Lesson Objectives

Day 1
Students will:
- Recognize and identify -le, -el, -il, and -al patterns in unaccented final syllables
- Understand that -le, -el, -il, and -al have an /al/ sound
- Recognize where syllables divide based on vowel patterns
- Write words with -le, -el, -il, and -al patterns

Materials:
- Teacher Category Cards
- Teacher Word Cards—fossil, pencil, pupil, kennel, cancel, camel, journal, signal

Day 2
Students will:
- Understand rules of -le, -el, -il, and -al in unaccented final syllables
- Understand how to divide words into syllables based on vowel patterns
- Hear the /al/ sound at the end of the words
- Practice spelling and writing spelling words

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 4: Word Cards
- Teacher Category Cards
- Teacher Word Cards—same as BLM 4

Day 3
Students will:
- Recognize spelling patterns in -le, -el, -il, and -al words
- Sort words into -le, -el, -il, and -al categories
- Choose the correct spelling of unaccented final syllables

Materials:
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 5: Classroom Activity
- BLM 6: Take-Home Activity
- BLM 7: Classroom Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 4

Day 4
Students will:
- Recognize words with -le, -el, -il, and -al patterns in a reading passage
- Sort -le, -el, -il, and -al words from reading passage
- Correctly spell the spelling words
- Correctly write the dictated sentence

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

Day 5
Students will:
- Correctly spell -le, -el, -il, and -al words

Materials:
- Quick-Check Assessment
Day One

Supporting ELs
Show English Learners the spelling word cards one at a time. Say each word stressing the accented syllable and then point out the spelling of the unaccented syllable. Ask students to write each word in their word study notebooks and then choose a different color to circle each of the -el, -il, and -al final patterns. Have students sort their spelling words according to the color of the final syllable.

Blending Practice
Remind students that knowing how to divide words into syllables makes it easier for them to read unfamiliar or long words. Using hospital as a model, show students how to divide the word into syllables: between the double consonants and after the i: hos/pi/tal. Point out that they can treat each syllable as if it were a short word and then blend the syllables together. Read each syllable and then blend the syllables together: hos/pi/tal: hospital. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Unaccented Final Syllables -le
Focus Words: simple, apple, table, purple, eagle
Write the following words on the chalkboard: simple, apple, table, purple, eagle. Review with students that when words end with a consonant plus -le, the final syllable is unaccented and usually divides before the consonant. Ask volunteers to come up and circle the final syllable in each word.

Introduce Unaccented Final Syllables -le, -el, -il, -al

Model
Write the following words on the chalkboard: cattle, pupil, final, model. Point to the word cattle. Say: You’ve learned that when the final syllable of a word ends with -le, the final syllable is unaccented. The word cattle divides between the two ts so the final syllable is -tle. Show how you divide cattle into syllables. This rule also applies to most words whose final syllables end with -el, -il, and -al. The word pupil ends with -il and divides between the long u and the final unaccented syllable. The word final ends with -al and divides after the vowel i. Show how you divide pupil and final. (pu/pil, fi/nal)
However model has a short o, so the d stays with the first syllable, so it will be closed. Show how you divide model. (mod/el)

Guide
Write the words novel, evil, and metal on the chalkboard. Point to the first word and ask students to tell you where to divide the word. Ask them which syllable is the accented syllable in the word. Repeat with the words evil and metal. Ask volunteers to come up and circle the final syllable in each word. (nov/el, e/vil, met/al)

Apply
Write the words total, tunnel, and pencil on the chalkboard. Tell students to turn to their neighbor and talk about where they would divide each word and which syllable is unaccented. Ask volunteers to come up and circle the final syllable.

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Printed in Guangzhou, China.
ISBN: 978-1-4509-0094-8

2 Word Study & Vocabulary 1: Unit 21: Unaccented final syllables -le, -el, -il, -al ©2010 Benchmark Education Company, LLC
Spelling Words with Unaccented Final Syllables

Unit Spelling Words: fossil, pencil, pupil, kennel, cancel, camel, journal, signal

Teacher Word Cards: fossil, pencil, pupil, kennel, cancel, camel, journal, signal

Teacher Category Cards

Place the spelling words and category cards in the pocket chart. Say: All of the spelling words have an unaccented final syllable. Each word includes a consonant plus the ending -il, -al, or -el. The endings sound the same so you will have to memorize which ending to use on the words.

Look at the words fossil, pencil, and pupil. These words end with -il. We divide fossil and pencil between the consonants, so that first syllable is a closed syllable with a short vowel sound. We divide pupil after the u, which gives us an open syllable with a long vowel sound. Show how you divide each of the words. (fos/sil, pen/cil, pu/pil)

Look at the words kennel, cancel, and camel. What is the same about these words? Where should I divide each of these words into syllables? (ken/nel, can/cel, cam/el) Notice that in the word camel, the -el ending is in a syllable by itself. In the word cancel, the second c stands for the /s/ sound. Remember to spell this with a c and not an s in the second syllable.

Have students look at the words journal and signal. Have them identify the ending and tell where the words divide into syllables. Have them tell which syllable is accented in the words.

Have students write each spelling word in their word study notebooks. Tell them to circle the unaccented syllable in each word.

Assessment Tip

Observe students to make sure they are able to identify -le, -el, -il, and -al patterns in the final unaccented syllables. Also note if they are hearing the /sl/ sound at the end of each word.

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.
Providing Support
Tell students that words that end with -le and -el are the most common spellings and that words ending in -al are often nouns or adjectives. Explain that words ending with -il are less common. When spelling words with these unaccented final syllables, students could try the -le or -el spellings first to see if the words look right.

Review Unaccented Final Syllables
-le, -el, -il, -al
Display the anchor poster and use it to review the unaccented final syllables -le, -el, -il, and -al. Write the words angle, level, pencil, and local on the chalkboard. Ask students to identify the ending in each word. Then have them tell where to divide each word. Ask volunteers to come up and circle the final syllables.

Common Features Sort
Teacher Word Cards: couple, cancel, April, signal
Teacher Category Cards
Place the category cards in the pocket chart and the word cards in a group to the side of the chart. Read each word aloud. Say: Since the sound of each word is the same at the end, I’ll need to look carefully at the spelling of the sound to determine where to place the words. The word couple ends in -le, so I’ll sort that word into the -le category.

Home/School Connection
Have students help you sort the remaining word cards. Then give them the word cards from BLM 3 and the category cards for the endings. Ask them to sort the words into the correct category.

Spelling. Have students write each of their spelling words in their word study notebooks. Tell them to use a black color to write the first syllable and then choose a different color for each of the -le, -el, -il, and -al final syllables. Finally, tell them to circle the -le, -el, -il, and -al pattern in each word. For example, they could write sig in black and nal in red and circle the al in red.

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.
No Peeking Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards

Place the category cards in the pocket chart. Tell students that you are going to read a word from a card and they are going to tell you under which ending to place the card. Say the word paddle. Ask students what ending they think the word has. After students decide on the ending, show them the card so they can confirm or change where they will sort the card.

Continue with the remaining words on BLM 4, asking students to help you sort the words according to their endings.

Buddy Sort

Give pairs of students the word cards from BLM 5 and the category cards. Ask them to sort the words according to their endings.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the correct word with -le, -el, -il, or -al ending.

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.

Assessment Tip

Check students’ completed BLM 7 to see if they are identifying the correct spellings of -le, -el, -il, and -al words.

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.
Day Four

Providing Support
Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words that have final unaccented syllables -le, -el, -il, and -al.

Word Hunt
Give each student a copy of the reading passage on BLM 9 and tell them to work independently to read the passage and find the words with final unaccented syllables that have an -le, -el, -il, or -al pattern.

When students have completed their word hunts, have them list the words they found in their word study notebooks under the categories -le, -el, -il, and -al.

A Ranch in a Box

Thursday, April 19

Today I started work on my book report about The Mystery at Red Lily Ranch. It is a long novel, about 300 pages. Right now it is my favorite book. I decided to build a model of Red Lily Ranch in a cardboard box. I bought some bricks and shaped it into a house for the cattle. I set a window of plastic over the fence. My brother let me borrow one of his toy cars. It looks just like the pick-up truck that belongs to Max and his dad in the story.

My favorite part of the book is when Max gets out of the truck to give a signal to Ella. He pretends to check the left rear tire. The evil robbers have no idea what he is doing. Ella is in the cottonwood tree, drawing with a pad and pencil. When she sees Max at the tire, she knows the robbers are going to try to travel across the river that night. The kids have to wait until the robbers go inside the ranch house for dinner. The truck is broken, so they steal a horse and ride to town to warn the sheriff. It is a hard trip. One bad thing happens after another. I liked the book because I never knew what was going to happen next, even at the start of the final chapter.

I want to show Max giving the signal to Ella. I plan to make the tree out of clay. But I have no idea how to make the kids and robbers. It is a good thing I have a week left to finish this project.

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: title, puzzle, circle.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: signal, kennel, fossil.

Dictate the following sentence and have students write it on their papers: The pupil was told to use only a pencil when writing in her journal.

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 the unaccented final syllables -le, -el, -il, and -al using the Quick-Check for Unit 21.

Suggestions for Independent Practice

Make Words. Have students work with a partner and use magnetic letters or letter tiles to spell words from BLM 5. Have students take turns—one student makes a word without the final pattern of -le, -el, -il, or -al while the other student adds the correct final pattern to finish spelling the word. Students will then check the spelling against the word card.

Word Hunt. Tell students to go on a word hunt using any printed materials in the classroom to find words that have a final unaccented syllable -le, -el, -il, or -al. Have them keep a list of the words they find to see which final pattern is the most common.

Find the Match. Have students work in pairs. Give each pair the word cards from BLM 4. Tell them to mix the cards up and place them facedown in four rows with four cards in each row. Have students take turns selecting two cards. The goal is to find two cards that have the same final pattern, for example, two words that end with -il. If the cards match, students will leave them faceup. If they don’t match they will turn the cards back over and the next student will take a turn.

Speed Read. Have students use word cards from BLMs 3 and 5. Tell them to place the word cards facedown and then take turns drawing a card, saying the word and then spelling the final pattern as quickly as they can. After they have said their word have them sort their cards into four piles, -le, -el, -il, and -al.
Name ___________________________________ Date _______________________________________

Unit 21 Quick-Check:
Unaccented Final Syllables -le, -el, -il, -al

Answer Questions

Directions: Read each word and then write the word on the blank line showing where it is divided into syllables. Circle the final -le, -el, -il, or -al pattern.

1. angle____________________
2. travel____________________
3. tonsil____________________
4. scandal____________________

Apply

Directions: In the space below, list one word that ends in -le, one word that ends in -el, one word that ends in -il, and one word that ends in -al.

__________________  __________________  __________________

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

<table>
<thead>
<tr>
<th>-le</th>
<th>-el</th>
<th>-il</th>
<th>-al</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
dimple, pupil, camel, medal, paddle, tunnel, council, sandal

Think and Write about Unaccented Final Syllables -le, -el, -il, -al

Directions: In the space below, explain how understanding the unaccented final syllables -le, -el, -il, and -al helps you as a reader, speller, and writer.