

# Lesson Plan for Consonant '-le'

## Phonics Pattern for Focus: Consonant '-le' Syllables

**OPEN WITH A LISTENING GAME:** Warm up with a phonological awareness activity to get students identifying syllables.

Teacher says the word and has students separate the syllables.

<b>fable (fa   ble)</b>	<b>simple (sim   ple)</b>
<b>drizzle (driz   zle)</b>	<b>purple (pur   ple)</b>

**WARM UP WITH THE FLASH CARD DECK:** Have students practice the syllables they know.

- Use any previously taught syllable-type flash cards, for example, open, closed, and r-controlled syllables.

### Syllables to Review:

<b>ta</b>	<b>ped</b>	<b>shuf</b>	<b>gig</b>	<b>ma</b>
<b>tur</b>	<b>siz</b>			

### INTRODUCE THE CONSONANT '-le' SYLLABLE:

- Say, "Today we are going to learn about a new syllable type. Before we do that, we need to review some of the syllable types that we have already learned. We are going to sort the syllables on these cards into three categories: closed, open, and r-controlled syllables."
- After sorting, write the syllables in a column on the board.

ta  
ped  
shuf  
gig  
ma  
tur  
siz

### Materials Needed:

- ☐ closed syllable flash cards
- ☐ open syllable flash cards
- ☐ consonant '-le' flash cards with and without pictures
- ☐ syllable cards for sort
- ☐ pencil and paper for dictation
- ☐ dictation paper for multisyllabic words
- ☐ Consonant '-le': Student Read Sheet with Words, Phrases, and Sentences

# Lesson Plan for Consonant '-le'

- Go through each syllable one at a time and ask students to identify the syllable type and read the syllable.

Answers:

*ta* - open

*ped* - closed

*shuf* - closed

*gig* - closed

*ma* - open

*tur* - r-controlled

*siz* - closed

- Say, "Now that you know how to read closed, open, and r-controlled syllables, we are going to learn a new syllable type. The new syllable type is called the consonant '-le'. The consonant '-le' syllable is going to be the final syllable in a word before we add prefixes and suffixes. This syllable type is special because it does not happen in one-syllable words, it has to come after another syllable."
- Take the consonant '-le' picture flash cards and introduce them by saying the letters, keyword, and how it is pronounced. Then have students repeat the letters, keyword, and pronunciation. Point out that in each keyword, the consonant '-le' syllable is the last syllable you hear.

'b', 'l', 'e', *bubble*, /ble/

'd', 'l', 'e', *candle*, /dle/

'f', 'l', 'e', *waffle*, /fle/

'g', 'l', 'e', *juggle*, /gle/

'p', 'l', 'e', *purple*, /ple/

't', 'l', 'e', *turtle*, /tle/

'z', 'l', 'e', *puzzle*, /zle/

- Once students have practiced with the flash cards, you can go back to the syllables on the boards and add the following (one at a time). Then have the student read the word.

*ta*- + *-ble* = *table*

*ped*- + *-dle* = *peddle*

*shuf*- + *-fle* = *shuffle*

*gig*- + *-gle* = *giggle*

*ma*- + *-ple* = *maple*

*tur*- + *-tle* = *turtle*

*siz*- + *-zle* = *sizzle*

- Say, "Now that you know how to read words with consonant '-le' syllable type, you will be able to read and spell more words!

Here is a strategy you can use when you get to a word that you don't recognize but you see a consonant '-le' syllable. You can say 'Count back three for consonant '-le.''" Then you start at the 'e' and count back three letters and divide the syllables. That helps you to look at the first syllable, figure out the syllable type, and read the first syllable. Then read the whole word. Let's try it together!"

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- On the board write *snuggle*.
- Say, "Do you see an 'e' at the end of the word?" [yes] "Is it magic e?" [no] "How do you know?" [Because it can't jump back over one consonant and land on a vowel.] "Okay, so let's see if we can count back three to get a consonant '-le' syllable."
- Model for students: start at the 'e' and write 1, 2, 3 under the letters.
- Say, "Do we have a consonant, an 'l', and an 'e'?" [yes] "So we will divide right before the consonant '-le' syllable. Now, I can look at the first syllable, *snug-*, and figure out how to read it by identifying the syllable type. I look at my vowel, 'u', and see one consonant after it. What type of syllable is it?" [closed] "Yes, so what kind of vowel sound will it be?" [short] Let's read the first syllable." [*snug-*] "Now, let's read the word." [*snuggle*]
- Write *stifle* on the board.
- Say, "Do you see an 'e' at the end of the word?" [yes] "Is it magic 'e'?" [no] "How do you know?" [Because it can't jump back over one consonant and land on a vowel.] "Okay, so let's see if we can count back three to get a consonant '-le' syllable."
- Model for students: start at the 'e' and write 1, 2, 3 under the letters.
- Say, "Do we have a consonant, an 'l', and an 'e'?" [yes] "So we will divide right before the consonant '-le' syllable. Now, I can look at the first syllable, *sti-*, and figure out how to read it by identifying the syllable type. I look at my vowel, 'i', and see there is no consonant after it. What type of syllable is it?" [open] "Yes, so what kind of vowel sound will it be?" [long] "Let's read the first syllable." [*sti-*] "Now, let's read the word." [*stifle*] "*Stifle* means to be in someone's space or making it hard for them to do something."



**DICTATION:** Connect the syllables you hear to their spellings.

Dictating Syllables:

**Teacher Note:** The directions for dictation of consonant '-le' syllables are different from other phonics skills.

Syllables to Dictate:

Say, "I am going to say a consonant '-le' syllable and you are going to write it on the line. We are going to use a dash ('-') before we write the syllable so that we know it has to go after another syllable and that it is not an open syllable."

-ble	-dle	-fle	-gle	-ple	-tle	-zle
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# Lesson Plan for Consonant '-le'

**Dictating Words (use the dictation paper for multisyllabic words attached to this lesson):**

1. Say the word and have students repeat it.
2. Together with the students break the word into its two syllables.
3. Students write the first syllable and then add the consonant '-le' syllable (without the dash).
4. Students read the word to themselves.
5. Check together.
6. Read back the word together and correct as needed.
7. After all words have been dictated, students read back all of the words that they wrote.

**Words to Dictate:**

simple	pebble	title	shuffle	stable	marble
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**Teacher Tip:** For a word like pebble, model what happens if you spelled it peble. You can check your spelling by saying, "Count back three for consonant '-le.'" Start at the 'e' and count back three and chop. If you did that you'd have 'pe-', '-ble' and that would say /pē/, /ble/ not /pěb/, /ble/. So we need another 'b' to close in the 'e' and keep the vowel short.

**Dictating Phrases and Sentences:**

1. Say the phrase or sentence.
2. Students repeat the phrase or sentence.
3. Say the phrase or sentence again and hold up a finger for each word you say.
4. Students write the phrase or sentence. (You can repeat the entire phrase or sentence once or twice more with fluency.)
5. Check together.
6. Read back the phrase or sentence together.
7. Correct as needed.

**Phrases to Dictate:**

**Teacher Tip:** On the first few days of introducing consonant '-le' syllables, you may want to use the words dictated above in the phrases and sentences. Once students have had practice spelling and applying their knowledge of consonant '-le' syllables, then you can use different words in the phrases and sentences.

## Lesson Plan for Consonant '-le'

a black marble	in the stable
a long title	not simple

Sentences to Dictate:

It is not simple to shuffle cards.	A pebble is a small rock.
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**BUILDING VOCABULARY:** Select word(s) to focus on meaning and use.

Discuss the multiple meanings for the following word(s). You can do this at any time throughout the lesson when words with multiple meanings come up.

stable	shuffle
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**PRACTICE READING TO BUILD FLUENCY:** Have students practice reading words with the new skill alone and in context.

**Reading Dictation to Build Fluency:**

- Tell students to track with their finger from left to right as they read back what they wrote during the dictation part of the lesson.

**READING WORDS AND CONNECTED TEXT TO BUILD FLUENCY:** Use the Reading Universe read sheets for this portion of the lesson.

**Words:**

- Show students words using phonics patterns that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or under a document camera.
- Go across the page, tapping out the sounds in words, and then blending the sounds together to read the words. You can then reread and just have students try to read the word without tapping all the sounds.
- Students can then reread with a partner.

**Phrases and Sentences:**

- Display phrases or sentences for students and give them a copy. (Phrases and sentences should only contain words with patterns that have been taught and sight words that have been explicitly taught.)
- Say, "We will read each of these phrases/sentences three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time, let's be sure the way we read it matches what the words are trying to say."



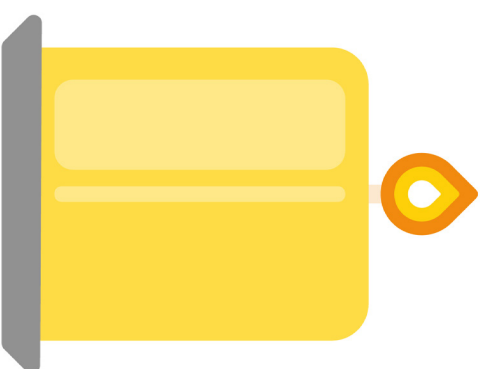
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ble, *bubble*, /b/

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-dle

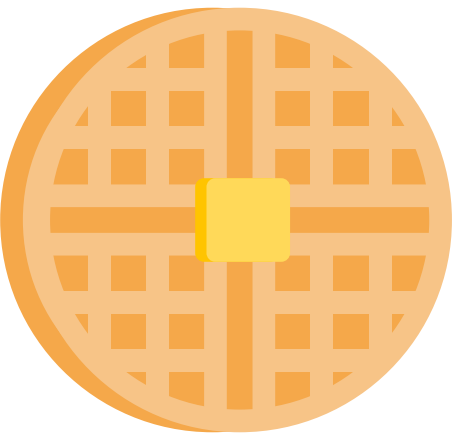


dle, *candle*, /d/

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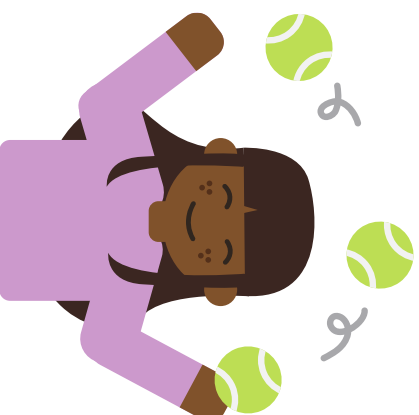
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fle, waffle, /fl/

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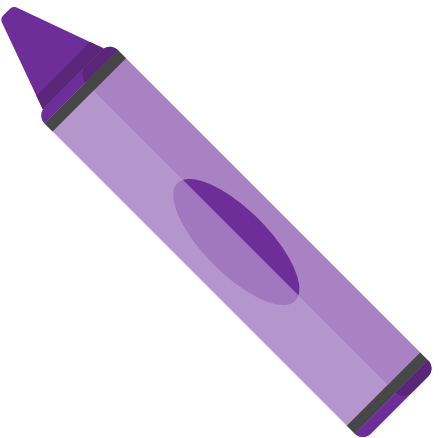


gle, juggle, /gl/

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ple, *purple*, /pl/

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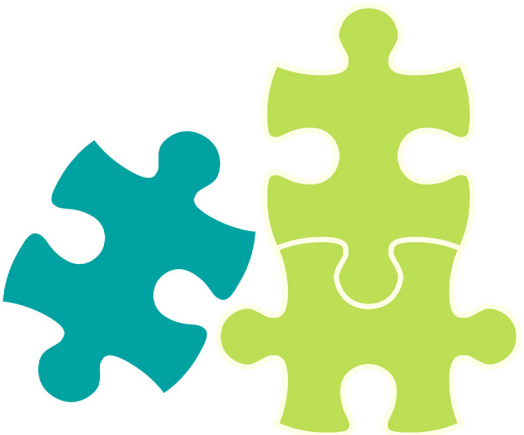


tle, *turtle*, /tl/

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-z|e



zle, puzzle, /z/

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## Dictation Paper

### Words

1.

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2.

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3.

+

=

### Sentences

1.

2.

# 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

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### 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>tickle</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.