

Decoding Multisyllable Words

Name: _____

Date: _____

Score: ____ / 12



Quick Review

Long words can be easier to read if you **BREAK** them into syllables. A syllable is a chunk with a vowel sound. Look at the parts you already know — prefixes, suffixes, and root words — to help you read the whole word.

PRACTICE

Break each long word into parts and choose the **BEST** answer.

- How many syllables are in *elephant*?
 - one
 - two
 - three
 - four
- How is *basketball* best broken into syllables?
 - bask / etball
 - bas / ket / ball
 - ba / sket / ball
 - basket / ball
- Which is the **BEST** way to read the word *unhappiness*?
 - un-hap-pi-ness
 - u-n-h-a-p-p-i-n-e-s-s
 - unh-app-in-ess
 - un-happin-ess
- How many syllables does *information* have?
 - two
 - three
 - four
 - five



5. Which word has THREE syllables?
- A. mountain
 - B. snowflake
 - C. elephant
 - D. tree
6. Read this long word by parts: *rebuilding*. Which BREAK is correct?
- A. reb-uild-ing
 - B. re-build-ing
 - C. re-bu-il-ding
 - D. reb-u-ild-ing
7. Which word has FOUR syllables?
- A. volcano
 - B. celebration
 - C. important
 - D. remember
8. Break this word by parts: *uncomfortable*
- A. un-com-fort-a-ble
 - B. unc-omf-ort-able
 - C. u-ncom-fortab-le
 - D. unco-mfort-able
9. Why is it helpful to break long words into parts?
- A. It makes the words shorter on the page.
 - B. It helps a reader sound out and understand the word.
 - C. It changes the meaning of the word.
 - D. It makes every long word easy to spell.
10. Which word has the FEWEST syllables?
- A. beautiful
 - B. important
 - C. school
 - D. remember
11. Write the syllables of *butterfly* with dashes between them: _____
- Answer: _____



12. Which strategy helps MOST when you see a long word you don't know?
- A. skip it and move on
 - B. look for word parts you know and read them one chunk at a time
 - C. guess based on the first letter
 - D. read the page from the end to the start



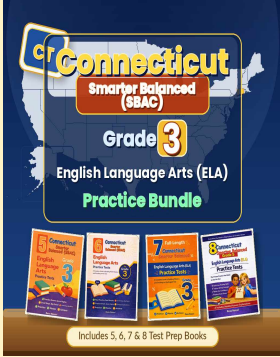
Answer Keys

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| <p>1 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>6 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> | <p>7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>9 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>10 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>11 <input style="width: 100px;" type="text" value="but-ter-fly"/></p> <p>12 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> |
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| Explanations | |
|------------------------|--|
| 1. C | el / e / phant = 3 syllables. Each chunk has one vowel sound. |
| 2. B | Three clear syllables: bas-ket-ball. Compound words split between root parts and inside each root. |
| 3. A | Pull off the prefix (un-) and the suffix (-ness), then read the middle. The others either spell letter by letter or split in odd places. |
| 4. C | in-for-ma-tion = 4 syllables. |
| 5. C | Elephant = el-e-phant (3). Mountain = moun-tain (2), snowflake = snow-flake (2), tree = 1. |
| 6. B | Prefix (re-), root (build), suffix (-ing). The others ignore the word parts. |
| 7. B | cel-e-bra-tion = 4 syllables. Volcano = vol-ca-no (3); important = 3; remember = 3. |
| 8. A | Prefix (un-) + comfort + -able. The others ignore real chunks of the word. |
| 9. B | Splitting into chunks helps decoding. A is not the point; C is wrong; D is too strong. |
| 10. C | School = 1 syllable. The others have 3 or more. |
| 11. but-ter-fly | Three clear syllables. |
| 12. B | Chunking is the strategy. Skipping skips meaning; first-letter guessing is unreliable; reading backward changes nothing. |



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