

LESSON 84

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the whiteboards.

New material: Consonant-le syllables

Explain that the sixth and final syllable type is **consonant-le**. Unlike the other syllable types, consonant-le cannot stand on its own and always comes after another syllable.

Review the first five syllable types with your student:

closed: (short vowels closed with one or more consonants) cat

open: (long vowel not closed with a consonant) be and music

silent e: (a **silent e** follows a vowel and consonant) bake

vowel team: (two or more vowels together make one sound) boat

r-controlled (an **r** follows a vowel and changes the vowel sound to “er,” “or,” “ar”) barn

Make the sounds with your student and have your students write the lowercase letters of these sounds on a whiteboard three times while saying the sound. Create flashcards for the sound-letter deck:

ble (which makes the sound “bul” as in dribble)

fle (which makes the sound “ful” as in sniffle)

tle (which makes the sound “tul” as in beetle)

dle (which makes the sound “dul” as in needle)

gle (which makes the sound “gul” as in bugle)

kle (which makes the sound “kul” as in sparkle)

ple (which makes the sound “pul” as in purple)

zle (which makes the sound “zul” as in drizzle)

Explain that to keep the vowel sound short, there must be two consonants before the “le.” If there is only one consonant before the “-le,” the preceding consonant is doubled (as in “battle” and “dribble”). When the vowel is long, as in “table,” there is only one consonant before the “le.”

Words to read and write:

angle simple apple sizzle crinkle able fable table maple wiggle candle tattle bumble jungle giggle crumple bottle whittle battle sprinkle ankle cradle struggle beagle peddle rumple dimple meddle eagle

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

touch, chocolate¹

Have the student read:

Panthers live in jungles and forests. They make simple plans to hunt deer and rabbits for their dinners.

Dazzle us with your new song.

When I was a child, I loved a simple fable that explained how the elephant got his long nose.

The rough and tumble play ended when the kids crashed into a table. What started as fun ended in tears.

¹ **touch**: **ou** making the “uh” sound is irregular; everything else about “touch” is decodable

chocolate: In American-English pronunciation, “chocolate” is a two-syllable word, with the second **o** silent; “choc” is decodable; **l** is decodable; **ate** making the “iht” or “uht” sound will be decodable in Lesson 104

That store is giving out free samples of their donuts, and I want one with chocolate frosting and sprinkles.

A sign on the truck said, “This vehicle makes wide turns.”

The class settled the argument by having a vote.

If I had time to iron these pants, they would be perfect for work, but right now they are too wrinkled.

In the 1960s, the Beatles popularized a haircut called the mop-top.

Have the student write from your dictation:

He drizzles melted chocolate on the cupcakes and then adds sprinkles.

My mom brought the birthday cake to the table and then lit the candles.

The old man can juggle three apples at the same time.

I am able to stay in touch with Gran by texting her words and photos.

Choose any of the stories [in Group 7 \(Consonant-le Stories\)](#), [Group 6 \(Snow, Cow, Cloud Stories\)](#), [Group 5 \(R-Controlled Stories\)](#), or [Group 4 \(First Vowel Teams Stories\)](#) for a “triple read.”

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touch

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