

Lesson 8

Pickle Syllables (Part 1)

Objective

In this lesson, students learn the fifth job of Silent E and the Pickle syllable division rule. They also decode two-syllable words containing Closed and Pickle syllable types.

You Will Need

- ☐ *Swing into Reading* pages 55-64
- ☐ Jobs of Silent E chart
- ☐ Syllable Division Rules chart
- ☐ Word Cards 44-55
- ☐ Pickle syllable tag

Before You Begin

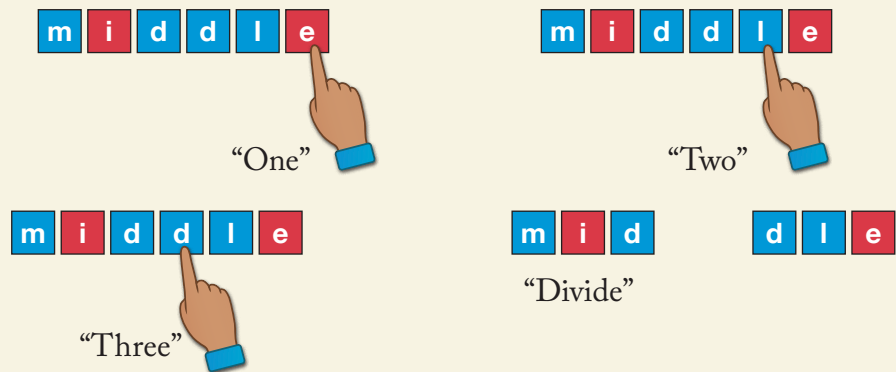
Preview Pickle Syllables

In this lesson, your student will learn the sixth and final syllable type, Pickle syllables. The second syllable of the word *pickle* is an example of this syllable type, hence the name *Pickle syllable*.

Pickle syllables are easy to identify. They occur at the end of a base word and contain a consonant followed by *l-e*, as in the words *pickle*, *puzzle*, and *middle*. You can hear a schwa sound in the second syllable of each of these words: /kŭl/, /zŭl/, and /dŭl/.

Preview the Pickle Syllable Division Rule

When a word ends in a Pickle syllable, we can divide it into syllables by counting back three letters.



After counting back three letters and dividing, it is easy to see that the first syllable, /mīd/, is a closed syllable, and therefore the *i* says its short sound. Here are other examples: **lit tle** **sim ple** **snif fle** **gen tle**

Likewise, it is easy to see that the first syllable in the following words are Bossy R syllables: **gar gle** **mar ble** **spar kle** **spar kle**

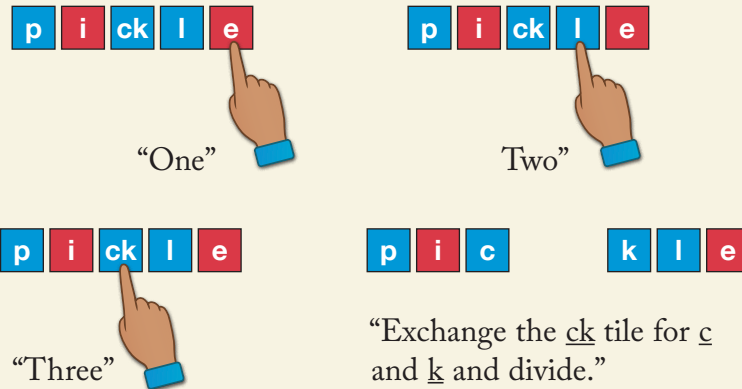
Before You Begin

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In Lesson 10, your student will learn words in which the first syllable is open. Again, it is easy to decode these words after counting back three letters and dividing: **ta ble a ble sta ple bri dle**

It is important to note that we are counting back three *letters*, not three *tiles*. This distinction makes a difference in words like *pickle* in which there is a consonant team in the middle of the word.

Here is how we handle consonant teams.



Notice that the ck phonogram is exchanged for c and k before dividing. This needs to be done in words containing consonant teams ck, ng, and nk so that we can count back and divide before the third letter. These letter combinations don't need to be memorized because it is obvious when we need to split up the consonant team to divide the word. Here are other examples: **buc kle sin gle sprin kle**

Preview the Fifth Job of Silent E

Your student will also learn the fifth job of Silent E. In a Pickle syllable, Silent E adds a vowel to the syllable, since every syllable must have a vowel.

Review

It's time to review the cards behind the Mastered dividers to ensure they stay fresh in your student's mind.

Shuffle the cards behind both Mastered dividers and choose a selection for review.

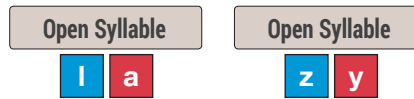
Review

(continued)

Previous
Concepts

Build the following word with letter tiles. Have your student divide the word using the One Consonant Tile syllable division rule, label with syllable tags, and read.

lazy



New Teaching

Teach Syllable Division Rule: Pickle Syllables

Build the word *sample*. s a m p l e

“This word says *sample*.”

Divide the word into two syllables. s a m p l e

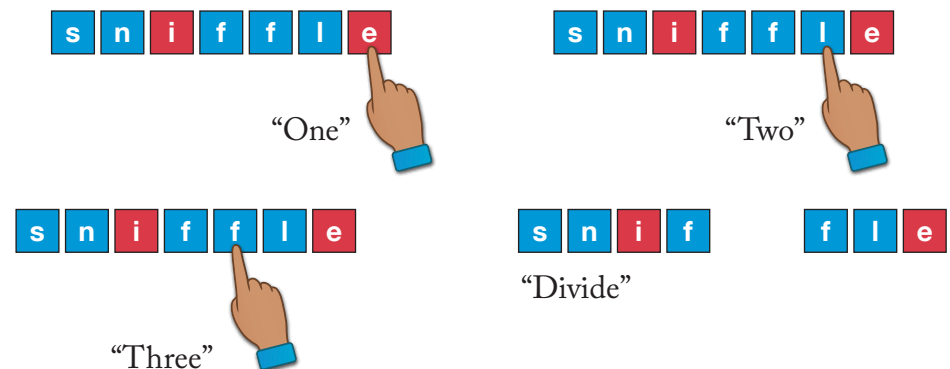
“What does the first syllable say?” *Sam*.

Point to the second syllable. “In the second syllable, the e is silent. This syllable says /pŭl/.”

Push the two syllables together. “Together, this word is *sample*.”

Build the word *sniffle*. s n i f f l e

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



“The e is silent. Read this word.” *Sniffle*.

New Teaching

(continued)

Build the word *middle*.



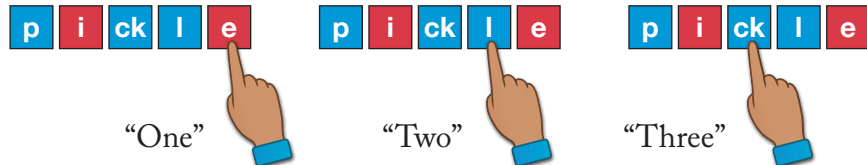
“Count back three letters to divide this word.” *Student divides the word.*

“What is this word?” *Middle.*

Build the word *pickle*.



“Here is an interesting word. I’ll count back three letters.”



“Now I need to divide, but I can’t. The c and k are on the same tile. So let’s fix this problem.”

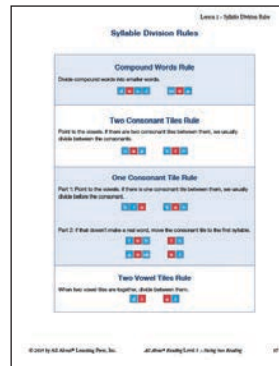
Exchange the ck tile for c and k.



“Now I can divide this word. What does the first syllable say?” *Pic.*

“What does the second syllable say?” */kŭl/.*

Push the two syllables together. “What is this word?” *Pickle.*



Point to the Pickle Syllables rule on the Syllable Division Rules chart.

“This is the **Pickle Syllables** rule.” Read the rule with your student.

Teach the Sixth Syllable Type: Pickle

Divide the word *pickle* into syllables again. “Label the first syllable with a syllable tag.” *Student uses the **Closed** syllable tag.*



New Teaching

(continued)

Point to the second syllable. “This is a new syllable type. We call this a Pickle syllable.” Take out the Pickle syllable tag.

Pickle



“We use the Pickle syllable tag to label this new type of syllable.” Place the Pickle syllable tag over the second syllable.

Closed Syllable

p i c

Pickle Syllable

k l e

Build the following words with tiles. Have your student label each syllable with the proper tag.

Closed Syllable

t u m

Pickle Syllable

b l e

Closed Syllable

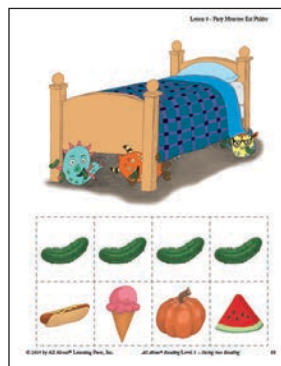
j i g

Pickle Syllable

g l e

Complete Activity Sheet

“Now let’s help some friendly monsters eat some pickles!”



Party Monsters Eat Pickles

Remove pages 55–56 from the *Swing into Reading* activity book.

Cut the slit under the bed as indicated by the dotted line on page 56. Cut out the word cards and place them in a pile next to the bed with the words facing up.

“Have you ever heard of monsters hiding under the bed? Well, these Party Monsters love to eat pickles under the bed.”

Have your student select the word cards one at a time and read the word on the front. If the word contains a Pickle syllable, she should flip it over to reveal the pickle and then slip the pickle under the bed for the monsters to eat. If the word doesn’t contain a Pickle syllable, set the card aside.

Continue until all the pickles have been fed to the monsters.

New Teaching (continued)

Teach the Fifth Job of Silent E

Build the word *pickle* again and divide it into syllables. Point to the e at the end.

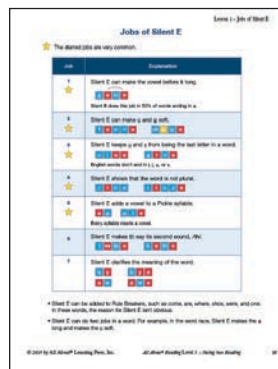


“The e is silent in a Pickle syllable. Remember that every syllable must have a vowel. The e is there so that this syllable has a vowel.”

Remove the e and point to the second syllable.



“Without Silent E, there wouldn’t be a vowel in the second syllable.”
Replace the e and push the two syllables together.



Take out the Jobs of Silent E chart and read Job #5 with your student.

“So the fifth job of Silent E is to add a vowel to a Pickle syllable.”

Complete Activity Sheet

“Now it’s time to flip some pickles!”



Word Flippers for Pickle Syllables, Part 1

Remove pages 57-61 from the *Swing into Reading* activity book.

There are three Word Flippers in this lesson.
Each page will create one flipper.

Refer to Appendix I for assembly instructions.

Have your student turn the pages and read the words that are formed.

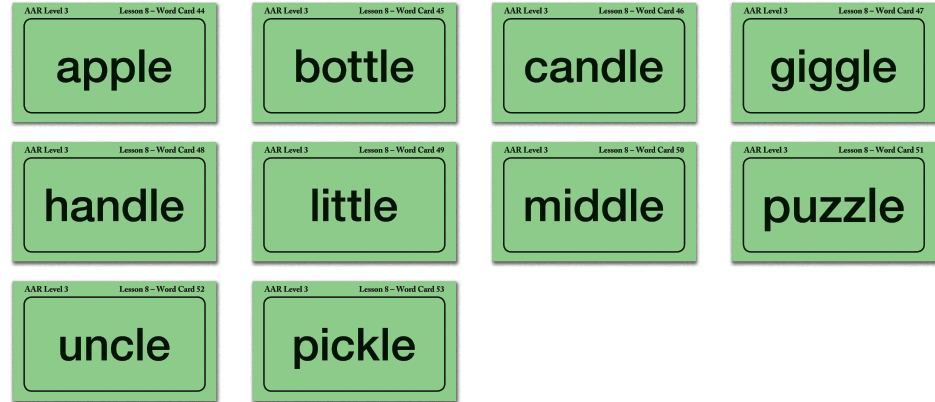
New Teaching

(continued)

Practice Reading Words

Have your student practice reading the words on Word Cards 44-53.

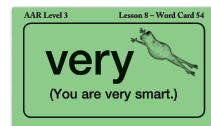
For the word *giggle*, you may need to tell your student that g says its hard sound, /g/. G says /j/ before e, i, or y most of the time, but not always.



File the Word Cards behind the Review divider in the Reading Review Box.

Teach Two Leap Words: *very* and *only*

Show Word Card 54 to your student.



“This word is *very*, as in *You are very smart*. This is a Leap Word because the er doesn’t say /er/ like we expect it to. Instead, the er says /air/.”

“What is this word?” *Very*.

Show Word Card 55 to your student.



“This word is *only*, as in *I have only one sister*. *Only* is a Leap Word because the o says /ō/, even though it is in a Closed syllable. Normally in a Closed syllable, we would expect o to say its short sound.”

“What is this word?” *Only*.

New Teaching (continued)

Practice Fluency



Turn to pages 63-64 in the activity book.

Have your student read from the Practice Sheets.



To engage your student in the fluency exercises, try the activity “Roll the Dice.” For instructions, look for this icon in Appendix K.

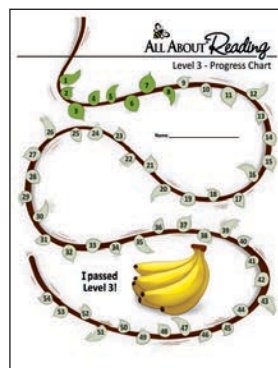
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 8 on the Progress Chart.