

CONSONANT-LE SYLLABLES

LESSON 14

OBJECTIVE

Students will read and form words that contain consonant-*le* (*Cle*) syllables.

MATERIALS

- Lesson 14 word cards*
- Triangle word cards*
- Triangle word cards template*
- Triangle word board*
- Football fumble worksheet*
- Spelling puzzle template*
- Phrase reading worksheet*
- Expanding triangle worksheet*
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

*Blackline master available on CD.

TIPS

- Refer to the Appendix for a list of *Cle* words.
- Students may be unsure which spelling of the final /uhl/ to use (e.g., *al* in *local*, *el* in *model*, *le* in *sizzle*). Tell students to try the *Cle* pattern first because it is more common than the others. Tell students that it can be difficult to know which option is correct just

from the sound. Students must practice spelling the words and memorizing which option goes with which words. Students can check their answers in a dictionary or spell-checker.

- When the first syllable ends in *s* followed by *tle*, the *t* is silent (*whistle, castle, rustle*).

DAILY REVIEW

MULTISYLLABIC WORDS

Write the words *pitcher*, *Atlantic*, *stretch*, and *local* on the board. Review that each syllable has one vowel sound. Read some multisyllabic words, including words with the schwa sound.

Teacher: Let's review multisyllabic words. Remember that a syllable is a part of a word. Each syllable has one vowel sound. How many syllables in *wagon*?

Students: Two.

Teacher: Please read each word that I point to and tell me how many syllables it has.

[Point to each of the syllables on the board, one at a time, and solicit student answers.]

Russell: *Pitcher*: two syllables.

Callie: *Atlantic*: three syllables.

Sean: *Stretch*: one syllable.

Jay: *Local*: two syllables.

Teacher: Excellent reading. Look at the word that Jay read, *local*. Pronounce the two syllables in the word.

Students: /lō/ /kuhl/

Teacher: That's right. Sometimes, a vowel makes the schwa sound, /uh/.

OPENING

Teacher: Today, we will learn a new syllable, consonant-*le*, or *Cle* for short. Almost 400 two-syllable words have a consonant-*le* syllable, so learning this syllable type will help you read many more words. In fact, the word *syllable* itself contains a *Cle* syllable!

MODEL AND TEACH: ACTIVITY 1

LEARNING ABOUT CONSONANT-LE WORDS

This activity teaches students the characteristics and pronunciation of *Cle* syllables.

Write the syllables *ple*, *dle*, *ble*, *gle*, and *zle* on the board. Describe the characteristics *Cle* syllables:

- They are found only at the end of multisyllabic words.
- They consist of a consonant followed by the letters *l* and *e*.
- They are pronounced by blending the first consonant with the *l*. The *e* is silent.

Model reading the syllables on the board and then have students read the syllables.

Teacher: There are three things to know about consonant-*le* syllables.

First, consonant-*le* syllables appear only as the last syllable of a multisyllabic word. You will never see this syllable type at the beginning of a word or in a one-syllable word.

Second, consonant-*le* syllables always have three letters: a consonant followed by the letters *l* and *e*. The consonant could be any consonant, but the *l* and *e* remain the same.

Third, consonant-*le* syllables are pronounced by blending the first consonant and the *l*. The *e* is silent.

[Point to ple.]

Teacher: In this example I, blend /p/ and /l/ to make /pl/, as in *apple*. What sound?

Students: /pl/

Teacher: Correct.

*[Point to **dle.**]*

Teacher: /d/ and /l/ blend to make /dl/ in this example. Repeat /dl/.

Students: /dl/

Teacher: We will practice saying a few more consonant-*le* syllables, and then we'll learn how to combine them with other syllables to form words.

*[Point to **ble.**]*

Teacher: /b/ and /l/ combine to make what sound?

Students: /bl/

*[Point to **gle.**]*

Teacher: What two sounds will be combined?

Students: /g/ and /l/.

Teacher: Very good! And they combine to make what sound?

Students: /gl/

Teacher: Excellent. Let's read one more

*[point to **zle.**]*

Teacher: What sound?

Students: /zl/

MODEL AND TEACH: ACTIVITY 2

READING WORDS WITH THE CONSONANT-LE SYLLABLE

DECODING

Write the words *candle*, *table*, and *steeple* on the board. Demonstrate how to read the words by identifying the *Cle* syllable and then combining it with the other syllables.

Teacher: Now that you've learned how to pronounce the consonant-*le* syllable, let's use what we know to read multisyllabic words. Remember the steps: Find the vowels, look for syllables or word parts you know, and put the syllables together.

When looking for syllables we know, if we see a consonant followed by the letters *l* and *e* at the end of the word, we know that it is a consonant-*le* syllable. The consonant, the *l*, and the *e* form the syllable, so keep them together.

[Point to candle.]

Teacher: In this example, I see *dle* at the end of the word, so I underline the consonant-*le* syllable.

[Underline dle.]

Teacher: Now, I pronounce each syllable, based on its syllable type, just as I do with other multisyllabic words.

[Point to can and then dle as you explain.]

Teacher: The first syllable is a closed syllable, pronounced /can/. The other syllable is a consonant-*le* syllable, so I blend the first consonant and the *l*: /dl/. Then, I combine the syllables:
/can/ /dl/, *candle*. Repeat, please.

Students: /can/ /dl/, *candle*

Teacher: Let's look at the next word.

[Point to table and then underline ble as you explain.]

Teacher: I see the consonant-*le* pattern, so I keep it together. How do you say the first syllable, Jay?

Jay: /tā/

Teacher: Correct. It's an open syllable, so Jay said it with a long vowel. The next syllable is consonant-*le*, so how is it pronounced, Callie?

Callie: /b/ /l/, /bl/

Teacher: Very good. The syllables are combined to form the word: /tā/ /bl/, **table**. Repeat, please.

Students: /tā/ /bl/, **table**

Teacher: Excellent.

*[Point to **steeple** and then underline **ple** as you explain.]*

Teacher: Next word. I see a consonant and *le* at the end, so I underline it.

Sean, please say the first syllable.

Sean: /stē/

Teacher: Say the second syllable.

Sean: /pl/

Teacher: Everyone, say the syllables as I point to them and then combine them to form the word.

*[Point to **stee** and then **ple**.]*

Students: /stē/ /pl/

[Slide your finger under both syllables.]

Students: *steeple*

Teacher: Nice job!

Continue reading more words that contain *Cle* syllables.

MODEL AND TEACH: ACTIVITY 3

**SPELLING WORDS WITH THE CONSONANT-LE SYLLABLE
ENCODING**

Model how to spell words containing *Cle* syllables by using the following steps:

1. Say the word.
2. Say the syllables that form it.
3. Spell and write each syllable.
4. Check your spelling by reading the word you wrote.

Teacher: When spelling a word with a consonant-*le* syllable, first say the word. Then, say each syllable. Finally, spell each syllable and write the syllables together as a whole word.

I'll model the steps, using the word *sample*. First, I say the word: *sample*.

Then I say each syllable: /sam/ /pl/.

I spell each syllable and write them together as a whole word.

[Write the letters as you model.]

Teacher: The first syllable is pronounced /sam/. That is a closed syllable that is spelled *s-a-m*.

The next syllable is pronounced /pl/. We are spelling consonant-*le* words, so that is a consonant-*le* syllable. I hear /p/ /l/, so I spell the syllable *p-l-e*. The first consonant is *p*, followed by *l* and *e*.

Finally, I read the word: *sample*.

Now we'll follow the same steps to spell another word with a consonant-*le* syllable. The word is *marble*. Repeat the word, please.

Students: *marble*

Teacher: I say each syllable: /mar/ /bl/.

Students: /mar/ /bl/

Teacher: To spell each syllable, I use what I've learned about syllable types. /mar/ sounds like an *r*-controlled syllable. What says /ar/ in an *r*-controlled syllable?

Students: *ar*

Teacher: That's right. So, /mar/ is spelled *m-a-r*. We are spelling consonant-*le* words, so /bl/ is a *Cle* syllable. We know it will be spelled with a consonant and then *l-e*. What consonant do you hear in /bl/?

Students: *b*

Teacher: Correct. The consonant-*le* syllable /bl/ is spelled *b-l-e*. The last thing I do is check the word by reading it.

[Point to each syllable as you say it and then slide your finger under the whole word as you say it.]

Teacher: *Mar-ble, marble*; repeat.

Students: *mar-ble, marble*

Teacher: Let's spell another word. I'll remind you of the steps to follow. The word is *cradle*. Repeat the word.

Students: *cradle*

Teacher: Say each syllable.

Students: /krā/ /dl/

Teacher: Use what you've learned about syllable types to spell each syllable. What is the first syllable?

Students: /krā/, *c-r-a*

Teacher: Good job recognizing the open syllable! Let's work through spelling the consonant-*le* syllable together. Read the syllable again.

Students: /dl/

Teacher: What consonant do you hear?

Students: *d*

Teacher: How do you spell the syllable?

Students: *d-l-e*

Teacher: Read the word to check your spelling. Point to each syllable as you say it, and then say the whole word.

Students: *cra-dle, cradle*

Teacher: Excellent job! Let's practice spelling more multisyllabic words.

Continue dictating words for students to spell.

GUIDED PRACTICE: ACTIVITY 1

CIRCLE AND READ

DECODING

Write on the board 15 to 20 decodable words—most, but not all, containing *Cle* syllables. Have students determine whether each word contains a *Cle* syllable. If it does, circle the *Cle* syllable. Then read each syllable and the whole word.

Teacher: We will read the words on the board, but first, let's review what we've learned about the consonant-*le* syllable. Who can remind the group of the letters that form a consonant-*le* syllable...Callie?

Callie: It's a consonant plus *l* and *e*.

Teacher: That's right. What two letters are always the same in the syllable?

Jay: *L* and *e* never change. But the first consonant can be anything.

Teacher: Yes, the first consonant can be any consonant. Where are consonant-*le* syllables? At the beginning of words? At the end?

Students: The end.

Teacher: Very good! We're going to determine whether each word on the board contains a consonant-*le* syllable. If it does, we'll circle the syllable. Then we'll read each word.

[Point to the first word, bubble.]

Russell, do you see the consonant-*le* pattern?

Russell: Yes, *b-l-e*.

[Circle ble.]

Teacher: How do you pronounce the syllable?

Russell: /bl/

Teacher: Say each syllable and then say the whole word.

Russell: /bub/ /bl/, *bubble*

Teacher: Excellent! Everyone, repeat.

Students: /bub/ /bl/, *bubble*

Teacher: Jay, please come up to the board and look at the next word

[The word is maple.]

Teacher: If it has a consonant-*le* syllable, circle it. Then say the syllables and say the word.

[Jay circles ple.]

Jay: It says /pl/: /mā/ /pl/, *maple*.

Teacher: Everyone, repeat.

Students: /mā/ /pl/, *maple*

Teacher: Callie, please come up and do the next word

[The word is report.]

Callie: It doesn't have a consonant-*le* syllable; /rē/ /port/, *report*.

Teacher: Everyone, repeat.

Students: *report*

Teacher: Next word, Sean.

[The word is **example**. Sean circles **ple**.]

Sean: /ex/ /am/ /pl/, *example*

Teacher: Everyone, repeat.

Students: /ex/ /am/ /pl/, *example*

Teacher: How many syllables in *example*?

Students: Three.

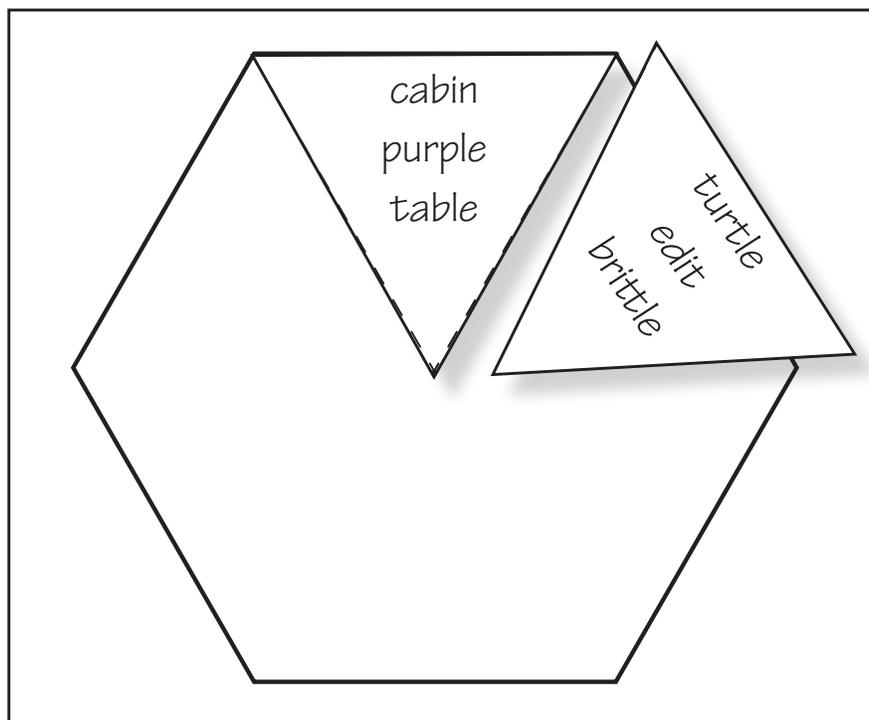
Continue the activity with more words.

GUIDED PRACTICE: ACTIVITY 2

TRIANGLE WORDS

DECODING

Place 15 to 20 triangle cards, each with three words on it, facedown on a table. The cards combine to form a hexagon. The goal is to create as many hexagons as possible. For each round, have students pick a card and take turns reading the words aloud. After the words are read correctly, the card becomes part of a hexagon (see the illustration below).



Teacher: We will create hexagons, which are six-sided figures, from the triangle cards on the table. Six triangle cards form a hexagon. Each card has three words on it. When I say, "Go," all of you will pick a card. Then you'll take turns reading your words aloud by saying each syllable and then say the whole word. After you read your three words correctly, put the card on the table to become part of a hexagon.

Ready? Go.

[Each student picks a card.]

Teacher: Russell, let's begin with you. Read the syllables and then the whole word for your first word on your card.

Russell: /grum/ /bl/, *grumble*

Teacher: What sound does the consonant-*le* syllable make in *grumble*?

Russell: /bl/

Teacher: Let's continue around the table. Say the syllables and then say the whole word for the first word on your card.

Callie: /ig/ /nor/, *ignore*

[Sean's word is settle.]

Sean: /sē/ /tl/, *settle*

Teacher: Sean, please show me where the consonant-*le* syllable is.

[Sean points to ttle.]

Teacher: What group of letters form a consonant-*le* syllable?

Sean: A consonant and then *l* and *e*.

Teacher: That's right. Let's try that with your word: the consonant is *t*, and then you have *l* and *e*. So, what is now left over as the first syllable of your word?

Sean: It's /set/.

Teacher: Now, read the syllables and whole word again.

Sean: /set/ /tl/, *settle*

Teacher: Right. The **t** in the first syllable closes in the vowel to make it a short vowel. Students, please continue reading your words.

Jay: /puz/ /zl/, *puzzle*

When students have read all the words on a card, have them place the card faceup on the table to form part of a hexagon. Say, “Go” again to have students pick another card and begin the next round.

TIP

Put triangle cards whose words have been read correctly on the hexagon template.

ADAPTATIONS

- Set a group goal for the number of hexagons built within an allotted time.
- Pair students and have the pairs compete to see who can form the most hexagons.

GUIDED PRACTICE: ACTIVITY 3

FOOTBALL FUMBLE

ENCODING

Label the four blank footballs on the worksheet with **Cle** syllables. The following example uses the syllables **ple**, **dle**, **ble**, and **gle**. Distribute the worksheet. Dictate a word. If the word contains one of the **Cle** syllables, have students write the word under the corresponding labeled football. If the word does not contain one of the **Cle** syllables, have students write the words under the football labeled “other.”

Teacher: I will dictate words, and you will write them under the correct football on your worksheet. For example, **apple** has a consonant-**le** syllable spelled **p-l-e**, so you would write **apple** under the **ple** football. If I say a word that doesn’t have one of the consonant-**le** patterns on the worksheet, like the word **pretend**, write it under the football labeled “other.”

Let’s review: The word **chuckle** has a consonant-**le** syllable spelled **k-l-e**. Where would you write **chuckle**, Sean?

Students: It would go under “other” because *kle* isn’t in one of the other footballs.

Teacher: That’s right. Before I dictate the words, let’s say each consonant-*le* syllable as I point to its football.

Students: /pl/, /dl/, /bl/, /gl/

Teacher: Great. Let’s do the first word together. Repeat the word after me: *crumple*.

Students: *crumple*

Teacher: Now, say the syllables.

Students: /krum/ /pl/

Teacher: Do you hear a consonant-*le* syllable, Russell?

Students: Yes: /pl/.

Teacher: That’s correct. On your worksheet, point to the football with the spelling for /pl/.

[Students point to ple.]

Teacher: That’s where you will write the word, but don’t write it yet. Let’s say and spell each syllable. Jay, what is the first syllable?

Jay: /krum/ is spelled *c-r-u-m*.

Teacher: Correct. Write that under the *ple* football on your worksheet.

[You and the students write crum.]

Teacher: Jay, say and spell the second syllable, please.

Jay: /pl/ is spelled *p-l-e*.

Teacher: Yes. Everyone, write that on your worksheet next to *crum*.

[You and the students write ple.]

Teacher: Callie, how do you spell the word *crumple*?

Callie: *c-r-u-m-p-l-e*

Teacher: The next word is *puzzle*. Repeat, please.

Students: *puzzle*

Teacher: Russell, say the consonant-*le* syllable and decide which football it belongs under.

Russell: /z/: There isn't a football with /z/, so would it belong with "other?"

Teacher: Yes, write *puzzle* under the "other" football.

[Some students spell the word puzzle.]

Teacher: I notice that some of you spelled it *p-u-z-l-e*.

[Write puzzle on the board.]

Teacher: Russell, please come up and circle the consonant-*le* syllable in this word.

[Russell circles zle.]

Teacher: That means the first syllable is *p-u*. Is that a closed syllable or open syllable, Sean?

Sean: It has one vowel that's open at the end, so it's an open syllable.

Teacher: That's right. Remember that vowels go for a "long" walk in an open syllable. How would this open syllable be pronounced?

Sean: /pū/

Teacher: That would make the word /pū/ /z/. We need another *z* to close in the vowel and make the vowel short. Add *z* to form *puzzle*. Everyone, say each syllable as I point to it and then say the word.

[Point to each syllable and then slide your finger under the whole word.]

Students: /puz/ /z/, *puzzle*

Continue dictating words.

TIPS

Label the footballs with *Cle* spelling patterns with which your students struggle.

GUIDED PRACTICE: ACTIVITY 4

SPELLING PUZZLE

ENCODING

Give each student an envelope containing 8 to 10 blank puzzle pieces (provided on the CD). Dictate a word and have students write it on a blank puzzle piece. If the word has a *Cle* syllable, have students circle the syllable. After writing a word for each puzzle piece, have students partner and put their matched pieces together. Then, have students read all of the words.

Teacher: Each of you has eight blank puzzle pieces in your envelope. I will dictate a word, and you will repeat the word and write it on a puzzle piece. Write only one word per puzzle piece. If the word has a consonant-*le* syllable, circle the syllable. After I have dictated a word for each puzzle piece, partner with another student and put your pieces together. The pieces will fit together, just like a puzzle. Then, take turns reading the words.

We'll spell the first word together. I will write it on the board, and you will write it on one of your puzzle pieces. The word is *thimble*.

Students: *thimble*

Teacher: Pronounce the syllables.

Students: /thim/ /bl/

Teacher: Use your knowledge of syllable types to spell each syllable. Say and spell the first syllable, Russell.

Russell: /thim/, *t-h-i-m*

Teacher: Everyone, write *thim* on one of your puzzle pieces.

*[Write **thim** on the board as students write on their puzzle pieces.]*

Teacher: Russell, say and spell the second syllable, please.

Russell: /bl/, *b-l-e*

Teacher: Everyone, write *ble* next to *thim*.

*[Write **ble** on the board as students write on their puzzle pieces.]*

Teacher: Is this one a consonant-*le* syllable, Russell?

Russell: Yes.

Teacher: Callie, what part of the word should I circle?

Callie: You should circle the *ble*.

[Circle ble.]

Teacher: Everyone, say each syllable as I point to it and then say the whole word.

[Point to each syllable, and then slide your finger under the whole word.]

Students: /thim/ /bl/, *thimble*

Teacher: The next word is *rifle*.

Students: *rifle*

Teacher: Say the syllables and then write the whole word on one of your puzzle pieces.

Students: /rī/ /fl/

[Students write rifle on one of their puzzle pieces.]

Teacher: Sean, please tell the group how you spelled *rifle*.

Sean: *r-i-f-l-e*

Teacher: Good spelling! How did you spell each syllable in *rifle*?

Sean: The first syllable is *r-i*. The other syllable is *f-l-e*.

Teacher: Everyone, point to the consonant-*le* syllable in *rifle*.

[Students point to fle.]

[Continue to dictate words until students have written a word on each puzzle piece.]

Teacher: Now, pair up with another student and match puzzle pieces with your partner. You match the pieces by their shape—they should fit together, just like a puzzle.

[Students partner and begin to match pieces.]

Teacher: Callie and Jay, I see that you have matched two of your pieces. Callie, could you read us the two words on your matched puzzle pieces?

Callie: *cradle, fumble*

Teacher: Great! Everyone, please continue to match pieces with your partner. When all of the pieces are matched, take turns reading the pairs of matched words.

TIP

Use a different color of paper for all the puzzle pieces in each envelope.

INDEPENDENT PRACTICE: ACTIVITY 1

PHRASE READING

DECODING

Distribute the worksheet, which has 24 short phrases with words containing known syllable types, particularly *Cle* syllables. Have students read the phrases silently and circle the *Cle* syllables. Then, call on students to read the phrases aloud.

Teacher: Read each phrase silently. When you see a word with a consonant-*le* syllable, circle the syllable. We will read the phrases aloud a bit later. While you are reading, I might ask you to whisper read, so I can listen. Please begin, everyone.

[Circulate among students and listen to them read.]

TIP

Include reading aloud, so students do not merely circle *Cle* syllables without reading the word.

ADAPTATION

- Have students take turns reading to a partner.

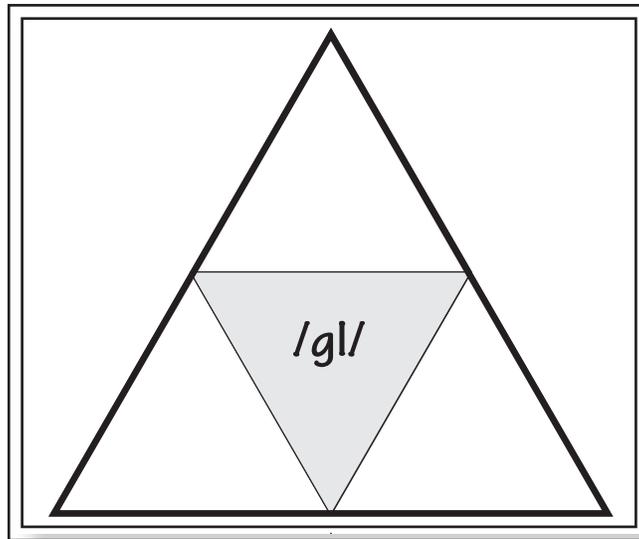
INDEPENDENT PRACTICE: ACTIVITY 2

EXPANDING TRIANGLE

ENCODING

Distribute the worksheet. Have students write a *Cle* sound in the middle triangle. Have students write a different word containing the *Cle* sound in each of the surrounding three triangles. Have students then read the words to a partner.

Demonstrate by completing an expanding triangle for /gl/ on the board (see the following graphic).



Teacher: The inside of the middle triangle shows the consonant-*le* syllable sound /gl/. You will write a word that contains that sound in each of the blank triangles.

[Write the words in the triangles as you discuss them.]

Teacher: Hmm, *juggle* has /gl/ at the end of the word, so I can write *juggle* in one of the blank triangles. What is another word that has the /gl/ at the end?

Russell: *bugle*

Teacher: That's correct, so we can write that in another triangle. Now, we need just one more word. Who knows another word with /gl/ at the end?

Cornelius: *wiggle*

Teacher: Right, so *wiggle* can go in the last triangle.

Assign a *Cle* sound for each of the two expanding triangles on the worksheet and have students complete the worksheet. When they are done, have students read their words to their partners.

TIPS

- /kl/ has two spelling options (*cle* and *kle*), so if you use that sound, students may complete their triangles with words containing either spelling pattern.
- If students have difficulty thinking of three words with the target sound, dictate a word.

ADAPTATION

After students read the words they wrote to a partner, have students exchange triangles with a different student and read that student's words.

MONITOR LEARNING

Make sure that students identify and correctly pronounce syllables, based on their syllable type.

GENERALIZATION

There are relatively few exceptions to the rules for reading and spelling *Cle* words. Because sounds in words with a *Cle* pattern usually make their expected sound, learning the rules of *Cle* syllables greatly expands the number of words students can read and spell.

LESSON 14 WORD CARDS

battle	buckle	cable
angle	bottle	bugle

First of 6 pages

TRIANGLE WORD CARDS

To make these cards, cut along the dashed lines.

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First of 4 pages

**TRIANGLE WORD CARDS
TEMPLATE**

To make these cards, cut along the dashed lines and fill in your own words.

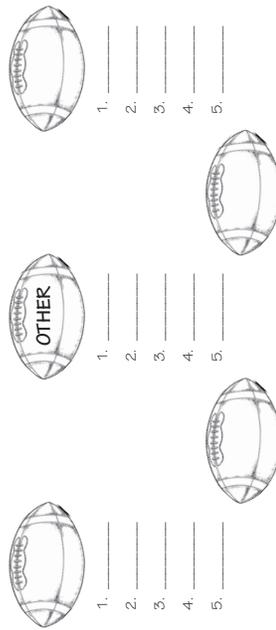
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TRIANGLE WORDS

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Hexagon game board for Triangle Words

FOOTBALL FUMBLE



1. _____
2. _____
3. _____
4. _____
5. _____

OTHER

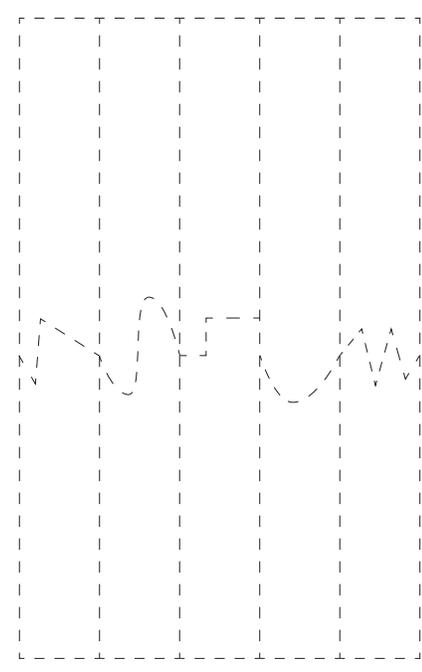
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SPELLING PUZZLE TEMPLATE



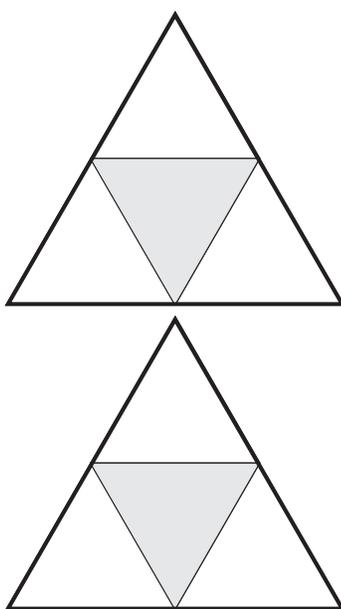
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PHRASE READING

1. able to drive
2. over the puddle
3. purple and navy blue
4. glow of the candle
5. the crust on apple pie
6. lock and handle
7. on top of the table
8. left ankle twisted
9. sticks in a bundle
10. tackle the player
11. green turtle swims
12. whistle a happy tune
13. belt with a buckle
14. puddle after the rain
15. just a single sock
16. a sample to try
17. stream with pebbles
18. steeple on the church
19. stop in the middle
20. the eagle has landed
21. grab the silver handle
22. staple the paper
23. title of the book
24. needle in a haystack

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