

# Consonant '-le' Syllable POP!

## Teacher Instructions

### Teacher instructions:

This is a student activity that can be used to build accuracy and fluency in reading consonant '-le' syllables. Students can play with partners or in small groups. Each partner or small group will need a deck of cards. You can make the deck by printing the attached list of nonsense words and consonant '-le' syllable cards.

### Teacher Tip:

Send student recording sheets home for students to read aloud with siblings, parents, or caregivers for extra practice.

### Materials:

- Consonant '-le' Syllable POP! card deck, one for each pair of students
- Student recording sheet, one for each student

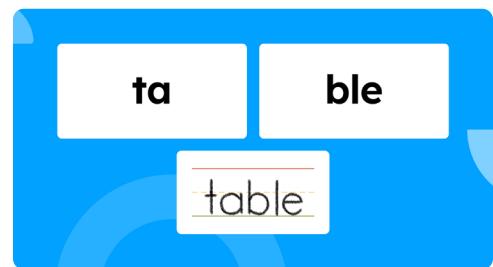
### Directions:

The goal of the game is to collect syllable cards. Players collect cards by accurately reading the words with consonant '-le' syllables. The player with the most cards at the end of the game wins!

There are two ways to play the game, based on what your students know.

#### **Beginner – each 'beginning syllable' card will only match with one consonant '-le' syllable card**

- Print the first nine 'beginning syllable' cards at the end of this packet and print all of the consonant '-le' syllable cards.
- Make a pile with the 'beginning syllable' cards. Lay the consonant '-le' syllable cards in a line.
- Pair students and give each of them their own recording sheet. You can also use a whiteboard if you prefer.
- The first student draws a beginning syllable card from the deck and notes if the syllable is closed, open, or r-controlled. The student should then read the syllable out loud.
- After reading the card, the student places their card to the left of the top consonant '-le' syllable card and reads the two cards together. Students can decide if the syllables together make a real word or a nonsense word.
- If it is a nonsense word, the first student puts their 'beginning syllable' card next to the second consonant '-le' syllable card and repeat step #5 until they find the real word.
- If it is a real word, students write it in their recording sheet or on their whiteboard and put the two cards away.
- The second student then picks the next 'beginning syllable' card from the pile and repeats the process.
- Students continue taking turns until all nine real words have been read and recorded.



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**Advanced - multiple 'beginning syllable' cards match up with consonant '-le' syllable cards**

1. Print all the cards at the end of this packet.
2. Make a pile with the 'beginning syllable' cards but lay the consonant '-le' syllable cards in a line.
3. Pair students and give each of them their own recording sheet. You can also use a whiteboard if you prefer.
4. The first student draws a card from the deck and notes if the syllable is closed, open, or r-controlled. The student should then read the syllable out loud.
5. After reading the card, the student places it to the left of the top consonant '-le' syllable card and reads the two cards together. Students can decide if the cards make a real word or a nonsense word.
6. If it is a nonsense word, the first student puts the syllable card to the left of the second consonant '-le' syllable card and repeat step #5 until they find the real word.
7. If it is a real word, students write it in their recording sheet or on their whiteboard. The first student keeps the 'beginning syllable' card but returns the consonant '-le' syllable card to the table.
8. The second student then picks the next 'beginning syllable' card from the pile and repeats the process.
9. Students continue taking turns until all 18 real words have been read and recorded.

**Answer Key:**

table, bridle, raffle, jungle, simple, circle, turtle, puzzle, sparkle, marble, hurdle, trifle, bugle, sizzle, maple, uncle, bottle, ankle

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

## Syllable POP!

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

# Consonant '-le' Syllable POP!

Flash Cards

ble

de

fe

gle

ple

cle

le

ne

\*Only use syllable cards containing digraphs and blends if you have already explicitly taught those to your students.

## Consonant '-le' Syllable POP!

Flash Cards

kle

POP!

POP!



POP!

POP!

POP!



POP!

POP!

POP!

kle

POP!

POP!

POP!

\*Only use syllable cards containing digraphs and blends if you have already explicitly taught those to your students.

# Beginning Syllable POP!

Flash Cards

to

· bri

rat

· jun

sim

· cir

tur

puZ

\*Only use syllable cards containing digraphs and blends if you have already explicitly taught those to your students.

# Beginning Syllable POP!

Flash Cards

**spair****POP!****POP!****POP!****POP!****POP!**

\*Only use syllable cards containing digraphs and blends if you have already explicitly taught those to your students.

# Beginning Syllable POP!

Flash Cards

mar

hur

tri

bu

·iz

ma

un

bot

\*Only use syllable cards containing digraphs and blends if you have already explicitly taught those to your students.

## Beginning Syllable POP!

Flash Cards

an

POP!

POP!

POP!

an

an

an

an

POP!

POP!

POP!

POP!

an

an

an

an

\*Only use syllable cards containing digraphs and blends if you have already explicitly taught those to your students.