## Step 5 – C+le Syllable Type, Part 1

Your student will learn the sixth syllable type and how to spell words containing C+le syllables. Your student will also learn the fourth job of silent e.

You will need: C+le syllable tag, Syllable Division Rules Chart, yellow pencil, jail, Word Cards 11-20

### Review

#### Word Analysis

- **Phonogram Cards**: Words like **b e c a m e**
- **Sound Cards**: “Divide the word *became* into syllables.”
- **Key Cards**: “What is the sound of the first letter?” /b/.
- **Word Cards**: “What is the sound of the first e?” /ɛ/.
- **Phonogram Cards**: “Why is it long?” The e is at the end of a syllable.
- **Sound Cards**: “What is the sound of the second e?” It is silent.
- **Key Cards**: “What is the job of the silent e?” To make the a long.
- **Word Cards**: “What letter says /k/ in this word?” C.
- **Phonogram Cards**: “Why didn’t I use a k there?” Use a g whenever you can. You only use a k if you can’t use a g.
- **Word Cards**: “Label the syllable types.” Student uses the Open and VCE tags.

---

### New Teaching

**Teach the C+le Syllable Type**

Take out the syllable tags.

Build the word **table**.

“This word says table.”
Divide the word into two syllables: \texttt{table}

“Is the first syllable open or closed?” Open, because nothing comes after the \texttt{a}.

“Good. Place the correct syllable tag over the first syllable.” \texttt{Student uses the Open syllable tag.}

Point to the second syllable. “This is a new syllable type.”

“There is a consonant…” (point to the \texttt{b}) “…followed by \texttt{l-e}” (point to the \texttt{l-e}). “The \texttt{e} is silent.”

“We call this a \textbf{consonant \texttt{l-e syllable}}.”

Take out the \texttt{C+le syllable tag.}

“\texttt{We use the consonant \texttt{l-e syllable} tag to label this new type of syllable. The blue tile represents a consonant, and the letter tiles for \texttt{l} and \texttt{e} follow.” Place the \texttt{C+le syllable tag over the second syllable.}"

“This syllable type is used in many words. Listen for the /l/ sound at the end of these words: single, uncle, sample, tickle.”

\begin{tabular}{|c|}
\hline
The \textbf{Silent E Book} helps the student understand when and why we add Silent \texttt{E} to words. \\
\hline
\end{tabular}

\textbf{Silent E Book: Teach the Fourth Job of Silent \texttt{E}}

“I want to spell the word \textit{maple}. First I pull down the tiles for the first syllable: /mæ/.”

\begin{tabular}{|c|}
\hline
\texttt{m} \texttt{a} \\
\hline
\end{tabular}

“Then I spell the second syllable: /pl/.”

\begin{tabular}{|c|}
\hline
\texttt{m} \texttt{a} \texttt{p} \texttt{l} \texttt{e} \\
\hline
\end{tabular}

“The \texttt{e} is silent in a \textbf{consonant \texttt{l-e syllable}}. Remember that every syllable must have a vowel. The \texttt{e} is there so that this syllable has a vowel.” Push the two syllables together.

“This is the fourth job of silent \texttt{e}.” Turn to page 4 in the Silent \textit{E Book} and have your student write in the word \textit{maple} on line 2.
Teach Syllable Division Rule #4

“When a word ends in consonant -e, we can divide it into syllables by counting back three tiles.”

maple maple maple maple

“One” “Two” “Three” “Divide”

Take out the Syllable Division Rules Chart. “This is the fourth syllable division rule.” Read Rule #4 with your student.

Build the word handle. handle

“Count back three tiles to divide this word.” Student divides the word.

“Label the syllables.” Student labels the syllables. Closed Syllable C+le Syllable handle handle

“What does this word say?” Handle.

Teach a Rule Breaker

Build the word said. said

“This word is said. What letters don’t say the sound we expect them to say?” The ai.

Show Word Card 20 to your student.

said

“Circle the ai in this word, because it doesn’t make the sound we expect it to make.” Have your student fill in the circle with yellow pencil.

“The word said is a Rule Breaker. We throw Rule Breakers in jail!” Student puts the card behind the jail bars.

“Spell the word said.” Student spells the word.
Dictionary Words: 11-20: Spell on Paper

Dictate the words and have your student spell them on paper.

11. table
12. candle
13. title
14. maple
15. able
16. uncle
17. staple
18. gentle
19. handle
20. said

Place Word Cards 11-20 behind the Review divider.

Reinforcement

Dictate Sentences

Dictate several sentences each day.

Why is a pig at the table?
The candle left wax on my desk.
I like the title of that song.
That maple tree is tall.
She is able to play the trumpet.
My uncle Ted has three ducks.
I put a staple at the top of the page.
Be gentle with the glass doll!
I broke the handle on the cup.
Beth said that you are a sweet boy!
The wild owl made me smile.
Do you need a red pencil?
Step 12 – Vowel Suffixes

In this lesson, your student will learn how to spell words containing vowel suffixes.

You will need: Key Card 11 (taught in Step 8), Word Cards 71-80

Review

Word Bank for AI/AY
Word Bank for OA/OW

Word Analysis

“How many syllables do you hear in the word forgetful?” Three.

“What is the suffix in this word?” Ful.

“Divide the word so the suffix is in its own syllable.” Student divides the word before the suffix.

“What is the base word?” Forget.

“Divide the base word into syllables.” Student divides before the g.

“Label the syllables.” Student uses R-controlled, Closed, and Closed tags.

New Teaching

Apply Key Card 11: Doubling the Consonant When Adding a Vowel Suffix

Take out the consonant and vowel suffixes. Have your student sort the suffixes into two piles: consonant suffixes and vowel suffixes. Set aside suffix ed for now—it will be covered in Step 19.

“Today we are only going to work with the vowel suffixes.” Put away the consonant suffixes.
“Vowel suffixes are very friendly. They like to take the consonant before them and run off to play. I’ll show you what I mean.”

Build the word tap.  \[\text{tap}\]

“I want to make the word tap into tapping.”

“When I add suffix ing to the word tap, like this...  \[\text{tap ing}\] ...

...the friendly vowel suffix grabs on to the p and runs off.”

\[\text{t a p ing}\]

“When the vowel suffix runs off with the p, the a is left open.” Point to the a. “Now the a is long. What does this word say?” Taping.

“Right. That isn’t the word we want, is it? We need to protect the short vowel by closing the syllable. We add an extra p.”

\[\text{t a p p ing}\]

“Now read the word.” Student reads tapping.

“Much better. So you can see that sometimes we have to protect the short vowel by doubling the consonant.”

Read Key Card 11 with your student and file behind the Review divider.

The Key Cards help your student thoroughly understand **why** a word is spelled the way it is so he can apply that knowledge to many other words.

**Teach More about Adding Vowel Suffixes**

Build the word wet.  \[\text{w e t}\]

“Add friendly vowel suffix er to form the word wetter.” Student doubles the t and adds suffix er.
“Sometimes the friendly vowel suffix runs off with the last consonant and we don’t have to protect the vowel – it is already protected. Look at the word darker.”

“The friendly vowel suffix runs off with the last consonant.”

“There is no short vowel that needs protection, so we don’t double the consonant.”

Demonstrate this concept with these words:

- printing
- coldest
- faster
- oily

Word Cards 71-80: Spell with Tiles

To give your student more practice with recognizing and adding suffixes, first have him spell the words using the letter and suffix tiles.

71. running
72. printing
73. loudest
74. stopping
75. helper
76. planning
77. standing
78. crispy
79. swimmer
80. wetter
Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 71-80 and have him spell the words on paper.

Place Word Cards 71-80 behind the Review divider.

Reinforcement

The More Words section reinforces concepts taught in each lesson and dramatically increases the number of words your student learns.

More Words

- camping
- cutting
- handy
- mopping
- riches
- thickest
- childish
- darker
- helping
- napping
- rotting
- chopping
- ending
- inches
- oily
- sandy
- coldest
- fastest
- jogger
- oldest
- strongest

Dictate Sentences

Dictate several sentences each day.

Why are you chopping down the tree?
We will go camping in August.
My helper is mopping up the water.
Do you want to go running?
The jogger is standing still now.
The baby is napping.
I am helping Sue make crispy shrimp.
I think the ending of the song is sad.
Ken is planning a big party.
That swimmer is wetter than a fish!
A green apple is rotting on the table.
Mom is so handy at home!

By writing sentences, your student applies what he has learned in a practical situation.
Step 24 – Three-Letter I

This lesson will teach words with the sound of /i/ spelled igh.

You will need: Word Cards 161-170

Review

Word Bank for OA/OW
Word Bank for EA

Word Analysis

“What are the two smaller words in this compound word?” Foot and prints.

“Read this word.” Footprints.

“What is the sound of the oo?” /oo/.

“Is this word singular or plural?” Plural.

“What is the suffix?” igh.

“What is the base word?” Footprint.

“Label the syllables.” Student uses the Vowel Team and Closed tags.

New Teaching

Teach Another Way to Spell /i/

Build the words tiger, bite, and cry.

```
t i g e r  b i t e  c r y
```

“You have learned several ways to spell the sound of /i/.”

Divide the word tiger into syllables. t i g e r
New Teaching (continued)

“Why is the i long in the word tiger?” Because it is at the end of a syllable.

“Good. The first way to spell the sound of /i/ is to put it in an open syllable.”

Point to the word bite. “Why is the i long in the word bite?” Because of the silent e.

“Right. The second way to spell the sound of /i/ is to add a silent e.”

Point to the word cry. “Why is the i long in the word cry?” English words don’t end in i, so we use a y.

“Right. The third way to spell the sound of /i/ is to use a y.”

“You have also learned another phonogram that makes the sound of /i/. Pull down that tile.” Student pulls down the igh tile.

“Today we will work on spelling words with the sound of /i/ spelled igh.”

Build the word light. (light)

“What does this word say?” Light.

“Change light to right.” (right)

Build the word tonight. (tonight)

“To spell the word tonight, we need to pronounce for spelling. When we speak, we normally say tonight.”

Point to the o. “But when we pronounce the word for spelling, we need to pronounce the /ɔː/ sound clearly: Too-night.”

“I will dictate some words. The /i/ sound in these words is spelled with the igh tile.”

Have your student spell these words with tiles:

night high sight might fight
Teach the Words *They* and *House*

Build the word *they*.  

Point to the *ey*. “In the word *they*, what sound does the *ey* tile make?” 
/ə/.

Build the word *house*.  

Point to the *ou* tile. “In the word *house*, what sound does this tile make?” 
/əʊ/.

“The *e* is silent in the word *house*. Identify the reason and write this word in your Silent E Book.” *Student writes the word on page 5.*

**Word Cards 161-170: Spell on Paper**

Dictate the words and have your student spell them on paper.

161. **night**  It rained all night.
162. **right**  Use your right hand.
163. **high**  The mountain is very high.
164. **might**  I might go with you.
165. **light**
166. **tonight**
167. **sight**  A sunset is a beautiful sight.
168. **fight**
169. **they**
170. **house**

Place Word Cards 161-170 behind the Review divider.

---

When a spelling word has a homophone, the spelling word is dictated in context. The student keep track of **homophone pairs** on his own personal list.
Dictate Sentences
Dictate several sentences each day.

- It was cold and windy last night.
- Are you standing on your right foot?
- The cake is too high to reach!
- You might like my garden.
- There is a moth near the light.
- The spy will meet you tonight.
- The old dog lost his sight.
- That fox had a fight with the hen!
- Please put this in the house.
- They will fly south this winter.
- Tonight there is a thick fog.
- Do you think they were right?

Writing Station
Dictate each word. Have your student say and write the base word, add the suffix, and write original sentences using the new words.

- lighting
- candles
- windows
- flames
- foggy