

Directions for teaching **consonant + -le**

1. Write the following words on the board: table, bridle, puzzle, middle. Ask students: *What is the same in each word?*
2. Then ask: *How many syllables do you hear?* (2)
3. Say: *The second syllable is spelled with the consonant + le. What sound does the “e” stand for?* (It’s silent).
4. Ask: *What would be a good name for this syllable?* (consonant + -le).

5. Define **consonant + -le** syllables for students.  
(The syllable ends in a consonant + -le.  
Whenever you see a consonant + -le in a long word, keep them together in the same syllable.)
6. Write the following sentence on the chalkboard for students to complete: *A consonant + -le syllable ends in \_\_\_\_\_ (C+ -le).*
7. Extend the lesson by writing two-syllable words with a consonant + le syllable: *sizzle, pickle, cable*. The vowel sound in the first syllable may

be long or short, depending on whether it is an open or closed syllable, as in *ta ble* or *lit tle*. Be sure to point this out to the students as they are working on the syllable matrix.

8. The following consonants will be represented in a consonant + le syllable spelling patterns: *tle, ple, zle, ble, gle, dle, cle*.

chuckle

wrinkle

bible

bauble

angle

beagle

drizzle

title

spindle

noodle

whistle

maple

guzzle

dimple

chuc kle bi ble

bau an gle bea

guz zle driz ti

tle spin dle noo

ple ma dim

wrin whis