

SRA Spelling

Day 1 Teacher Notes:

The emphasis in this lesson is on two-syllable, short vowel words in which the ending sound /əl/ is spelled **le**. Such words usually contain two medial consonants.

When the medial consonants are different and can be heard separately, those consonants rarely constitute a problem. However, when they are spelled with a doubled consonant (e.g. *bottle*), students frequently omit one of the consonants.

Day 1 Mini Lesson:

Objective: to discover one spelling for the /əl/ sound

Write the following words on the chalkboard:

candle
gentle
little
bottle
puzzle

Ask the student to say the words quietly to himself and listen for an /a/, /e/, /i/, /o/, or /u/ sound. Circle the letter that spells each of these short vowel sounds in the words.

Have the student say the words aloud and listen to the second syllable of each word. Ask if there is a short vowel sound in the second syllable. (no) Explain that this weak, unstressed vowel is called the schwa sound and is often combined with the /l/ sound. Ask how this final schwa and /l/ sound are spelled in the words. (**le**)

Day 2 Teacher Notes:

Activating Prior Knowledge

- ? Have the student divide these words into syllables: *eagle*, *waffle*, *buckle*, *thimble*, and *tackle* (ea/gle, waf/fle, buck/le, thim/ble, tack/le)
- ? Ask how many syllables are in each word. (two)
- ? Write the syllables *beet*, *pick*, *rat*, *noo*, *ea*, *chuck*, and *nee* on the chalkboard. Have the student add **-le** or consonant + **-le** to each syllable. (*beetle*, *pickle*, *rattle*, *noodle*, *eagle*, *chuckle*, and *needle*)

Dependable Spelling Patterns

Write *apple* on the board and divide it, explaining that it has two syllables. Then ask the following questions:

- ? How do you spell the /a/ sound? (**a**)
- ? How do you spell the /əl/ sound? (**le**)
- ? What conclusion can you make? (Most of the time, **-le** is a syllable by itself.)

Write *knuckle* and *tackle* on the chalkboard. Then ask:

- ? How are these words divided? (knuck/le, tack/le)
- ? Why aren't these words divided like the other words ending in **-le**? (because when **ck** comes before **-le**, the word is divided after the **ck**)

Chalkboard Activity

Write the following sentence on the board for your student to correct:

If you can wigle, you can handel a tumbel.

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Sorting Spelling Patterns

two different consonants

before le

1. candle
2. handle
3. tangle
4. jungle
5. marble
6. tumble
7. turtle

the same two consonants

before le

1. apple
2. bubble
3. bottle
4. little
5. pebble
6. puddle
7. puzzle
8. wiggle

Building Spelling Vocabulary

Compound word Strategy

- | | |
|-----------|-------------|
| 1. apple | applesauce |
| 2. turtle | turtleneck |
| 3. bubble | bubblegum |
| 4. candle | candlelight |
| 5. handle | handlebar |

Visualization Strategy

- | | |
|-----------|------------|
| 6. tumble | 10. wiggle |
| 7. little | 11. tangle |
| 8. puddle | 12. jungle |
| 9. puzzle | |

Pronunciation Strategy

- | | |
|-------------|--------|
| 1. un/cle | 4. one |
| 2. bat/ting | 5. one |
| 3. cut/ting | |

Visualization Strategy

1. single
jingle
2. needle
3. trickle
4. stumble

Proofing and Writing

Proofreading Strategy

1. pebble
2. marble
3. apple
4. bottle

Meaning Strategy

(Words will vary.)

Spelling Words in Context: Saving the Turtles

A turtle reserve in Mexico sits between the tangle of jungle vines and the ocean. The reserve is a place where people take care of sea turtles. When workers see turtle tracks on the beach, they know a mother turtle has laid her eggs. The eggs are larger than a rock, or pebble, but smaller than a fruit such as an apple. The workers make sure the eggs are covered with sand.

After a few weeks, the little turtles start to wiggle. They crack the eggshells. Then they tumble out. The swirling designs on their shells look almost like marble.

Baby turtles hatch at night. They look for light shining off the water to find their way to the ocean. A large puddle of water can be like a puzzle to them. They may think it's the ocean at first. Workers hold flashlights to show them the way.

As each one dives under, an air bubble comes to the top of the water. All the workers are happy.

1. bottle

2. candle

3. handle