☐ smoother ☐ the same ☐ I need another try

Name: _____

Date: _____



READ, REREAD, REPAIR

THE COMMUNITY GARDEN — RESPONSE PAGE



Use the passage to answer in complete sentences. Return to the text when you need evidence.

1 What did the families bring to the garden?

2 Why did the children make labels?

3 Name two things the volunteers planted.

4 How would the garden help the school in two different ways?

5 What does **identify** mean in the passage?

- ☐ to recognise or name
- ☐ to water carefully
- ☐ to remove from the soil



6 Split **celebration** into syllables and record the count.

Split: _____

Count:

7 Which word in the passage shows that Mia and Daniel worked with care?



8 Describe one repair strategy you can use when a word is difficult.

Name: _____

ANSWERS

Date: _____



READ, REREAD, REPAIR

THE COMMUNITY GARDEN — RESPONSE PAGE



Use the passage to answer in complete sentences. Return to the text when you need evidence.

1 What did the families bring to the garden?

They brought gardening equipment, seeds and buckets of water.

2 Why did the children make labels?

They made labels so visitors could identify every plant.

3 Name two things the volunteers planted.

They planted tomatoes and sunflowers.

4 How would the garden help the school in two different ways?

It would provide vegetables for the kitchen and a peaceful reading place.

5 What does **identify** mean in the passage?

- ☒ to recognise or name
- ☐ to water carefully
- ☐ to remove from the soil



6 Split **celebration** into syllables and record the count.

Split: cel / e / bra / tion

Count:

4

7 Which word in the passage shows that Mia and Daniel worked with care?

carefully



8 Describe one repair strategy you can use when a word is difficult.

Pause, split the word into syllables, blend the parts, then reread.

Name: _____

Date: _____



SPELL IT STEP BY STEP

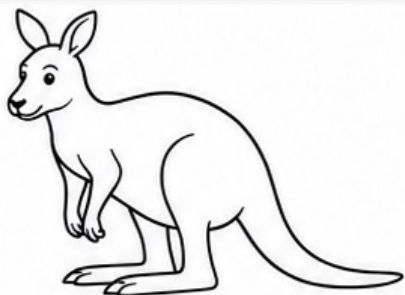
GUIDED SPELLING



Name each picture. Say and tap the word. Write one syllable in each box, then write the whole word.

SAY IT • TAP IT • WRITE THE PARTS • JOIN AND CHECK

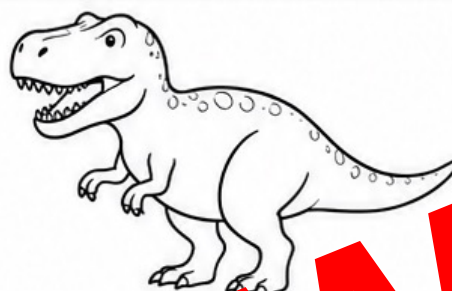
1.



--	--	--

Whole word: _____

2.



--	--	--

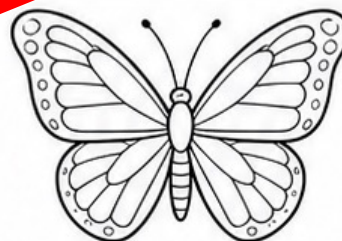
Whole word: _____

3.



--	--	--

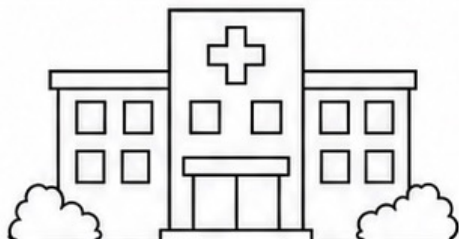
Whole word: _____



--	--	--

Whole word: _____

5.



--	--	--

Whole word: _____

6.



--	--	--	--

Whole word: _____

Name: _____

ANSWERS

Date: _____



SPELL IT STEP BY STEP

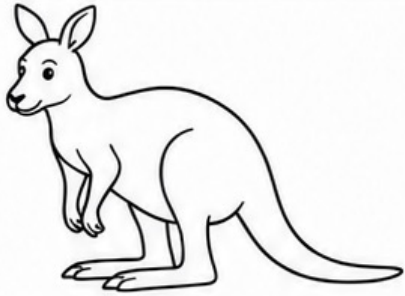
GUIDED SPELLING



Name each picture. Say and tap the word. Write one syllable in each box, then write the whole word.

SAY IT • TAP IT • WRITE THE PARTS • JOIN AND CHECK

1.



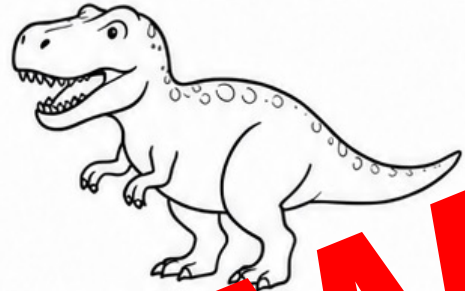
kan

ga

roo

Whole word: _____kangaroo_____

2.



d

no

sau

Whole word: _____dinosaur_____

3.

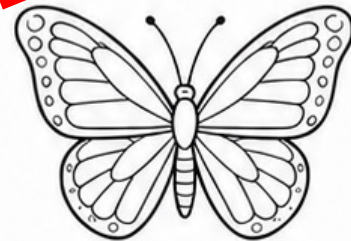


com

pu

ter

Whole word: _____computer_____



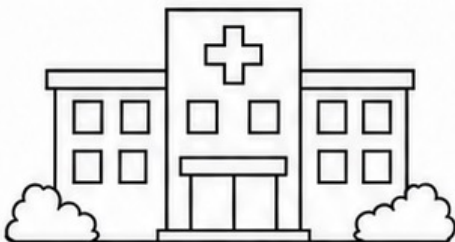
but

ter

fly

Whole word: _____butterfly_____

5.



hos

pi

tal

Whole word: _____hospital_____

6.



hel

i

cop

ter

Whole word: _____helicopter_____

Name: _____

Date: _____

SPELL IT STEP BY STEP

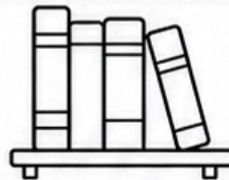
INDEPENDENT SPELLING

Read each clue. Say the answer, tap its syllables, spell the parts, then join and check the whole word.

1. A place where books can be borrowed.

My word: _____

Syllable split: _____



☐ looks right ☐ sounds right

2. A tool used to measure temperature.

My word: _____

Syllable split: _____



☐ looks right ☐ sounds right

3. A person who takes photographs.

My word: _____

Syllable split: _____

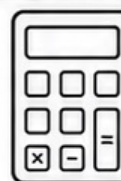


☐ looks right ☐ sounds right

4. A machine that helps with maths calculations.

My word: _____

Syllable split: _____



☐ looks right ☐ sounds right

5. A special event with music, food and activities.

My word: _____

Syllable split: _____



☐ looks right ☐ sounds right

6. A chance or possibility to do something.

My word: _____

Syllable split: _____



☐ looks right ☐ sounds right

Say it • Tap it • Spell the parts • Join it • Check it

Name: ANSWERS

Date: _____

SPELL IT STEP BY STEP

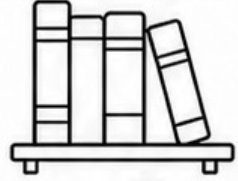
INDEPENDENT SPELLING

Read each clue. Say the answer, tap its syllables, spell the parts, then join and check the whole word.

1. A place where books can be borrowed.

My word: library

Syllable split: li / bra / ry



☐ looks right

☐ sounds right

2. A tool used to measure temperature.

My word: thermometer

Syllable split: ther / mom / e / ter



☐ looks right

☐ sounds right

3. A person who takes photographs.

My word: photographer

Syllable split: pho / to / graph / er



☐ looks right

☐ sounds right

4. A machine that helps with maths calculations.

My word: calculator

Syllable split: cal / cu / la / tor



☐ looks right

☐ sounds right

5. A special event with music, food and activities.

My word: festival

Syllable split: fes / ti / val



☐ looks right

☐ sounds right

6. A chance or possibility to do something.

My word: opportunity

Syllable split: op / por / tu / ni / ty



☐ looks right

☐ sounds right

Say it • Tap it • Spell the parts • Join it • Check it

Name: _____

Date: _____



SYLLABLE SORT AND STORY

Say each word and sort it by syllable count. Then choose four words and use them in an imaginative paragraph.



WORD BANK

rabbit	sunset	music	teacher	garden	rainbow
kangaroo	hospital	computer	butterfly	fantastic	remember
helicopter	celebration	information	calculator	dictionary	impossible

2 SYLLABLES

3 SYLLABLES

4 SYLLABLES

MY IMAGINATIVE PARAGRAPH

Use four words from the bank. Include at least one word from each syllable group.

☐

I reread and checked every long word.



Name: _____

ANSWERS

Date: _____



SYLLABLE SORT AND STORY

Say each word and sort it by syllable count. Then choose four words and use them in an imaginative paragraph.



WORD BANK

rabbit	sunset	music	teacher	garden	rainbow
kangaroo	hospital	computer	butterfly	fantastic	remember
helicopter	celebration	information	calculator	dictionary	impossible

2 SYLLABLES

rabbit

sunset

music

teacher

garden

rainbow

3 SYLLABLES

kangaroo

hospital

computer

butterfly

fantastic

remember

4 SYLLABLES

helicopter

celebration

information

calculator

dictionary

impossible

MY IMAGINATIVE PARAGRAPH

Use four words from the bank. Include at least one word from each syllable group.

Answers will vary.

☐

I reread and checked every long word.





Student: _____

Date: _____

MULTISYLLABIC WORD DETECTIVE



ASSESSMENT 1 — DECODING AND READING

A. DECODE THE WORDS

Write each word with syllable slashes. Then record the syllable count.

1	musician	Split: _____	Count:
2	festival	Split: _____	Count:
3	colourful	Split: _____	Count:
4	volunteer	Split: _____	Count:
5	celebration	Split: _____	Count:
6	information	Split: _____	Count:

B. READ FOR MEANING

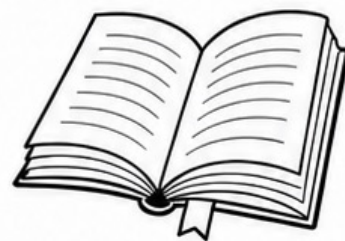
On Sunday, the community festival began beside the library. Musicians performed on the stage while volunteers organised games and information stalls. Priya followed the timetable carefully so she would not miss the puppet performance. When an unfamiliar word appeared on a sign, she paused, divided it into syllables and reread the sentence. By afternoon, everyone joined the final celebration.

1. Why did Priya follow the timetable?

2. What did Priya do when she met an unfamiliar word?

3. What does **volunteers** mean in the passage?

- ☐ people who help without pay
- ☐ professional singers
- ☐ visitors buying food



Student: ANSWERS

Date: _____

MULTISYLLABIC WORD DETECTIVE



ASSESSMENT 1 — DECODING AND READING

A. DECODE THE WORDS

Write each word with syllable slashes. Then record the syllable count.

1	musician	Split: mu / si / cian	Count: 3
2	festival	Split: fes / ti / val	Count: 3
3	colourful	Split: col / our / ful	Count: 3
4	volunteer	Split: vol / un / teer	Count: 3
5	celebration	Split: cel / e / bra / tion	Count: 4
6	information	Split: in / for / ma / tion	Count: 4

B. READ FOR MEANING

On Sunday, the community festival was held beside the library. Musicians performed on the stage while volunteers organised games and information stalls. Priya followed the timetable carefully so she would not miss the puppet performance. When an unfamiliar word appeared on a sign, she paused, divided it into syllables and reread the sentence. By afternoon, everyone joined the final celebration.

1. Why did Priya follow the timetable?

So she would not miss the puppet performance.

2. What did Priya do when she met an unfamiliar word?

She paused, divided the word into syllables and reread the sentence.

3. What does **volunteers** mean in the passage?

- ☒ people who help without pay
- ☐ professional singers
- ☐ visitors buying food



Student: _____

Date: _____



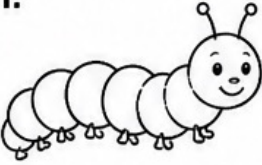
MULTISYLLABIC WORD DETECTIVE



ASSESSMENT 2 — SPELLING AND SELF-CHECK

A. PICTURE SPELLING

Name each picture. Say and tap the word, then spell the whole word.

1. 	My spelling: _____ Syllables:	2. 	My spelling: _____ Syllables:
3. 	My spelling: _____ Syllables:	4. 	My spelling: _____ Syllables:
5. 	My spelling: _____ Syllables:	6. 	My spelling: _____ Syllables:



B. LISTEN AND SPELL

Listen to your teacher. Say, tap and spell each word.

7. _____ _____ _____
8. _____ _____ _____
9. _____ _____ _____



C. SELF-CHECK AND REPAIR

- ☐ I said the word slowly.
- ☐ I tapped every syllable.
- ☐ I checked the letters in each syllable.
- ☐ I reread the whole word.

Word to repair: _____

First try: _____

Syllable split: _____

Correct spelling: _____

Student: _____

ANSWERS

Date: _____



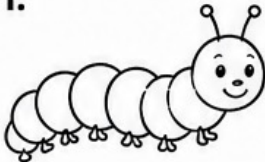
MULTISYLLABIC WORD DETECTIVE



ASSESSMENT 2 — SPELLING AND SELF-CHECK

A. PICTURE SPELLING

Name each picture. Say and tap the word, then spell the whole word.

1. 	My spelling: <u>caterpillar</u>	Syllables: 4
2. 	My spelling: <u>umbrella</u>	Syllables: 3
3. 	My spelling: <u>telephone</u>	Syllables: 3
4. 	My spelling: <u>ambulance</u>	Syllables: 3
5. 	My spelling: <u>calculator</u>	Syllables: 4
6. 	My spelling: <u>helicopter</u>	Syllables: 4



B. LISTEN AND SPELL

Listen to your teacher. Say, tap and spell each word.

7. musician

8. volunteer

9. information



C. SELF-CHECK AND REPAIR

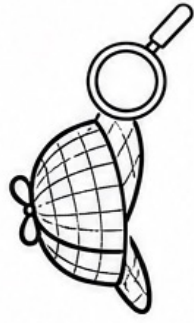
- ☐ I said the word slowly.
- ☐ I tapped every syllable.
- ☐ I checked the letters in each syllable.
- ☐ I reread the whole word.

Word to repair: Answers will vary.

First try: _____

Syllable split: _____

Correct spelling: _____



MULTISYLLABIC WORDS — RUBRIC

Year 3 English



Student: _____

Date: _____

Teacher: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
 Hears and counts syllables	Needs help to hear the beats.	Counts familiar words with prompts.	Counts 2–4 syllables accurately.	Explains how syllables were heard.	Analyses challenging unfamiliar words.
 Decodes long words	Often guesses the whole word.	Splits some two-syllable words.	Splits and blends taught patterns.	Decodes new complex patterns.	Tests alternate splits flexibly.
 Reads and self-corrects	Reads word by word; rarely repairs.	Rereads after a prompt.	Reads accurately and self-corrects.	Reads smoothly and repairs quickly.	Explains why a correction works.
 Spells using syllable parts	Records few accurate parts.	Spells some syllables accurately.	Spells most parts and checks.	Applies syllable patterns accurately.	Generalises patterns to new words.
 Uses meaning and grammar	Needs help to check meaning.	Uses context after prompting.	Uses meaning and grammar to confirm.	Integrates phonics, meaning and grammar.	Justifies corrections with evidence.
 Works independently	Waits for a strategy prompt.	Uses one strategy with support.	Chooses a strategy.	Switches strategies independently.	Transfers strategies across texts.

Overall level: _____

Strength: _____

Next step: _____





PREVIEW

Multisyllabic Words



Learning Intention



We are learning to read and spell multi-syllable words by working with syllable parts.

Success criteria

I can hear and count syllables.

I can spell the parts and read long words.

- I can spell the parts, join them and check.



What Is a Syllable?

A syllable is one beat in a spoken word.

Every syllable has one vowel sound.

Say: (1) • rabbit • kangaroo (3)



What Makes a Word Multisyllabic?



A multisyllabic word has two or more syllables.

Breaking a long word into parts makes it easier to read and spell.

Example: *supercalifragilisticexpialidocious* / su / per / cal / i / fra / g / i / list / ic / ex / pia / lid / oc / i / o / us



Syllables and Vowel Sounds

Listen for vowel sounds—not just vowel letters.

A vowel team can make one sound: rain, team.

A silent e can keep one vowel sound: mis / tise.

Consonants often start the whole word.



Strategy 1: Clap or Tap

Say the whole word naturally.

Clap or tap once for each beat.

rain / y (2) com / pu / ter (3)

h / for / a / t / (4)

Do not stretch the word so much that new beats appear.



Strategy 2: Hum It

Close your lips and hum the word.
Each new push of sound is a syllable.

Hum /te/ /flu/ /s/ /pi/ /tu/ .
/el/ /i/ /c/ /te/

Then say the word normally and check.



Strategy 3: Chin Drop

Place two fingers under your chin.

Say the word slowly but naturally.

Your chin drops for each vowel sound.

Try: rabbit • calendar • celebration



Strategy 4: Robot Voice

Say the word like a careful robot.

Pause at each beat: ad / ven / ture

Blend the parts again: adventure.

If it sounds wrong, test another split.



Guided Practice I

Say, tap and split:

sunset → sun / set → 2

rainbow → rain / bow → 2

computer → com / put / er → 3

and read each whole word.



Guided Practice 2

Say, tap and split:

koala → ko / a / la → 3

calendar → c / al / en / dar → 4

helicopter → h / el / i / co / p / ter → 6

Which word has the most syllables?



Divide Between Consonants

When two consonants sit between vowels, try dividing them
them.

rah

ap / ki

nic

Blend the parts and check the real word.



Final Consonant LE

In many words, final consonant + l for a syllable

ta / ble

con

uz / zle

Listen for the quiet final beat.



Watch Vowel Teams

A vowel team usually stays together because it makes one vowel sound.

rain / coat

day / team

each /

Underline the team before you split.



Watch R-Controlled Patterns

Keep an r-controlled vowel sound together with its one syllable.

gar / den

birth / day

har / ker

See the whole word to confirm the split.



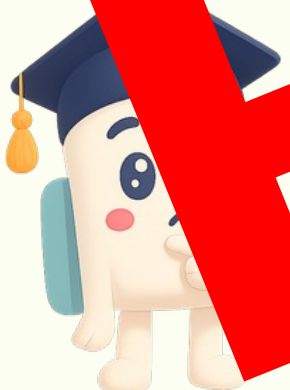
Blend the Parts

Start with the syllables, then sweep them together.

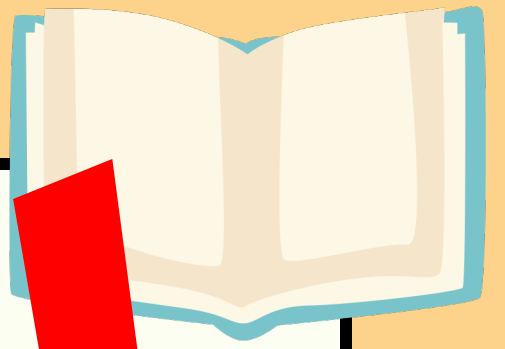
ad / ven / ture → adventure

im / por / tant → important

Don't pause between parts in your final smooth reading.



Read It in a Sentence



Read: We followed the narrow path way around the garden.

If a long word is wrong:

1. r

2. split it

3. read it in the sentence;

4. check that it makes sense.



Six-Step Spelling Routine

1. SAY the whole word.
2. MARK one beat per syllable.
3. SEGMENT sounds in each syllable.
4. MOVE each part.
5. JOIN the parts.
6. RECHECK and relearn.



Model Spelling: thunderstorm

Say: thunderstorm.

Mark: thun / der / storm

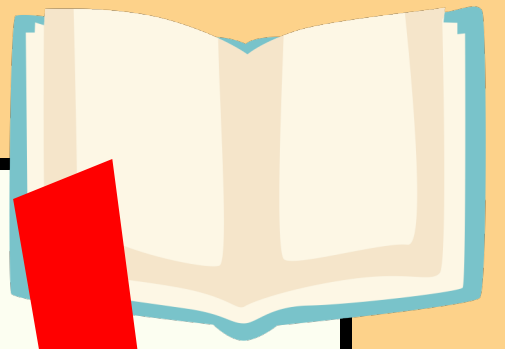
Segment: thun • der • storm

Write each part, join them and read it:

thunderstorm



Model Spelling: celebration



Say: celebration.

Mark: cel / e / bra / tion ()

Write each part in order.

Join: celebration.

Speak each vowel spelling and reread the whole word.



Read, Reread and Repair



READ the sentence once.

REREAD to improve smoothness.

REPAIR a difficult word: pause, split, blend.

REREAD the sentence and check meaning.

REPAIR errors noticed and fix mistakes.



Independent Practice



Choose one long word:

information • helicopter • colour • opportunity

Say it, write it, split and label it.

Then use the word in a sentence that makes sense.





Review: Word Detectives

Successful word detectives:

1. HEAR the syllable beat
2. SPLIT and PASTE the parts
3. Find the word in the sentence

Steps: SAY, MARK, WRITE, JOIN, CHECK.





PREVIEW

Well Done



PREVIEW

Multisyllable Words Quiz



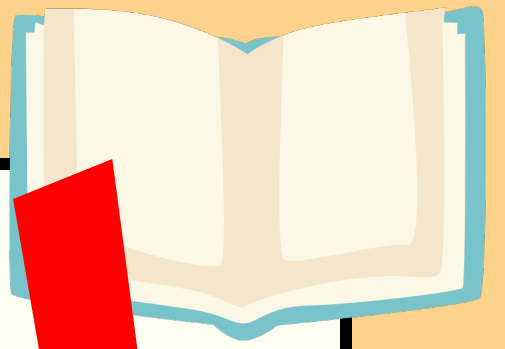
Question 1 – Multiple Choice

How many syllables are in adventure?

A. 1

B. 2

C. 3



Answer 1

C. 3

ad / ven / ture

Blend the parts: adventure



Question 2 – True or False

Every syllable contains a vowel sound.

TRUE

FALSE



Answer 2

TRUE

A syllable is organised around one spoken vowel sound.



Question 3 – Short Answer

Divide calendar into syllables.

Write the split for the syllable count.



Answer 3

cal / en / dar

3 syllables



Question 4 – Multiple Choice

Which is the best syllable split for remember?

A. rem / ember

B. re / mem / ber

C. reme / mber

D. re / mber



Answer 4

B. re / mem / ber

The word has 3 syllables.



Question 5 – True or False

Rereading can help you notice and fix incorrect information and attention.

TRUE

FALSE



Answer 5

TRUE

Rereading lets you check whether the words look sounds and makes sense



Question 6 – Short Answer

Blend these parts:

cel / e / bra / ti

Write the whole word.



Answer 6

celebration

cel / e / bra / ti / on has 4 syllables.



Question 7 – Multiple Choice

Which word has 3 syllables?

A. rabbit

B. computer

C. helicopter

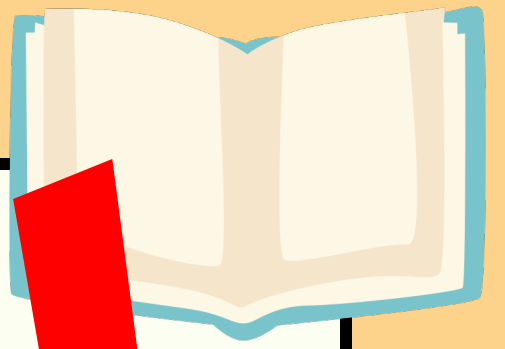
D. pronunciation



Answer 7

B. computer

com / pu / ter 3 syllables



Question 8 – Short Answer

Write one way to hear syllable beats in words.

Explain how it helps.



Answer 8

Possible answer: clap or tap once for each beat.

Hum, chin drop, robot voice are also correct.



Question 9 – Multiple Choice

What is the best first step when spelling a long word?

A. Guess the word quickly.

B. Count the letters.

C. Say the whole word slowly.

D. Write the letters.



Answer 9

C. Say the whole word slowly.

Then mark the syllable beats



Question 10 – Short Answer

Write important.

Then divide it into syllables and record the count.



Answer 10

important

im / por / tant

syllab





PREVIEW

Well Done

