

LESSON 14:

CONSONANT-LE SYLLABLES

Host: In this lesson, we will learn about consonant-*le*, or *Cle*, syllables. *Cle* syllables are found only at the end of multisyllabic words, consist of a consonant followed by the letters *l* and *e*, [and are] pronounced by blending the first consonant with the *l* and the *e* is silent—for example, *cable*, *fiddle*, *temple*, and *title*.

Teacher: Today we will learn a new syllable, consonant-*le*, or *Cle* for short. Almost 400 two-syllable words have a consonant-*le* syllable, so learning this syllable type will help you read many more words. In fact, the word *syllable* itself contains a *Cle* syllable!

There are three things to know about consonant-*le* syllables:

First, consonant-*le* syllables appear only as the last syllable of a multisyllabic word. You will never see this syllable type at the beginning of a word or in a one-syllable word.

Second, consonant-*le* syllables always have three letters: a consonant followed by the letters *l* and *e*. The consonant could be any consonant, but the *l* and *e* remain the same.

Third, consonant-*le* syllables are pronounced by blending the first consonant and the *l*. The *e* is silent.

Let's practice reading some consonant-*le* words. In this example, I blend /p/ and /l/ to make /pul/, as in *apple*. What sound?

/Pul/, correct. /D/ and /l/ blend to make /dul/, as in *candle*. Repeat /dul/.

/Dul/, correct. We will practice saying a few more consonant-*le* syllables, and then we'll learn how to combine them with other syllables to form words. /B/ and /l/ combine to make what sound?

Yes, /bul/, as in *bubble*. What two sounds will be combined?

Very good, /g/ and /l/. And they combine to make what sound?

Good, /gul/, as in *jungle*. Excellent. Let's read one more. What sound?

Great, /zul/, as in *puzzle*.

Now that you've learned how to pronounce the consonant-*le* syllable, let's use what we know to read multisyllabic words. Remember to find the vowels, look for syllables or word parts you know, and put the syllables together.

When looking for syllables we know, if we see a consonant followed by the letters *l* and *e* at the end of the word, we know that it is a consonant-*le* syllable. The consonant, the *l*, and the *e* form the syllable, so keep them together.

In this example, I see *dle* at the end of the word, so I underline the consonant-*le* syllable.

Now, I pronounce each syllable, based on its syllable type, just as I do with other multisyllabic words. The first syllable is a closed syllable, pronounced /can/. The other syllable is a consonant-*le* syllable, so I blend the first consonant, *d*, and the *l*: /dul/.

Then I combine the syllables: /can/ /dul/, *candle*. Repeat, please.

Good, /can/ /dul/, *candle*. Let's look at the next word. I see the consonant-*le* pattern, so I keep it together. How do you say the first syllable?

Good, /tay/. It's an open syllable, so we say it with a long vowel. The next syllable is consonant-*le*, so how is it pronounced?

Very good, /b/ /l/, /bul/. The syllables are combined to form the word: /tay/ /bul/, *table*. Repeat, please.

Excellent, /tay/ /bul/, *table*. Here is the next word. I see a consonant and *le* at the end, so I underline it. Please say the first syllable.

Yes, /stee/. Say the second syllable.

Good, /pul/. Say the syllables as I point to them and then combine them to form the word.

/Stee/ /pul/, *steeple*. Nice job! Let's look at this word. I see a consonant and *le* at the end, so I underline it. Please say the first syllable.

Yes, /siz/. This is a closed syllable, so the vowel is short. Say the second syllable.

Right, /zul/. Say the syllables as I point to them and then combine them to form the word.

/Siz/ /zul/, *sizzle*. Good job! Here is the next word. I see a consonant and *le* at the end, so I underline it. Please say the first syllable.

Let's look at that again. You said /rih/. Is it an open syllable or a closed syllable?

Right, it's an open syllable. How do you pronounce the vowel sound in an open syllable?

Yes, you say the long vowel sound. Try it again with the long *i* sound.

Great, /rie/. Now, let's say the second syllable.

Right, /ful/. Say the syllables as I point to them and then combine them to form the word.

/Ri/ /ful/, *rifle*. This is the last word. I see a consonant and *le* at the end, so I underline it. Please say the first syllable.

Yes, /jun/. Say the second syllable.

Right, /gul/. Say the syllables as I point to them and then combine them to form the word.

/Jun/ /gul/, *jungle*. Great job reading words with a consonant-*le* syllable!

Host: Here's a strategy designed to help students spell consonant-*le* syllables:

Say the word.

Say the syllables that form it.

Spell and write each syllable.

Check your spelling by reading the word you wrote.

Teacher: I will now say some words with the consonant-*le* syllable. As I say these words, I want you to think of how you would spell the words. Pay attention to the consonant-*le* syllables. We will sort these words by their consonant-*le* pattern. We will have a category for words that don't fit one of our patterns that we will call "other." For this activity, I'm going to use the syllables *ple*, *dle*, *ble*, and *gle*. Let's review the sounds that these syllables make before we get started: /pul/, /dul/, /bul/, /gul/.

Great. Let's do the first word together. Repeat the word after me: *crumple*.

Good, *crumple*. Now, say the syllables.

Good. Do you hear a consonant-*le* syllable?

That's correct, /pul/. Use what you've learned about syllable types to spell each syllable. What is the first syllable?

Right, /krum/; /krum/ is spelled *c, r, u, m*. Now, say and spell the second syllable, please.

Right, /pul/ is spelled *p, l, e*. So, how do you spell the word *crumple*?

Great, *c, r, u, m, p, l, e*. I will write the word *crumple* under the *ple* football. Let's say the word to check ourselves.

Crumple, good job! The next word is *puzzle*. Repeat the word, please.

Yes, *puzzle*. How many syllables?

Right, there are two syllables: /puz/ /zul/. So, how do you spell the word *puzzle*?

P, u, z, l, e: Does that look right? Let's underline the consonant-*le* syllable in this word.

That means the first syllable is *pu*. Is that a closed syllable or open syllable?

Right. It has one vowel that's open at the end, so it's an open syllable. Remember that vowels go for a long walk in an open syllable. How would this open syllable be pronounced?

Yes, /pew/. That would make the word /pewzul/. We need another *z* to close in the vowel and make the vowel short. I will add a *z* to form *puzzle*. Everyone, say each syllable as I point to it and then say the word.

/Puz/ /zul/, *puzzle*. I don't have a *zle* football, so I'll write it under *Other*.

The next word is *cradle*. Repeat, please.

Yes, *cradle*. What is the first syllable?

Right, /cray/. How do you spell /cray/?

Right, /cray/ is spelled *c, r, a*. Now, say and spell the second syllable, please.

Right, /dul/. How is /dul/ spelled?

That's correct, *d, l, e*. /Cray/ /dul/, *cradle*. Let's spell *cradle* together.

C, r, a, d, l, e. I will put it under the *dle* football. The next word is *pebble*. Repeat, please.

Yes, *pebble*. Now, say the syllables.

Good, /peb/ /bul/. Now, spell the first syllable.

Correct, *p, e, b*. How do you spell the second syllable?

Good, *b, l, e*. So, how do you spell *pebble*?

Yes, *p, e, b, b, l, e; pebble*. Good job remembering to double the *b* to close in the vowel and make it short. I will write it under the *ble* football. The next word is *bugle*. Repeat, please.

Yes, *bugle*. How many syllables?

Yes, two. They are /bu/ /gul/. How do you spell the first syllable?

B, u, g? Let's see if that's right. How do you spell the second syllable?

Correct, *g, l, e*. Here is the word with the two syllables put together.

Let's underline the consonant-*le* syllable in this word.

That means the first syllable is *b, u, g*. Is that a closed syllable or open syllable?

Yes, the *g* is closing in the vowel, so it is closed. In a closed syllable, is the vowel long or short?

Right, short. So how would we say this syllable?

Yes, /bug/. Is the word /bug/ /gul/?

No, so what should we do to make the vowel long?

Very good. We need to make this an open syllable, so the *u* says its long sound. We will erase one of the *g*'s.

Now it says /bu/: /bu/ /gul/, *bugle*. Let's spell *bugle* together.

B, u, g, l, e. Great, I will put it under the *gle* football. The last word is *uncle*. Repeat, please.

Yes, *uncle*. What is the first syllable?

Right, /un/. How do you spell /un/?

Right, /un/ is spelled *u, n*. Now, say and spell the second syllable, please.

Right, /kul/. How is /kul/ spelled?

That's correct, *c, l, e*. Good job knowing that the /kul/ in *uncle* is spelled *c, l, e*. /Un/ /kul/, *uncle*. Let's spell *uncle* together.

U, n, c, l, e. I do not have a football with *cle*, so I will put it under *Other*.

Good job using your knowledge of consonant-*/e* syllables to spell multisyllabic words.

Host: Remember that consonant-*/e* syllables are found only at the end of multisyllabic words, consist of a consonant followed by the letters *l* and *e*, [and are] pronounced by blending the first consonant with the *l* and the *e* is silent.

Almost 400 two-syllable words have a consonant-*/e* syllable, so teaching this syllable type will help students spell many more words.