

Consonant -le Syllables

Warm-up: Review short and long vowel sounds and motions. Duck lip some multi-syllabic words.

Procedures:

1. List and briefly review syllable types learned thus far. Add “consonant –le” to the list.
2. Show students bag/basket and explain that inside of it are items that are going to help us understand what a consonant-le syllable sounds like, looks like, and how we can read consonant –le syllable words.
3. Have several students come up and pull out items from the bag/basket. Have students name item and you write item name on the board. Duck lip item name to count the # of syllables the word has.
*Students will discover that almost all consonant –le syllable words are 2 syllable words.
4. Next, have students discover that all the words have the letters “le” at the end of them. Discuss that the e at the end is silent, but NOT magic e.
5. Explain the “find the e and count back three” rule which helps us be able to decode consonant –le words.
6. Demonstrate how you can use the rule to decode words. Have students do some with you. Have individual students do some on their own.
7. Explain to students that another rule to know is that if there is a single consonant before the –le, the first syllable has a long vowel sound ; if there are two

consonants before the –le, the first syllable has a short vowel sound.

8. Pass out copies of story. Have students circle all the consonant –le words in the story. Discuss each circled word. How did you know if the first syllable was long or short? (# of consonants before the le).
9. Read story—students follow. Next, have students echo read story. Then, have students read story independently.

Wrap-up: Review the “find the e and count back three” rule as well as other rules discussed for decoding and reading consonant –le words.

*You may want to explain how to read –stle words like castle, wrestle, and whistle. Explain that the t is silent when reading these words.