



Cuyahoga County
Public Library

Story Star Blastoff

Theme: Making Something Beautiful

Phonics Focus: The LE Syllable

READ: *The Spindle, the Shuttle, and the Needle* by Margaret Williamson

Have your child read aloud to you, reading the words they can while you help with challenging new words. Encourage them to solve unfamiliar words using the patterns they know, as well as use the pictures for more detail. Learning to read is all about building your toolkit of known words and sounds!

Extension Activity:

Work through the included activities at your child's pace. They should be challenged, but not frustrated, and these activities do not need to be done in one sitting. Directions are included for each activity. If your child has trouble, that's okay! You can help them, just try not to give them the answer. They should be doing most of the work.

READ: *Programmed to Paint* by Mauricio Abril

Read this book to your child. If able, let them read to you, or take turns. Along the way, talk with your child about what is happening and how they feel about the story. Ask questions like: why do you think the character did that? How would you solve this problem? What is the story trying to teach us? What was your favorite part of the story? All questions are good questions.

WRITE and DRAW: How can you make the world more beautiful?

You can use notebook paper or the writing templates provided on our website. As your child writes, let them get their full thought down on paper before you correct anything. This is how they become a writer! As they spell, encourage them to use the rules they know. This is called invented spelling. Even if it doesn't look like what an adult would write, they are still practicing their phonics. Illustrations are always welcome!

Consonant + le Syllables Mini-lesson

STEP 1

Define

Tell students that when a word ends in *le*, usually these letters and the consonant that comes before them form the last syllable. This is called a **consonant + le syllable**, or final stable syllable. For example, the final stable syllable in the word *table* is *ble*.

STEP 2

Transition to Longer Words

Help students transition from reading one-syllable to multisyllabic words. Have them read the simple word or syllable in the first column, then use that word or syllable to read the multisyllabic word in the second column. The left-hand set uses closed syllables; the right-hand set uses open syllables.

rub	rubble	fa	fable
un	uncle	ma	maple
can	candle	ca	cable
ruf	ruffle	cra	cradle
jig	jiggle	ti	title
dim	dimple	bi	bible
rat	rattle	bri	bridle
puz	puzzle	cy	cycle

STEP 3

Build Words

Write the following word parts on the board:

*ble, gle, dle, tle, a, bub, drib, rum, un,
bu, jun, jum, wig, mid, ped, pud, bat,
bot, ket, man*

Have student pairs combine the word parts to build as many words as possible. These and other words can be formed:

*able, bubble, dribble, rumble, unable, bugle,
jungle, jumble, wiggle, middle, peddle,
puddle, battle, bottle, kettle, mantle*

STEP 4

Apply Decoding Strategy

Have students decode the following words:

*incurable, quadruple, tabernacle,
timetable, resembled*

Remind them to look for consonant + *le* syllables.

Answer Key

page 2: 1. apple, 2. giggle, 3. fable, 4. eagle, 5. middle, 6. simple, 7. uncle, 8. wiggle, 9. beetle, 10. cattle; 11.–12. Clues will vary, but solutions should end with consonant + *-le*.



Teacher-to-Teacher

Final Stable Syllables: Other final stable syllables include *-tion*, *-sion*, *-ture*, and *-sure*. These syllables don't fall into one of the six Syllable Types, but should be formally taught due to their high frequency in English words.

Name _____ Date _____

Consonant + le Syllables What's My Word?

1. Read each clue.
2. Look at the incomplete word.
3. Write the missing letters to solve the clue.

- | | |
|--|-------------|
| 1 A yummy red fruit | a p _ _ _ |
| 2 A little laugh | g i g _ _ _ |
| 3 A story that teaches a moral or lesson | f a _ _ _ |
| 4 The national bird of the U.S. | e a _ _ _ |
| 5 In the center | m i d _ _ _ |
| 6 Not difficult or complicated | s i m _ _ _ |
| 7 Man married to your aunt | u n _ _ _ |
| 8 To move quickly back and forth | w i g _ _ _ |
| 9 A kind of bug | b e e _ _ _ |
| 10 More than one cow | c a t _ _ _ |

Write your own clues below for a classmate to answer.

11 _____ _ _ _ _

12 _____ _ _ _ _

Name _____

Spelling Words

apple	table
cable	title
middle	candle
huddle	battle

Class Words

My Words

A B C Order ★

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Sentences ★

1. _____

2. _____

3. _____

4. _____



Sentences

5. _____

6. _____

7. _____

8. _____

Spelling Pattern

- | | |
|----------------|----------------|
| 1. (-le) _____ | 4. (-le) _____ |
| 2. (-le) _____ | 5. (-le) _____ |
| 3. (-le) _____ | 6. (-le) _____ |

Bonus

Name _____

WEEKLY Spelling Work

☐ **Monday**

ABC Order: Write your words in alphabetical order.

☐ **Tuesday**

Sentences: Write four sentences. Use at least one of your words in each sentence and underline the word(s).

☐ **Wednesday**

Sentences: Write four sentences using your remaining words. Use at least one word in each sentence and underline the word(s).

☐ **Thursday**

Spelling Pattern: List other words that follow the same spelling pattern(s) as your spelling words.

☐ **Friday**

Return this homework and be ready for Spell Check!

Parent Signature _____

☐ **BONUS**

Write a short story or a letter to a person of your choice. Include at least five of your words and underline each word. Be creative!



Name _____

Lesson _____

Date _____

Spell Check

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

My Spell Check Score:

10



About This Resource

This resource is part of a series of 30 weeks of word lists and activities for use throughout the school year.

Weekly Spelling Lesson Components

Weekly Spelling Lesson Packets

This weekly homework packet consists of the following three pages:

1. The first page of each packet includes an alphabetical ordering activity and a sentence-writing activity.
2. The second page includes a continuation of the sentence-writing activity, a spelling-pattern activity, and a bonus section.
3. The Weekly Spelling Work Checklist lists the homework to be completed each night of the week and asks for a parent signature.

Simply copy each page, staple together to form a packet, and distribute to students every week to take home and complete.

Weekly Spell Check Assessments

Conduct a Spell Check, the student assessment, at the end of a week-long study of a word list to assess each student's mastery. This assessment should be administered in a simple, stress-free way that will allow students to demonstrate their competency. You might record the information weekly to track each student's progress. The information you gain from these assessments will help target your differentiation of each child's weekly word list.

Introducing the Spelling Words

As new spelling words are introduced each week, take the time to discuss each word individually. You might speak it, read it, and spell it; define it and use it in a sentence; or develop phonemic awareness by playing sound matching games. Consider adding the new list of spelling words to your classroom word wall. It is important for students to have an introduction to each list of words before working on the homework packet.

Tips for Management & Differentiated Learning

There are a variety of ways to manage this spelling program in your classroom. Using folders or binders is an effective way to organize each child's work. Every week, provide students with a copy of the spelling words to add to their folders/binders. Soon they will have a handy resource of words that they can reference when working on writing tasks! These folders/binders can be kept within each student's desk or in a private work area. Because all students will be working off of the same basic word list, a consistent program is established—but there is also flexibility. The Class Words and My Words sections of the word list present opportunities for differentiation.

- Class Words provide the opportunity to incorporate words from other areas of your curriculum. For example, if your class is studying pond life, words such as *pond*, *tadpole*, and *lily pad* might be included here.
- My Words provide the opportunity to reinforce or enrich individual word lists. Students who are ready for increased difficulty can add challenging words to this section, while those who require further reinforcement can include troublesome words until mastered. For example, if a student spells *people* incorrectly on a Spell Check, he or she can add it to this section the following week.