

Answer Key with Teacher Notes and Phonics Rules

1. Ancestor

Syllable Breakdown:

an-ces-tor

- **Phonemic Awareness:**
 - **"an"** — Short "a" sound (like in "cat").
 - **"ces"** — Soft "s" sound, pronounced "ses," not hard like "k" (a rule for "c" before "e, i, y" that makes a soft "s" sound).
 - **"tor"** — Unstressed syllable with a schwa sound (the "uh" sound).

Phonics Rule(s):

- **"C" followed by "e" or "i"** typically produces the soft "s" sound (e.g., **"ces"**).
- **Schwa sound:** In unstressed syllables, vowels often make the "uh" sound, like in **"tor"**.

Tips for Struggling Students:

- Help students recognize the soft "s" sound in **"ces"**.
- Stress typically falls on the first syllable **"an"**.

2. Game

Syllable Breakdown:

game

- **Phonemic Awareness:**
 - **"game"** has one syllable with a long "a" sound (like in "name").

Phonics Rule(s):

- **Long Vowel Sound (Silent "e" Rule):** The silent "e" at the end of a word makes the preceding vowel sound long, as in **"game"** (long "a").

Tips for Struggling Students:

- Make sure students recognize that the "a" in **"game"** is a long vowel sound, not short like in "cat."

3. Generation

Syllable Breakdown:

gen-er-a-tion

- **Phonemic Awareness:**
 - **"gen"** — Short "e" sound (like in "pen").
 - **"er"** — Schwa sound ("uh" sound).
 - **"a"** — Short "a" sound (like in "cat").
 - **"tion"** — The "ti" makes the "sh" sound, as in "station."

Phonics Rule(s):

- **Schwa Sound:** In unstressed syllables, vowels often make the "uh" sound, like in **"er"** and **"tion"**.
- **"TI" = "SH" sound:** When "ti" appears in the middle or at the end of a word, it often makes the "sh" sound (e.g., **"tion"**).

Tips for Struggling Students:

- Emphasize the **"sh"** sound in **"tion"**.
- Stress falls on the first syllable **"gen"**.

4. Millennia

Syllable Breakdown:

mil-len-ni-a

- **Phonemic Awareness:**
 - **"mil"** — Short "i" sound (like in "sit").
 - **"len"** — Short "e" sound (like in "pen").
 - **"ni"** — Long "i" sound (like in "neat").
 - **"a"** — Schwa sound ("uh").

Phonics Rule(s):

- **"I" before "e" Rule:** The "i" in **"mil"** and **"len"** sounds short because of the consonant following it.
- **Schwa Sound:** The final "a" in **"millennia"** is unstressed and pronounced as a schwa ("uh").

Tips for Struggling Students:

- **"I" sounds short** in this word, even though it's followed by vowels (due to the consonant after it).
- Stress falls on the second syllable **"len"**.

5. Utilize

Syllable Breakdown:

u-ti-lize

- **Phonemic Awareness:**
 - **"u"** — Long "u" sound (like in "you").
 - **"ti"** — Short "i" sound (like in "tip").
 - **"lize"** — Soft "z" sound, silent "e" makes the "i" long.

Phonics Rule(s):

- **Silent "E" Rule:** The "e" at the end of **"utilize"** makes the preceding vowel long, turning the "i" into a long sound.
- **"TI" makes the "T" sound:** In this word, the "ti" does not produce the "sh" sound (as in "station") because it comes before a vowel (e.g., "i").

Tips for Struggling Students:

- "Ti" is not pronounced as "sh," so the "i" in "ti" has a short vowel sound, as in "tip."
- Stress typically falls on the second syllable, "ti".

6. Venture

Syllable Breakdown:

ven-ture

- **Phonemic Awareness:**
 - "ven" — Short "e" sound (like in "pen").
 - "ture" — The "t" makes the "ch" sound in this case, like in "church."

Phonics Rule(s):

- "T" + "ure" = "CH" sound: When "t" is followed by "ure," it often sounds like "ch."
- **Short "e" Sound:** The vowel in the first syllable makes the short "e" sound (like in "pen").

Tips for Struggling Students:

- The "ture" syllable might confuse students because "t" + "ure" makes a "ch" sound, rather than the expected "t" sound.
- Stress falls on the first syllable "ven".

7. Wary

Syllable Breakdown:

wa-ry

- **Phonemic Awareness:**
 - "wa" — Short "a" sound (like in "want").
 - "ry" — Long "e" sound (like in "see").

Phonics Rule(s):

- "RY" often makes the "ee" sound: In words like "wary," "wry," and "story," the "y" at the end makes a long "e" sound.

Tips for Struggling Students:

- Point out how "ry" sounds like "ree" or "ree" in many words.
- Stress falls on the first syllable, "wa".

8. Unconditional

Syllable Breakdown:

un-con-di-tion-al

- **Phonemic Awareness:**
 - "un" — Short "u" sound (like in "up").

- **"con"** — Short "o" sound (like in "cot").
- **"di"** — Short "i" sound (like in "dip").
- **"tion"** — The "ti" makes the "sh" sound, like in "station."
- **"al"** — Schwa sound ("uh").

Phonics Rule(s):

- **"TI" = "SH" sound:** In the **"tion"** syllable, the "ti" produces the "sh" sound (like in **"station"**).
- **Schwa Sound:** The unstressed syllable **"al"** is pronounced with a soft "uh" sound.

Tips for Struggling Students:

- Emphasize the **"sh"** sound in **"tion"**.
- Stress falls on the third syllable **"di"**.

9. Vital

Syllable Breakdown:

vi-tal

- **Phonemic Awareness:**
 - **"vi"** — Long "i" sound (like in "my").
 - **"tal"** — Schwa sound ("uh").

Phonics Rule(s):

- **Schwa Sound:** The vowel in the second syllable **"tal"** is a schwa ("uh"), as it's an unstressed syllable.
- **Long "I" Sound:** The "i" in **"vi"** makes the long "i" sound, as in "my."

Tips for Struggling Students:

- The second syllable has a **schwa sound**, and the vowel **"i"** in the first syllable makes a long sound, so it sounds like "vi" + "tuhl."
- Stress falls on the first syllable, **"vi"**.