

# Consonant '-le': Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with the consonant '-le'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

**Materials:**

- consonant '-le' read sheet for each student
- pencil for each student

**Directions:**

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

**STEPS FOR READING WORDS IN ISOLATION:**

1. Start with the first row and guide students to decode the words. If students cannot decode a word in the top section, have them use the "count back three for consonant '-le'" strategy.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.

**STEPS FOR READING PHRASES AND SENTENCES:****Option A**

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

# Consonant '-le':

## Read Sheet with Words, Phrases, and Sentences

### Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, **"If you get stuck or are moving too fast or slow, I will turn my voice back on."**
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, have students partner-read or whisper-read the whole page independently.

**For Vocabulary Building:** You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, students may not know the meaning of the word *drizzle*. You can say, **"Drizzle means very light rain."**
- Have the students repeat, *"Drizzle means very light rain."*

**Teacher Tip:** Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Consonant '-le' Review

Read the words.

<b>puddle</b>	<b>uncle</b>	<b>drizzle</b>	<b>turtle</b>
<b>puzzle</b>	<b>riddle</b>	<b>marble</b>	<b>title</b>
<b>staple</b>	<b>bugle</b>	<b>candle</b>	<b>fumble</b>
<b>shuffle</b>	<b>grumble</b>	<b>giggle</b>	<b>wiggle</b>
<b>tickles</b>	<b>purple</b>	<b>bubble</b>	<b>mantle</b>

Read the phrases.

<b>many puddles</b>	<b>my uncle</b>	<b>starts to drizzle</b>
<b>got the puzzle</b>	<b>jokes and riddles</b>	<b>ten marbles</b>
<b>green turtle</b>	<b>is the title</b>	<b>need to staple</b>
<b>play the bugle</b>	<b>fumble the ball</b>	<b>shuffle the cards</b>
<b>tummy will grumble</b>	<b>like to giggle</b>	<b>on the mantle</b>
<b>wiggle in the mud</b>	<b>will tickle</b>	<b>purple bubble gum</b>

Name \_\_\_\_\_ Date \_\_\_\_\_

## Consonant '-le' Review

Read the sentences.

**My uncle likes to jump in puddles.**

**It began to drizzle as I walked home.**

**I like to work on puzzles and riddles.**

**The shy turtle hid in his shell.**

**I won a bag of purple marbles from a contest.**

**What is the title of the book you are reading?**

**I need to staple the paper together.**

**I do not know how to play that brass bugle.**

**Do not fumble the ball!**

**Mom placed the vase with roses on the mantle.**

**Can you shuffle the cards before we start the game?**

**My tummy will grumble if I am hungry.**

**I can get my sister to giggle when I tickle her.**