

## Level D: Unit 3, Lesson 4

### Lesson Objectives: I can ...

- Read and spell words with the ending consonant L-E

### Decodable Text for this Lesson

- “Maple Fudge”



In this unit, students build on their knowledge of letter-sound relationships by exploring spelling patterns with silent letters (*gu, gue, kn, gn, wr*) and the consonant L-E spelling pattern.

### Differentiation Ideas

Teacher-directed: Ask scaffolded questions when students are working with a partner or alone. Think aloud to help students understand how you know the answers to these questions.

- The word is *ladle*. How do we read the word *ladle*? What is the first syllable? What is the second syllable?

Practice: Repeat portions of the lesson that would help students to understand the skills.

- Use double-decker Elkonin boxes to blend and segment *tumble, trample, doodle, waddle*.

Acceleration: Ask students to demonstrate more complex skills that build upon the skills explored in the lesson with a partner or independently.

- Teach your partner the consonant L-E rule.

### Deletion and Substitution, 5 minutes



Repeat the chant after me!

“It’s deletion and substitution time!

We want to change the beginning, middle, and ending sounds!

We want to make a new word.”



Say the chant one sentence at a time, allowing students to repeat after you.



Let’s practice our deletion skills! When we delete a sound in a word, we take a sound away. The word is *basketball*. Now, let’s delete *ball* from *basketball*. What is the new word?



Listen and watch as students think of the word. Provide support as needed.



The starting word was *basketball*. Yes, the new word is *basket*.



Repeat practice by deleting *good* from *football*, *ballplayer*, *tetherball*.



**Correction Routine:** If students make errors, have the whole group watch as you model. Clap out the syllables. Then say the individual sounds in the word while tapping your fingers and emphasizing the word part being deleted. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

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### Introduce the Sounds, 5 minutes



The spelling pattern consonant L-E at the end of a multisyllable word makes the /l/ sound. The E is silent. Examples: /u/ /n/ /k/ /l/ *uncle*, /m/ /ā/ /p/ /l/ *maple*, /t/ /u/ /m/ /b/ /l/ *tumble*.



Learning new sounds is so cool! Repeat our chant after me!  
“It’s time to learn new sounds!  
We use the sound rule to help us read!”



Say the chant one sentence at a time, allowing students to repeat after you.



Let’s learn a new rule today! Today we’ll look at reading and spelling words with the syllable pattern consonant L-E. In words with consonant L-E at the end, the consonant L-E is its own syllable. The consonant makes a sound followed by the /l/ sound, spelled by the L-E. For example, when I see the word *uncle*, I read /u/ /n/ /k/ /l/, un-cle, *uncle*. First, let’s review our sound letter patterns.



Flip through and review all the sound-spelling cards students have learned so far using **sound letter cards**: a, e, i, o, u, wh, sh, ch, ng, ck, ph, qu, ai, ay, ee, ea, igh, c, g, oa, oe, gu, ar, eigh, ei, ey, er, y, ie, ir, y\_e, or, ow, ou, ough, ur, ew, ui, eu, oi, oy, au, aw, er, ir, ur, ar, or, wor, ear, gu, gue, kn, gn, wr

### Blend the Sounds, 5 minutes



Blending sounds helps us read the words smoothly! Repeat our chant after me!  
“It’s time to blend the sounds!  
It’s time to blend the sounds to help us read the words smoothly!”



Say the chant one sentence at a time, allowing students to repeat after you.



When we blend the sounds in words, it helps us read the words smoothly. When we see the pattern consonant L-E at the end of a word, we know that ending is a syllable and L-E says /l/.



Point to the word *uncle*.



I notice that this word has consonant L-E. The consonant just before L-E is C. That means the last syllable is C-L-E, /k/ /l/. Clap the syllables.




Clap the syllables together as un-cle.





Now I can sound out the first syllable. I see the vowel-consonant pattern, so the vowel will use the short vowel sound. /u/ /n/ *un*. Now put the word together. /u/ /n/ /k/ /l/ *uncle*. Segment and blend the word together using **double-decker Elkonin boxes**.


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-  **DO** Segment and blend the word using the **double-decker Elkonin boxes**. Take note of which students can accurately read the word and which students may need reteaching or additional support. Repeat practice using the words *maple*, *ladle* and *stifle*.

### Read the Words, 5 minutes


-  **SAY** When we practice reading the words, we can read the words faster and faster. This helps us learn to read smoothly like when we are speaking! Repeat our chant after me!  
 “It’s time to read the words!  
 It’s time to read the words, so we can read smoothly, like we are speaking!”


-  **DO** Say the chant one sentence at a time, allowing students to repeat after you.


-  **SAY** Look at the first sentence. If we come to a word we don’t know, we’ll figure it out using our sound rules.


-  **DO** Point to the sentence *I had to circle the Skittles with my hand so they didn’t tumble off the table*. Guide the students, stopping to decode words when necessary. If students become stuck on a word, use the decoding strategies:
1. Underline any letters that go together. Put dots under vowels.
  2. Draw the syllable break.
  3. Look for spelling patterns.
  4. Name any phonetic rules that help with pronunciation.
  5. Try reading it. Is it right? If not, try another pronunciation.
  6. Start the sentence again to read for meaning.
- Repeat steps with additional sentences:
- *Don’t forget to jiggle the handle.*
  - *This example is simple.*

### Decode the Words, 5 minutes

-  **SAY** Decoding is when you break up the sounds in a word and read each sound one at a time. Then you blend the sounds together to read the word! Repeat our chant after me!  
 “It’s time to decode the sounds in the words!  
 It’s time to decode the sounds in the words so we can read the words!”

-  **DO** Say the chant one sentence at a time, allowing students to repeat after you.

-  **SAY** Follow this routine: Underline any letters that go together. Put dots under vowels. Draw the syllable break. Look for spelling patterns. Name any rules that help with pronunciation. Try reading it!

-  **DO** Partner students.

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Work together to decode these words: *tumble*, *trample*, *doodle*, *waddle*. I'll be by to listen. Use your **double-decker Elkonin boxes**.



Listen as students decode the words. Take note of which students can accurately name and articulate the sound and which students may need reteaching or additional support.



**Correction Routine:** If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

### Spell the Words, 5 minutes



When we can spell words, we can share our ideas and be understood. When we hear the sounds, we can match the sounds to the correct letters and spell the word! Repeat our chant after me!  
"It's time to spell the words!  
It's time to spell the words to show we understand the rule!"



Say the chant one sentence at a time, allowing students to repeat after you. Then instruct students to get whiteboards.



Listen to this word. The word is *bundle*. Start by clapping out the syllables.



Say the word and clap the syllables bun-dle.



Two syllables, bun-dle. Use **whiteboards** and write the letters that match the sounds. In the first syllable, I hear /b/ /u/ /n/. Write the letters that match the sounds, /b/ /u/ /n/.



Ensure students write B-U-N. Provide support as needed.



In the second syllable, I hear /d/ /l/. This is the spelling pattern we've been working on, so we know it follows the consonant L-E rule. Write the letters that match the sounds, /d/ /l/.



Ensure students write D-L-E. Provide support as needed.



Read the word that you wrote and check the letters and sounds.



Repeat spelling practice with the words *sprinkle* and *maple*.

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**Correction Routine:** If students make errors, revisit the spelling for the word with the whole group. For decodable words: Say, “My turn.” Say and sound out the word. If any student missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say, “Your turn.” Guide students to record letters for each sound they hear in the word.

### High-Frequency Words, 5 minutes



Some words we can sound out now, some words we’ll learn how to sound out later, and some words are rule-breakers so we can’t sound them out. Words that show up a lot in books are called high-frequency words. Let’s learn some! Repeat our chant after me!  
“We see high-frequency words all the time!  
Let’s figure out how to read them!”



Say the chant one sentence at a time, allowing students to repeat after you.



Let’s read our high-frequency words! Today, we’re learning one word.



Display the word *talk*.



This word has a silent letter and an unusual vowel sound. The A says /aw/. The L is silent. Listen as I say the word slowly /t/ /aw/ /k/. Say it with me.



Read the word all together. Then review all previously learned high-frequency words.



**Correction Routine:** If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

### Decodable Text, 15 minutes



Now let’s read using the rule we practiced today! I’m going to read the text aloud to you. Look for words that follow our new rule.



Use the decodable text(s) listed for this lesson to practice using new skills in text. Read the passage aloud, pausing to point to the words used in this lesson and other words that follow the new skill.



Great reading! Do you see the words that we practiced today?



Ensure students are able to recognize words in text that follow the rule. Then, read the text again, reading straight through.

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Now you're going to help me read. I'll read a phrase at a time, and you will echo-read after me.



Echo-read the text, line by line or phrase by phrase. Take note of any students who need additional support or reteaching.

### Response to Text, 10 minutes



Great work today! We learned a new rule to help us read words. Then we practiced the new skill by reading. Now we're going to discuss some comprehension questions.



Use these text-dependent questions to discuss the text. Take note of any students needing additional support or reteaching.

1. Where did Uncle Billy and Able go?
2. What senses did they use in the shop?
3. How might Able have been feeling?