

Roll, Write, and Read with Consonant '-le' Pattern

Teacher Instructions

Skill: Consonant '-le' Pattern

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The purpose of this two-part activity is for students to build fluency with consonant '-le' pattern. They can practice in whole group, small groups, or in pairs.

Materials:

- A roll, write, and read grid
- One regular die with numbers
- One die with letters A through F added to it. You can make this by adding stickers with these letters written on them to cover up the numbers on a typical die.
- A clear container, like a small plastic cup, to hold the two dice and control the rolling
- A student recording sheet



Teacher Tips:

- It's okay if some columns or words are read more than once.
- Laminate the grids so you can reuse them.
- It's important for students to record their work so the teacher can monitor practice and provide feedback. The template provided may be helpful but any writing paper can be used.

Directions:

Begin the activity by telling students, "Today we will practice reading words using these dice."

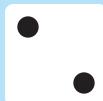
Part One

1. With only the numbered die, you will model the activity by rolling the dice, locating the column with that number, and then reading the words in that column aloud. From the example below, if you roll a 2, you would read *dribble, curdle, title, shingle, grapple, sample*.
2. Ask your students to track the words you read on their grid.
3. You will then roll the die again and ask students to read the column together as a group.
4. Allow individual students to roll the die and read the columns until all the columns have been read together.

Part Two

1. Once all columns have been read, add the letter die to the container.
2. You will model the activity by rolling the dice, and use the number and letter rolled to locate the individual word on the grid. From the example below, if you roll B and 3, you would read the word *idle*.
3. Then, you will flip over the paper to the student recording sheet and write the word you just read. You can model this activity with three or four words.
4. After you are confident that your students know the routine, pair them together and give each a set of dice.
5. They will take turns rolling and writing.
6. At the end of the allotted time or when the writing grid is full, have some or all of your students read their written words to their partner or to you.

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A stubble dribble marble quibble amble pebble

B bridle curdle idle middle cradle meddle

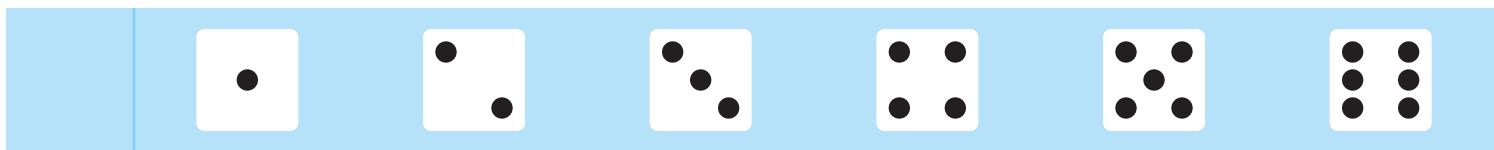
C nettle title turtle settle chortle chuckle

D struggle shingle bangle jingle giggle angle

E staple grapple simple apple sprinkle muffle

F ladle sample puzzle tangle hussle candle

Roll, Write, and Read Grid — Blank Template



A

B

C

D

E

F

Name _____ Date: _____



A

B

C

D

E

F