Lesson Objectives

Day 1

Students will:
- Understand that most words with consonant + -le divide before the consonant
- Understand that consonant + -le syllables are always unaccented
- Understand VCle words divide between open syllable and consonant + -le
- Understand VCCle–Double and VCCle words divide between the two consonants
- Write spelling words and show how each is divided into syllables

Day 2

Students will:
- Understand rules for consonant + -le syllable patterns
- Recognize VCle, VCCle–Double, and VCCle patterns and sort them into categories

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—middle, table, mumble

Day 3

Students will:
- Understand which syllables are accented in C + -le words
- Understand how to divide C + -le words into syllables
- Sort words into C + -le words into categories of VCle, VCCle–Double, and VCCle
- Choose C + -le words to complete sentences

Materials:
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 4

Day 4

Students will:
- Recognize VCle, VCCle–Double, and VCCle words in reading passage
- Organize C + -le words into categories and show where to divide them
- Correctly spell unit spelling words

Materials:
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5

Students will:
- Correctly spell the VCle, VCCle–Double, and VCCle words

Materials:
- Quick-Check Assessment
Day One

Providing Support

Write each spelling word on a self-stick note. Say each word and ask students to repeat the word with you. Help students cut off the syllable with the consonant plus -le in each word. Ask students to say if the word is divided between the double consonants or the two different consonants in VCCle words. Ask them to point to the syllable that ends with a long vowel sound in VCle pattern words.

Blending Practice

Remind students that dividing words into syllables can help them read unfamiliar words. Tell them that reading each syllable chunk and then blending the chunks together is easier than trying to read the whole word at once. Provide examples of dividing words into syllables, for example, scribble, shuffle, maple, etc. Point out the different vowel patterns in the first syllables and remind students of what they know about blends and digraphs. Then ask students to say each syllable and blend it together. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Long e Patterns in Accented Syllables

Focus Words: deeply, evening, secret, asleep, repeat, meaning

Write the focus words on the chalkboard and have students read them with you. Ask students to listen for the long e vowel sound in each word. Have volunteers come up and circle the long e pattern in the words and underline the accented syllables.

Introduce Unaccented Final Syllables -le

Model

Write the words title, little, and simple on the chalkboard. Circle the consonant plus -le in each word. Say: These words end with a consonant plus the ending -le. These letters form a syllable that is always unaccented.

Look at the word title. We divide the word title before the second t to keep the consonant plus -le pattern. Use a slash mark to divide the word on the chalkboard (ti/tle) and write VCle above the word. This makes the first syllable an open syllable with a long i sound.

Look at the word little. Two rules help me divide this word into syllables: one rule says that we divide syllables between double consonants and the other says the consonant plus -le makes a syllable. This tells me to divide the word between the double consonants. Use a slash mark to divide the word on the chalkboard (lit/tle) and write VCCle—Double above the word. This makes the first syllable an open syllable, so the vowel sound is short.

Look at the word simple. Although the two consonants in the middle aren’t the same letter, we divide the word between them, leaving a closed syllable and a syllable with the consonant plus -le pattern. Use a slash mark to divide the word on the chalkboard (sim/ple) and write VCCle above the word.

Guide

Write the words able, giggle, and mumble on the chalkboard. Point to the word able and ask students where you should divide the word. When students tell you, draw a slash mark before the b. Ask students what kind of syllable patterns you have. (open and C + -le)

Ask a volunteer to come up and divide the word giggle. Ask the class what the syllable patterns are and what vowel sound is in the first syllable. Repeat with mumble.
Apply

Write the words turtle, fable, and bubble on the chalkboard. Tell students to turn to their neighbor and say each word and then say if the word has a VCle, VCCle–Double, or VCCle syllable pattern.

Assessment Tip

Observe students to see if they are able to recognize the words with VCle–Double and VCCle syllable patterns and understand where the syllables divide. Also note if students recognize VCle words and understand that the words divide between the open syllable and C + -le syllable.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.

Spelling Words with Unaccented Final Syllables -le

Unit Spelling Words: title, table, eagle, apple, puzzle, simple, purple, circle

Write the words title, table, and eagle in a column on the chalkboard. Say: These words end with a consonant plus -le. I divide the words before the consonant. Draw slash marks to divide the words: ti/le, ta/ble, ea/gle. The first syllables are open with long vowels. Notice the vowel digraph in eagle. The ea stands for one long vowel sound. These words follow the pattern of VCle. Write VCle above each of the words.

Write the words apple and puzzle in a column next to the VCle words. Ask students where to divide the words. Ask volunteers to come up and divide the words and circle the consonant plus -le ending. Write VCle–Double above the words.

Write the words simple, purple, and circle in a column. Ask students to identify the consonants in the middle of each word. Divide the word between the consonants. Write VCCle above the words.

Have students write each spelling word in their word study notebooks. Have partners check each other’s spelling. Then ask students to check any words they don’t understand in a dictionary. Have them write a sentence for each word.
Day Two

Pattern Sort

<table>
<thead>
<tr>
<th>VCle</th>
<th>VCCle–Double</th>
<th>VCcle</th>
</tr>
</thead>
<tbody>
<tr>
<td>title</td>
<td>little</td>
<td>simple</td>
</tr>
<tr>
<td>cradle</td>
<td>middle</td>
<td>sample</td>
</tr>
<tr>
<td>able</td>
<td>apple</td>
<td>sprinkle</td>
</tr>
<tr>
<td>table</td>
<td>giggle</td>
<td>stumble</td>
</tr>
<tr>
<td></td>
<td>rattle</td>
<td>bridle</td>
</tr>
<tr>
<td></td>
<td>puddle</td>
<td>mumble</td>
</tr>
</tbody>
</table>

Review Unaccented Final Syllables -le

Display the anchor poster to review the rules of unaccented final syllables with -le. Write these words on the chalkboard and ask students to tell the rule that applies: jungle, whistle, cycle, cattle. Have students use what they know about vowel patterns to tell what the vowel sounds are in each of the first syllables.

Pattern Sort

Teacher Word Cards: middle, table, mumble
Teacher Category Cards

Place the category cards in a row in the pocket chart. Hold up the word card for middle and model dividing the word and sorting it into the appropriate column.

Think aloud: I know that when I see words that end with -le, a consonant will come before the letters because consonant plus -le is a syllable pattern. In this word I see two consonants that are the same. I know that I divide the word between the double consonant and that this word goes in the category VCCle–Double.

Hold up the card for table. Ask students to identify the consonant that goes with the -le and where they would divide the word. Ask them to tell what the pattern of the first syllable is. Place the word in the VCle column. Repeat with the word mumble.

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Spelling

Have students make a chart on a new page in their word study notebooks, using the categories from the pocket chart as heads. Then have them write the unit spelling words in the correct column. Have them check their spelling with a partner. Then ask them to cover each word, one at a time, write it in the chart, then uncover the word and check their spelling.

Oddballs

Write the words crackle, tickle, and pickle on the chalkboard. Say: Words like crackle, tickle, and pickle have the digraph ck. Since the ck is a digraph, we don’t split it when dividing words into syllables. So words like crackle, tickle, and pickle divide into syllables after the ck digraph and before the -le. Demonstrate how to divide each word into syllables: crack/le, tick/le, pick/le.
Blind Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards

Place the category cards in a row in a pocket chart. Tell students that you are going to say words one at a time. You want them to listen carefully as you say the words. Tell them you will call on different students to tell you where to place the word in the pocket chart. If necessary, place three words in the pocket chart under each category as models for students to follow.

Say each word from BLM 4 slowly and clearly, emphasizing each syllable.

Buddy Sort

Give pairs of students the word cards from BLM 5 and the category cards from BLM 2. Tell them to place the category cards in a row and the word cards facedown. Have them take turns drawing a card and reading it aloud, while their partner decides where to place the word.

Applying Meaning. Give students BLM 7 and ask them complete the activity, first choosing the correct C + -le words to complete the sentences, and then identifying the syllable pattern.

Assessment Tip

Observe students to make sure they are recognizing the C + -le syllable patterns. Do they understand that words that end with -le usually have a consonant connected to the -le? Are students able to divide words correctly into their syllables based on the syllable patterns?

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Word Study & Vocabulary 1: Unit 20: Unaccented final syllables

Day Four

Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of VCle, VCCle–Double, and VCCle syllable patterns.

Word Hunt

Give each student a copy of the reading passage on BLM 9 and tell them they will be going on a word hunt to find words that end with the VCle, VCCle–Double, and VCCle patterns. Tell them to read the passage through once and then read it again, this time circling the word with the C -le patterns.

When students have completed their word hunts, have them list the words they found in the chart that they made on Day Two in their word study notebooks. Tell them to show how each word is divided into syllables.

How to Set the Table for Dinner

Your family may not be able to eat together every night, but there are probably plenty of times when you do sit down for dinner together. There may also be times when extra family members or friends join you. Knowing how to set the table is a good skill to have, whether your meal is fancy or simple.

The first thing to decide is whether or not to cover the table. You can use a tablecloth, placemats, or leave the table bare.

Once you decide that, place a dinner plate on the table in front of each seat. If you are having soup, set a soup bowl on top of every dinner plate. To the left of each plate, set a napkin and a fork. Sometimes people fold napkins into fancy shapes. But, for a basic meal, keep things simple—fold the napkin in half and put it next to the plate. Place the fork on top of the napkin. The points of the fork, called "tines," should be facing up.

To the right of the plate, set a knife. The knife will probably have two parts, a handle and a blade. Make sure the sharp side of the blade points at the plate. To the right of the knife, set a teaspoon. Place a drinking glass in front of the teaspoon. If you are having soup, the soupspoon goes to the right of the teaspoon, but if you do not have special spoons for soup, use the second teaspoon. If you like, set a candle in the middle of the table. You could also put a bottle of water or milk there. Some people like to decorate a dinner table with fruit, such as a bowl of apples, or with a vase of flowers.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: extreme, between, increase.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: title, apple, circle.

Dictate the following sentence and have students write it on their papers: We put the simple puzzle of the eagle in the middle of the table.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of unaccented final syllables -le using the Quick-Check for Unit 20.

Suggestions for Independent Practice

Word Hunt. Have students work independently to hunt for words that end with consonant + -le. Tell them they can use any books, magazines, newspapers, and so on. Have students make a list of the words they find. Create a class list of consonant + -le words for students to refer to.

Guess My Word. Have students work with a partner or in small groups. Tell students to select five word cards from BLMs 3–5. Students will take turns giving clues for a word and asking the other students to guess their word. For example: My word is an animal. They live on a farm. They eat hay. Some have long horns. And so on until the word cattle is guessed.

Play a Card. Give each small group of students word cards from BLMs 3–5. Have each student draw six cards. Place the rest of the cards facedown. Students will take turns asking the person to the right of them for a word that matches one of the syllable patterns. If the student has a word card that matches the syllable pattern, he or she will discard it and then proceed with his or her turn. If the student doesn’t have a word card that matches the syllable pattern, he or she will draw cards from the facedown pile, one at a time, until finding a match. Once a match is found, the student will discard the matching word card and proceed with his or her turn.

Find the Category. Have each student list ten C + -le words in a column on the left side of their paper. In the right column have them write VCle, VCcle–Double, and VCcle. Tell students to trade word lists with a partner. Students will draw a line from each word on their partner’s list to the syllable pattern that matches each word.
Unit 20 Quick-Check: Unaccented Final Syllables -le

Answer Questions
Directions: Read each word and circle its syllable pattern.

1. cable VClé VCClé–Double VCClé
2. shuffle VClé VCClé–Double VCClé
3. eagle VClé VCClé–Double VCClé
4. crumble VClé VCClé–Double VCClé

Apply
Directions: In the space below, list one word for each of the syllable patterns: VClé, VCClé–Double, and VCClé.

_______________________   _______________________   _______________________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>VClé</th>
<th>VCClé–Double</th>
<th>VCClé</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
kettle, noble, candle, battle, beetle, jungle

Think and Write about Unaccented Final Syllables -le
Directions: In the space below, explain how understanding VClé, VCClé–Double, and VCClé syllable patterns helps you as a reader, speller, and writer.