Feeling Syllables

Materials

- Sample words with one, two, three or four syllables

Activity

Students “feel” how their jaws move with each syllable of a word.

1. Explain to students that a syllable is one part of a word. Pronounce some sample words slowly and clearly, giving equal weight to each syllable (e.g., ta-ble, to-ma-to).
2. Model for students by holding two fingers parallel to and touching under your chin, or resting your chin on your fist. Slowly say a word and highlight to students that each time you say a syllable, your chin moves (i.e., Watch how my chin moves with each word part: mon-key.)
3. Have students join you in saying words together slowly, feeling for each syllable. Discuss. Can you feel your jaw drop with each syllable? Can you feel it more with some syllables than others?
4. Start with two syllable words and then move on to three and four syllable words.

<table>
<thead>
<tr>
<th>2 syllable words</th>
<th>3 syllable words</th>
<th>4 syllable words</th>
</tr>
</thead>
<tbody>
<tr>
<td>yellow</td>
<td>umbrella</td>
<td>helicopter</td>
</tr>
<tr>
<td>monkey</td>
<td>banana</td>
<td>watermelon</td>
</tr>
<tr>
<td>flower</td>
<td>mosquito</td>
<td>alligator</td>
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<tr>
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<td>computer</td>
<td>caterpillar</td>
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<tr>
<td>number</td>
<td>dinosaur</td>
<td>macaroni</td>
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<td>bicycle</td>
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<tr>
<td>candy</td>
<td>potato</td>
<td>January</td>
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<tr>
<td>tiger</td>
<td>spaghetti</td>
<td>cauliflower</td>
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<tr>
<td>rocket</td>
<td>octopus</td>
<td>celebration</td>
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<td>education</td>
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<td>doctor</td>
<td>microwave</td>
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<td>zipper</td>
<td>elephant</td>
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<tr>
<td>pocket</td>
<td>tomato</td>
<td>emergency</td>
</tr>
<tr>
<td>pumpkin</td>
<td>lollipop</td>
<td>calculator</td>
</tr>
<tr>
<td>jacket</td>
<td>triangle</td>
<td>supermarket</td>
</tr>
<tr>
<td>ocean</td>
<td>cucumber</td>
<td>February</td>
</tr>
<tr>
<td>student</td>
<td>library</td>
<td>invitation</td>
</tr>
<tr>
<td>office</td>
<td>hospital</td>
<td>television</td>
</tr>
<tr>
<td>pillow</td>
<td>October</td>
<td>watermelon</td>
</tr>
<tr>
<td>teacher</td>
<td>strawberry</td>
<td></td>
</tr>
<tr>
<td>rabbit</td>
<td>bumblebee</td>
<td></td>
</tr>
<tr>
<td>cartoon</td>
<td>grasshopper</td>
<td></td>
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<tr>
<td>table</td>
<td>broccoli</td>
<td></td>
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<tr>
<td>slipper</td>
<td></td>
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<tr>
<td>window</td>
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</tr>
</tbody>
</table>
**Bippity Boppity Bumble Bee**

**Materials**
- Bumble bee picture on a popsicle stick/ruler to pass around the circle
- Sample script for reference

**Activity**

Students segment syllables in names.
1. Sit in a circle with the students.
2. Teacher starts by chanting, *Bippity Boppity Bumble Bee, will you say your name for me?* and hands the bumble bee to one student. The student replies with their name (e.g. Tamika). Teacher says, *Let's all say it.* All students say the student’s name (Tamika), then clap out the syllables (Ta-mi-ka). Then the teacher says, *Let's all whisper it.* All students whisper the student’s name, and then clap out the syllables again, softly. Finally, teacher says, *Bippity Boppity Bumble Bee, thank you for saying your name for me!* and passes the bee to another student.
3. Repeat for all students in the circle.

**Sample Script**

<table>
<thead>
<tr>
<th>Teacher (passing the bee to one student):</th>
<th>Bippity Boppity Bumble Bee, will you say your name for me?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student (only the selected student):</td>
<td>Charlotte.</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Let’s all say it.</td>
</tr>
<tr>
<td>Students (all):</td>
<td>Charlotte.</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Let’s clap the syllables.</td>
</tr>
<tr>
<td>Students (all):</td>
<td>Char-lotte</td>
</tr>
<tr>
<td>Teacher (in a soft voice):</td>
<td>Let’s whisper it.</td>
</tr>
<tr>
<td>Students (all, in a soft voice):</td>
<td>Char-lotte</td>
</tr>
<tr>
<td>Teacher (in a soft voice):</td>
<td>Let’s clap the syllables</td>
</tr>
<tr>
<td>Students (all, clapping softly):</td>
<td>Char-lotte</td>
</tr>
<tr>
<td>Teacher:</td>
<td>Bippity Boppity Bumble Bee, thank you for saying your name for me!</td>
</tr>
</tbody>
</table>
Bumble Bee (fasten to Popsicle stick or ruler)
Bag It

Materials
- Small objects placed inside a bag

Activity
Students take turns counting out the syllables in word.
1. Place objects in a bag.
2. Student pulls out an object from the bag. The student says what the object is, and then claps out the syllables. If correct, the student keeps the object for the duration of the game, and if incorrect, the object goes back into the bag.
3. Continue with each student, until all objects have been pulled out of the bag.
4. EXTENSION: While collecting the objects to put back in the bag, the teacher can request objects with a certain amount of syllables (i.e., Who has an object that has 2 syllables?)

Ideas for Small Objects

(Toy) Car = car (1 syllable)
Sock = sock (1 syllable)

Pencil = Pen-cil (2 syllables)
Crayon = Cray-on (2 syllables)
Eraser = E-ra-ser (3 syllables)
Banana = ba-nan-a (3 syllables)
Jellybean = jell-y-bean (3 syllables)
Triangle = tri-ang-le (3 syllables)

Thermometer = ther-mom-me-ter (4 syllables)
Calculator – cal-cu-la-tor (4 syllables)
Syllable Detectives

Materials

- Big book, chart, or poem

Activity
During a shared reading, students compare words with different syllables.
1. Teacher facilitates a shared reading of a big book, chart or poem.
2. Students examine the text and look for long words and short words.
3. Students count out the syllables in the words, and compare and contrast words with varying syllables.
Clap the Beats

Materials

- Song Lyrics (sung in the tune of The Farmer in the Dell)

Activity

Students clap out the syllables of words said by the teacher.
1. Teacher sings the song to students, and fills in a word.
2. Together the teacher and students clap out the syllables of the word.
3. Can be sung together as a group, or students can take turns clapping the beats of different words.

Song Lyrics

Can you clap the beats?
Can you clap the beats?
Listen to the word I say,
And help me clap the beats.
(word) (word)
How many syllables (beats) do you hear in (word)?

Example:

Can you clap the beats?
Can you clap the beats?
Listen to the word I say,
And help me clap the beats.

Banana, ba-nan-a

How many syllables do you hear in ba-nan-a?

Three! Correct! There are three syllables in banana.
Syllable Counting with Lego Blocks

Materials

- 4 Lego blocks for each student
- Picture cards or objects with varying amounts of syllables (1, 2, 3 and 4)
- Small bag or box to hold picture cards or objects

Activity

Students take turns counting the amount of syllables in an object.

1. Give each child 4 Lego blocks
2. Draw a picture card or object from the bag or box. Name the object, then say the name again slowly.
3. Students pull off the number of Lego blocks to match the number of syllables. Double check the answers by saying the picture name again slowly while touching one Lego block per syllable.
4. Continue with other picture cards/objects.

Answer Key

1 syllable words – dog, cat, fish, tree, frog, sun, duck
2 syllable words – lion, monkey, flower, apple, pencil, turtle, balloon
3 syllable words – banana, elephant, umbrella, kangaroo, volcano, dinosaur, ladybug
4 syllable words – avocado, caterpillar, watermelon

Syllable Counting Cards

See below. 24 Cards in total.
‘Syllable Counting with Lego Blocks’ Picture Cards
Syllable Sort

Materials
- 3 Bags/shoeboxes/containers, each labelled with a number – 1, 2, 3 and 4
- Picture cards or objects with varying amounts of syllables (1, 2, 3 and 4)

Activity
Students take turns sorting pictures or objects by number of syllables.

1. Teacher models by choosing a card or object, naming it, and then clapping the syllables in the word (e.g., Teacher picks up a card with an apple on it. Apple. A-pple. Apple has 2 syllables. I will place it in the box with the number 2 on it.)
2. Students take turns drawing a card or choosing an object, counting the syllables and placing it in its appropriate box/bag.

Answer Key
1 syllable words – king, fork, lock, top, soap
2 syllable words – pretzel, candy, cookie, carrot, apple, lettuce
3 syllable words – banana, cereal, tomato, hamburger, lollipop, spaghetti
4 syllable words – cauliflower, pepperoni, harmonica, motorcycle, watermelon, macaroni

Picture Cards
See below. 23 cards in total.
‘Syllable Sort’ Picture Cards – 1 syllable words

Syllable picture cards: king-1, fork-1, lock-1, top-1, soap-1.
syllable picture cards: pretzel-2, candy-2, cookies-2, carrot-2, apple-2, lettuce-2
 syllable picture cards:
‘Syllable Sort’ Picture Cards – 4 syllable words

Syllable picture cards:
- cauliflower-4, pepperoni-4, harmonica-4, motorcycle-4, watermelon-4, macaroni-4
Phonological Awareness
Syllables
Segmenting & Counting

Syllable Counting Cards

Materials

- Syllable counting cards, laminated for durability
- Bingo chips, dried beans, or other placeholder chip

Activity
Students use manipulatives to count out the syllables of words on picture cards.
1. Together, say the name of the object on the picture card.
2. Say the name of the object a little slower, emphasizing each syllable.
3. Students place one counter for each syllable in the boxes underneath the picture. For example, turtle has two syllables, so counters would be placed in the first two boxes.
4. Continue with each picture card and have students count out the syllables.

Answer Key
1 syllable words – pig, fish, duck, drum, sun, bee, cheese, log, sheep, bed
2 syllable words – turtle, shovel, bathtub, toothbrush, tissues, muffin, apple, rainbow, igloo, twenty, rabbit
3 syllable words – octagon, wheelbarrow, octopus, kangaroo, xylophone, telephone, dinosaur
4 syllable words – excavator, helicopter, rhinoceros, watermelon

Syllable Cards
See below. 32 cards in total.
Syllable Counting Cards

1. Bath
2. Toothbrush
3. Octopus
4. Drum
5. Tissue Box
6. Muffin
7. Sun
8. Helicopter
Syllable Counting Cards

[Images and corresponding blank spaces for counting syllables]
**Syllable Graph**

**Materials**
- Copy of graph and picture cards for each student
- Scissors
- Glue

**Activity**
Students sort and graph picture cards by number of syllables.
1. Together, name the objects on the picture cards.
2. Hand out picture cards and graphs to each student. Students can work together as a group, in pairs or individually to cut up the pictures, count the syllables and then glue them in the appropriate place on the graph.
3. When completed, students can share and discuss their graphs.

**Picture Cards and Graphs**
*See below. 2 pages in total.*
Syllable Graph Picture Cards

syllable picture cards: wolf-1, foot-1, dress-1, cloud-1, ice-1, flower-2, monkey-2, dragon-2, crayon-2, iron-2, basketball-3, microscope-3, lollipop-3, triangle-3, newspaper-3, watermelon-4, helicopter-4, harmonica-4, tarantula-4
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Name Detective

Materials

- List of students' names for reference

Activity
When calling students by name, the teacher says their names in syllable segments.

1. Teacher says a student’s name in syllable segments.
2. Students try to guess the name by blending the syllables together.
3. Once the name is identified, students clap out the syllables together.
4. EXTENSION: Throughout the day (i.e., attendance, lining up, etc.) say students’ names in syllable segments.
Syllable Secret Code

Materials

- Picture Cards of objects with varying number of syllables

Activity

Students take turns blending a word that has been segmented into syllables.

1. Teacher chooses a card from the pile of picture cards, keeping the card hidden from the students.
2. The teacher says the word, pausing between syllables, and holding up one finger for each syllable (e.g. Teacher draws the card for helicopter and says hel-i-cop-ter, raising one finger for each syllable).
3. Students take turns to guessing the word the teacher is saying by blending the syllables.
4. If the student blends the syllables correctly, they keep the card. If the student does not guess the word, the card goes back into the pile.
5. EXTENSION: Students choose a card and segment the word into syllables for the other students to blend together and guess.

Answer Key

2 syllable words – zipper, balloon, peanut, dragon, rainbow, button, giraffe
3 syllable words – parachute, octopus, domino, family, dinosaur, telephone
4 syllable words – watermelon, harmonica, helicopter, caterpillar

Picture Cards

See below. 17 cards in total.
| Syllable Picture Cards: zipper-2, balloon-2, peanut-2, dragon-2, rainbow-2, button-2 |
‘Syllable Secret Code’ Picture Cards

syllable picture cards: giraffe-2, parachute-3, octopus-3, domino-3, family-3, dinosaur-3
Syllable picture cards:
- Telephone-3
- Watermelon-4
- Harmonica-4
- Helicopter-4
- Caterpillar-4
Phonological Awareness
Syllables
Segmenting and Blending

Syllable Pairs

Materials
- Two-syllable picture cards, cut in half, laminated for durability

Activity
Students segment and blend syllables in two-syllable words in order to make a whole word.
1. Shuffle and lay out the picture cards (cut in half) on a table, face down.
2. Students take turns turning over two cards. Student says relevant syllable from each picture (e.g. half of a zebra is ‘zeb’; half of a burger is ‘bur’)
3. When a pair is turned over, the student says the syllables (e.g., ‘Zeb’ and ‘ra’ make zebra). If the student is correct, they keep the cards.
4. Continue until all pairs have been made.

Picture Cards
See below. 12 cards in total.

Answer key
Zebra
Apple
Table
Parrot
Flower
Burger (not hamburger)
Dragon
Monkey
Bottle
Sweater
Lorry (truck)
Carrot
‘Syllable Pairs’ Picture Cards
‘Syllable Pairs’ Picture Cards
‘Syllable Pairs’ Picture Cards
‘Syllable Pairs’ Picture Cards
Syllable Slicing

Materials

- Syllable picture cards, one set for each student
- Scissors, one pair for each student
- Envelopes or zip-top bags

Activity

Students break down words into syllables by cutting up picture cards and putting them back together.

1. Give each student one picture card. Name the object on the picture card together (e.g. ‘computer’).
2. Students determine how many syllables they hear in the word by saying the name of the object on the picture card slowly (remind students that they can ‘feel’ syllables in words by putting their hands under their chin and counting how many times their chin drops as they say a word).
3. Students cut picture card into the same number of pieces as the number of syllables in the word (i.e. computer has three syllables, so students would cut their card into three pieces).
4. Students say each syllable as they put their picture card back together.
5. Students blend the syllables to say the word as a whole.
6. Continue with other picture cards.
7. Save cut-up picture cards in zip-top bags or envelopes to be used again as syllable puzzles.

Answer Key

4 syllable words – watermelon, macaroni, alligator, helicopter, cauliflower, television, calculator, caterpillar
3 syllable words – potato, basketball, spaghetti, popsicle, grasshopper, computer, octopus, triangle
2 syllable words – pizza, cookie, candy, tiger, pencil, hammer, pillow, spider

Syllable Slicing Picture Cards
See below. 24 cards in total.
‘Syllable Slicing’ Picture Cards – 4 Syllables
‘Syllable Slicing’ Picture Cards – 3 Syllables

1. Potato
2. Basketball
3. Pasta
4. Popsicle
5. Grasshopper
6. Computer
7. Octopus
8. Traffic Sign
**Phonological Awareness**
**Syllables**
**Manipulation/Isolation**

**Doggie, Where’s My Bone?**

**Materials**
- Dog cut-out and a bone cut-out for each child
- Three-syllable word list for reference

**Activity**
Students determine what syllable they hear in a three syllable word.
(Note: Begin with initial syllable, then move onto final, and then medial as student become more secure with this skill. See ‘Stages of Syllables’ for more information.)

1. Teacher says a word, and students repeat the word.
2. Teacher isolates one syllable of the word (initial, final or medial depending on students’ ability) and students move the bones to represent the position of the syllable. (e.g., Computer. Put your bone on ‘ter’. Where do you hear the ‘ter’ in ‘computer’?)
3. Continue with other 3 syllable words.

**Dog and Bone Cut-outs**

**Three Syllable Sample Words**
Potato, basketball, spaghetti, popsicle, grasshopper, computer, octopus, triangle, parachute, octopus, domino, family, dinosaur, telephone, lollipop, newspaper, umbrella, bicycle, elephant, triangle, cucumber, banana, mosquito, telephone, microwave, tomato, library, hospital, October, strawberry, bumblebee, broccoli.
Phonological Awareness
Syllables
Manipulation

Syllable Slicing and Swapping

Materials
- Two-syllable picture cards, cut in half, laminated for durability

Activity
Students use picture cards to support deleting the initial and final syllable of a word.
1. Choose one picture card, and put both halves together.
2. Ask student to name the picture card (e.g., monkey)
3. Remove either the first half or the last half of the card, and have the student say the syllable that remains (e.g. With the monkey card, remove the first part of the card and the student says ‘key’; remove the last part of the card and the student says ‘mon’)
4. Repeat with other picture cards.

<table>
<thead>
<tr>
<th>Whole card = Monkey</th>
<th>Take away the first part of the card, left with 2nd syllable = key</th>
<th>Take away the second part of the card, left with 1st syllable = mon</th>
</tr>
</thead>
</table>

Picture Cards
See below. 12 cards in total.

Answer key
Zebra
Apple
Table
Parrot
Flower
Burger (not hamburger)
Dragon
Monkey
Bottle
Sweater
Lorry (truck)
Carrot
‘Syllable Slicing and Swapping’ Picture Cards
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‘Syllable Slicing and Swapping’ Picture Cards
‘Syllable Slicing and Swapping’ Picture Cards
Jumping Syllables

Materials

- Two-syllable picture cards, cut in half, laminated for durability

Activity

Students segment and manipulate syllables to make nonsense words.

1. Show students a picture card (with both halves of the picture card together)
2. Name the object on the card, and then segment the word into two syllables.
3. Students then manipulate the card so the syllables “jump” (i.e. move the first card to the back)
4. Student read the new non-sense word.
5. EXTENSION: Students can mix up halves of different picture cards to create new non-sense words.

Example

<table>
<thead>
<tr>
<th>1. Name the picture card and segment syllables</th>
<th>2. Segment syllables</th>
<th>3. Jumping Syllables</th>
<th>4. Say new word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrot</td>
<td>Car - rot</td>
<td>Rot - car, rotcar</td>
<td></td>
</tr>
</tbody>
</table>

Two Syllable Picture Cards

See below. 12 cards in total.

Answer key

Zebra – /bra/-/zee/
Apple – /ple/-/ap/
Table - /ble/-/ta/
Parrot - /rot/ - /par/
Flower - /er/-/flow/
Burger (not hamburger) - /ger/-/bur/
Dragon - /gon/-/dra/
Monkey - /key/ - /mon/
Bottle - /tle/-/bot/
Sweater - /ter/ - /swea/
Lorry (truck) - /lry/ - /lor/
Carrot - /rot/ - /car/
‘Jumping Syllables’ Picture Cards

[Image: A zebra and an apple split in half, with a dotted line indicating where to cut.]
‘Jumping Syllables’ Picture Cards

[Image of a table and a parrot]
‘Jumping Syllables’ Picture Cards
‘Jumping Syllables’ Picture Cards
Repeat and Delete – 2 syllable words

Materials

- Sample script/answer key for reference
- 2 blocks/Lego

Activity

Students repeat a word and delete either the initial or final sound.

1. Teacher says a word with two syllables, and touches one block for each syllable (i.e., for the word tiger, the teacher would touch /ti/ on one block and /ger/ on the other block).
2. Students repeat the word and touch the blocks for each syllable. Then, the teacher asks the students to say it again without one of its syllables. The teacher removes the block representing whatever syllable is to be deleted (first block for the first syllable, second block for the second syllable).
3. Continue with different two syllable words.

Sample Script/Answer Key

Tiger – /ger/ = tie
Plastic – /pla/ = stick
Icing – /cing/ = eye
Baking – /ba/ = king
Elbow – /el/ = bow
Donkey – /don/ = key
Selfish – /sel/ = fish
Candy – /dy/ = can
Acorn – /a/ = corn
Pony – /pol/ = knee
Cargo – /go/ = car
Cargo – /car/ = go
Pencil – /cil/ = pen
Soccer – /er/ = sock
Boating – /ting/ = bow
Walrus – /rus/ = wall
Baby – /ba/ = bee
Shamrock – /sham/ = rock
Rocket – /et/ = rock
Fancy – /cy/ = fan
Tissue – /ti/ = shoe
Stand Up, Sit Down – 2, 3 and 4 syllable words

Materials

- List of multisyllabic words for reference

Activity

Students repeat a word and delete either the initial, final or medial syllable.
(Note: Begin with initial syllable, then move onto final, and then medial as student become more secure with this skill. See ‘Stages of Syllables’ for more information.)

1. Teacher says a word, and students repeat the word. Then, teacher divides the syllables up amongst students (e.g. If the word is lollipop, then one student is /lol/, another student is /li/ and a third student is /pop/).
2. The students who have been assigned a syllable stand up. They take turns saying their syllables in order (e.g. /lol/, /li/, /pop/).
3. The teacher tells one students to sit down (e.g. the student with /lol/ sits down).
4. Teacher asks the students – What do we have left? (e.g. /li/ and /pop/ makes /lipop/)
5. Continue with different words and deleting different syllables (initial, final, medial).

Sample Word List

<table>
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