

Directions for teaching consonant + al or +el.

1. Write the following words on the board:  
*legal, dental.* Ask the students: *What is the same in each word?* Then write: *label, model.* Ask the 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 + al or consonant + el. What sound does the “e” stand for? (It’s silent).*

4. Ask: *What would be a good name for this syllable? (consonant +al or consonant +el)*
5. Define consonant + al/el syllables for students.  
(The syllable ends in a consonant + al/el.  
Whenever you see a consonant +al/el in a long word, keep them together in the same syllable.)
6. Write the following sentence on the board for students to complete: *The first vowel sound in a syllable that ends with a consonant +al/el syllable may be \_\_\_\_\_. (either long or short sounding)*
7. Extend the lesson by referring to the words written on the board. The vowel sound in the first syllable may be long or short, depending on whether it is

an open or closed syllable, as in *legal, dental, model and label*. **Be sure to point this out to the students as they are working n the syllable matrix.**

8. **–al and –el also stand for the same sound.** The letter pairs and the consonant that precedes them usually form the last syllable in a word, as in *colossal and counsel*.

accidental

environmental

illegal

global

journal

label

strudel

nickel

duffel

kernel

ker nel duf fel

nic stru kel jour la

nal bel il le gal glo

bal vi ron en tal ac

ci men den tal

journal

label

