

Book Title	Riddles
Materials	Whiteboard, markers
Phonics Patterns	Consonant +le

Before Reading

Pre-Reading activities:

We have been reading and spelling words with more than one syllable, which we call multisyllabic words. One type of multisyllabic word pattern we have learned about is the pattern, consonant +le. Remember, the sound of the consonant +le pattern is /ül/. Today we will read and spell words with the consonant +le pattern at the end of a word.

Teacher and students use whiteboards and markers or syllable boards

IDO: Watch me spell the word simple. Simple can be another word for easy or basic.

- *First, I want to listen for the number of syllables I hear. /sim - ple/, I hear two syllables, (draw a line for each syllable)*
- *Now, I will segment/chop the first syllable into the sounds I hear: sim, /s - i - m/. There are three sounds in the first syllable. I will say the sounds again and draw a line for each sound, /s - i - m/. (Say the sounds again and draw a line on top of the first syllable line for each sound)*
- *Now I will listen for each sound and match the letters to the sounds. The first sound is /s/, I use the letter s. (Write s on the first line) The second sound is /i/, which is a short vowel sound for the letter i. (Write i on the second line) The last sound is /m/. The letter m stands for the sound /m/. (Write m on the third line). The first syllable is sim.*
- *The next syllable is ple. /sim - ple/. Watch me segment the 2nd syllable, /p - l/. I hear 2 sounds so I will draw a line for each sound I hear. (Say the sounds again and draw two lines on top of the second syllable line.)*
- *Watch me spell this syllable: /p/, we use the letter p.*
- */l/, we use the letter l.*
- *I know that every syllable needs at least one vowel. I cannot have a syllable with consonants only. I need to add a vowel. I will add a final, silent e at the end of this syllable, now it shows p-l-e.*

- *This is a consonant -le syllable. Consonant -le syllables come at the end of multisyllabic words and we add the e because every syllable needs at least one vowel.*
- *We spelled both syllables, and now I will read the word. Sim - ple, simple. The math homework yesterday was simple for me.*
- *Notice when I spelled the word simple, I listened for the syllables first, then the sounds in each syllable. It is important that we listen for all of the syllables when we are spelling multisyllabic words so that we don't miss any sounds!*

WE DO: *Let's try one together. We will spell handle.*

- *Let's segment the word handle into the syllables we hear first. /han - dle/, how many syllables? (2). (Draw two lines on a white board.)*
- *What was the first syllable? han. Let's say the sounds again and draw a line as we say each sound. (Teacher and students draw a line as they say each sound.)*
- *Put your finger on the first line, what sound? /h/, What letter? h. Touch the next line, what sound? /ă/. What letter? a. Touch the final line, what sound? /n/. What letter? n. What is our first syllable? (Teacher and students touch and say each sound to read the syllable, han.)*
- *What is the next syllable? dle. Let's segment the syllable dle into the sounds that we hear. /d-l/. 2 sounds. Let's draw a line above our second syllable line on our second syllable board as we say each sound. /d - l/.*
- *What is the first sound we hear? /d/, letter d. What is the next sound? /l/, letter l.*
- *Remember, every syllable needs a vowel and this word ends with the /ul/ sound, which is the pattern consonant +le. Let's add an e after the l. What letters spell the second syllable? Students responde: dle.*
- *Let's read each syllable. /han - dle/, handle. The word handle has multiple meanings. One is something that you can hold onto. For example, I have a handle on my water bottle to make it easier to hold.*

YOU DO: *Now it is your turn. I will say a word, you will segment the word into the syllables then the sounds you hear. Remember, to listen for all of the sounds you hear in the word, and make sure that each syllable has a vowel.*

Students spell the words: bundle, purple

Vocabulary/Story Words: Define, Example, Connection

We will read a story about riddles. A riddle is a type of puzzle that can be fun, but difficult to answer. In this story, you will learn about riddles, and even get to try to solve a few. A riddle will sometimes give you clues to help you solve it. Let's see if we can first solve a riddle that isn't in our stories before we start reading.

- Choose a riddle with students: *What has a head and a tail, but no body? (a coin) What runs, but never gets tired? (water, river, faucet) I will fill a room, but take up no space. What am I? (light)*

Preview the Story: Brief overview, predictions/wonderings

Let's look at page 5. I am going to read this page with the simple riddle, while you follow along,

- *Without turning to the next page, what do you think the answer is? Students may use the picture to help them figure it out. Share with students: Let's turn to page 6. We can see the answer is kettle, and it is written in the green speech bubble. Point out that while some students may answer 'teapot' instead of 'kettle', that is still a correct answer*
- *Let's read to see if we can solve more riddles!*

During Reading

Choose a way for children to read the story. Listen in as students read and write down your observations below:

Echo read

Choral read

Partner read

Independent read

More support

Less Support

Add notes here...

After Reading

Choose 1-2 activities

- Dictation
 - Words
 - Sentences: *A riddle is a kind of puzzle that can make you giggle.*
- Comprehension Check: Use the *Thinking about your reading* questions to check for understanding. Call on individual students or have them respond in pairs.
- Written Summary
- Other