



Advanced Decoding: Multisyllabic Words

The purpose of this activity is for students to recognize that every consonant -le syllable has a consonant preceding the -le.

Prepare

- Print out the Consonant -le Syllable poster from the [6 Syllable Types Classroom Poster Set](#).
- Print out the two header cards Consonant -le Syllable and NOT Consonant -le Syllable from the [Syllable Header Cards](#). Make one copy for each student and one copy for yourself.
- Print out the [Syllable Spiral Cards](#). Refer to the [Syllable Spiral Cards Answer Key](#).

Warm-Up



Remember that longer words are made up of smaller word parts called syllables. We can break up longer words into syllables to help us read them.

Show the Consonant -le Syllable Poster from the [6 Syllable Types Classroom Poster Set](#). A consonant -le syllable is a word part that contains *le* preceded by a consonant. Consonant -le is a very unique syllable type. Consonant -le...

1. is not a stand-alone syllable. It must be paired with a different syllable type, in order to create a real word. It can never be paired with itself, or be a single syllable or real word alone.
2. can never be the first syllable in a word. It is usually the last syllable in a word.
3. is read with a schwa sound /ə/.

Today, we will be looking at syllables and deciding if they fit the pattern for a consonant -le syllable.

Modeling



We have different syllable types on these cards and two piles in which to sort them: Consonant -le Syllable and NOT Consonant -le Syllable. Show students the two cards for sorting.

Our goal is to recognize the consonant -le syllable pattern. If I find a consonant -le syllable, I will place it in the Consonant -le Syllable pile. If it is not a consonant -le syllable, I will place it in the NOT consonant -le Syllable pile. It might be one of the five other syllables types.

Modeling *Continued*

First, let's look at this syllable. My turn, watch me. Place the *-dle* syllable in front of students.

1. **I spot the *le*** (point to the *le*). **I have *le* preceded by a consonant** (point to the *d*), **so this syllable is consonant -le.**
2. **I will put it in the Consonant -le Syllable pile.**

I'm going to model another one for you. Place the *taig* syllable in front of students. **Watch me.**

1. **I spot the vowel pair *ai*** (point to the *ai*). **I have two vowels, so this can't be a consonant -le syllable because it does not follow our pattern of *le* preceded by a consonant.**
2. **This is not a consonant -le syllable. I will put it in the NOT Consonant -le Syllable pile.**

Guided Practice



Let's try some together. Pass out the Header Cards to each student. Choose a consonant -le syllable card (e.g., *t/le*). Have students work with you to recognize if the syllable is consonant -le.

1. **I spot the *le*.** Point to it.
2. **Is the *le* preceded by a consonant?** Point to the consonant.
3. **Is this a consonant -le syllable or not? Raise your green card if it is a consonant -le and your red card if it is not a consonant -le syllable.** Check students' cards. **This is a consonant -le syllable, so I will place it in the Consonant -le Syllable pile.** Point to the pile in which it belongs.

If Correct: Fantastic, you are correct. It is a consonant -le syllable because we have "le" preceded by a consonant.

If Incorrect: Let's review the rule again. I have "le" (*point to the "le"*) preceded by "t", so this syllable is consonant -le. I will put it in the Consonant -le Syllable pile.

Repeat with a few more syllables: consonant -le (e.g., *-ble*) and not consonant -le (e.g., *leef*, *arg*, or *ide*).

To increase student engagement, pose the question first, provide wait time, and then call on individually selected students or on the whole group.

Try to get a correct response before proceeding.

Practice



Your turn to try it on your own. I'm going to show you a syllable. I'll give you time to look at it and decide whether or not it's a consonant -le syllable, and then I'll say, "Go!" If it's a consonant -le syllable, raise your green Consonant -le Syllable card. If it's not a consonant -le syllable, raise your red NOT Consonant -le Syllable card. Wait for my "Go!" signal before raising your card.

Practice Continued

Show a syllable card and allow three to five seconds of wait time. Then say, "Go!" Provide corrective feedback and point to the le and the preceding consonant if it is a consonant -le syllable. Watch for students who give incorrect responses, and switch from whole group response to individual student response. After the group agrees on the syllable type, place the card in the correct pile.

Support

If students are still struggling with identification, use only consonant -le pattern syllable cards. Have students point to the -le pattern and repeat the rule for a consonant -le syllable.

Challenge

Have students decode the following multisyllabic words with consonant -le syllables: *cattle, purple, apple, giggle, puddle, muddle, bubble, apple, middle.*

Wrap-Up



Awesome work identifying and reading r-controlled syllables today!