

## Lesson 8 - Pickle Syllables (Part 1)

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

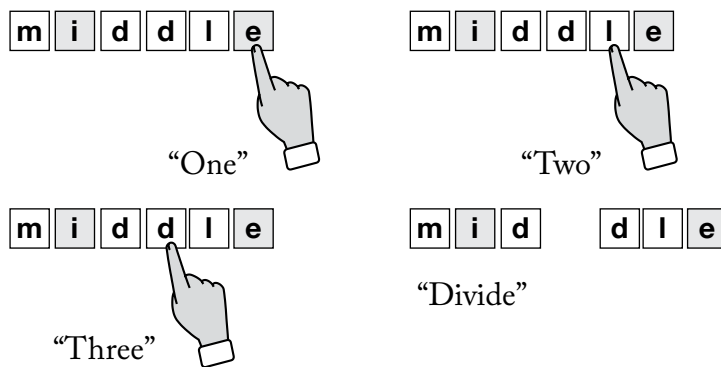
You will need:  *Swing into Reading* pages 55-64  *Jobs of Silent E* chart  
 *Syllable Division Rules* chart  *Word Cards* 44-55  
 *Pickle syllable tag*

### Before You Begin

### Preview the Pickle Syllable (Part 1)

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

The Pickle syllable contains a consonant followed by l-e, as in the words *pickle*, *puzzle*, and *middle*. 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, /mid/, 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      star tle**

## Before You Begin

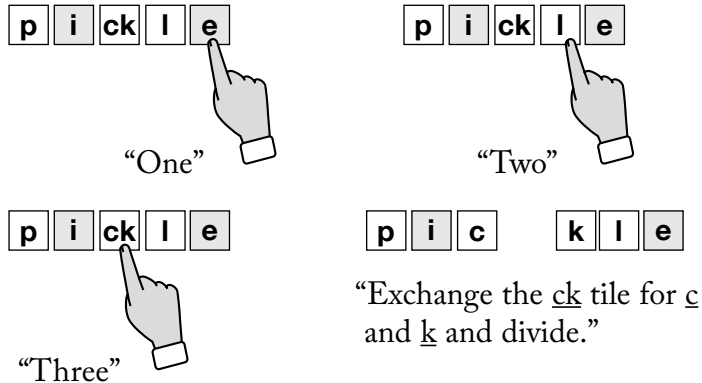
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In Lesson 10, your student will learn words in which the first syllable is open. Again, it is easy to decode these words after counting back three letters and dividing:

**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



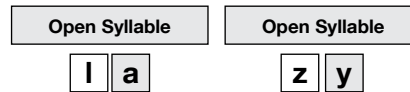
It's time to review the cards behind the Mastered dividers to ensure they stay fresh in your student's mind.

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

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 /pl/.”

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.”

**s n i f f l e**

“One”



**s n i f f l e**

“Two”



**s n i f f l e**

“Three”



**s n i f      f l e**

“Divide”

## New Teaching

(continued)

Excerpted from *All About Reading Level 3*

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

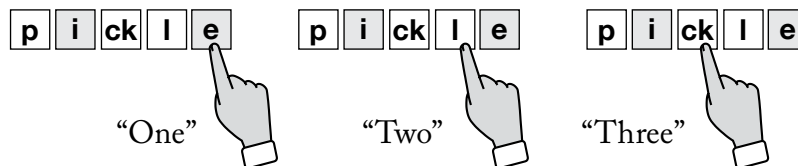
Build the word *middle*. **m i d d l e**

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

“What is this word?” *Middle*.

Build the word *pickle*. **p i ck l e**

“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. **p i c k l e** **ck**

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

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

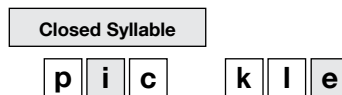
Push the two syllables together. “What is this word?” *Pickle*.

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.*



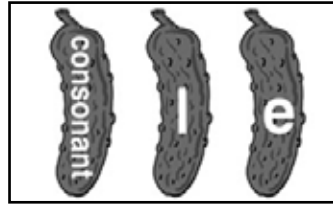
Point to the second syllable. “This is a new syllable type. We call this a Pickle syllable.”

## New Teaching

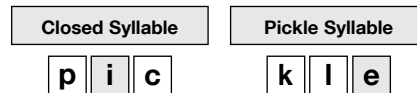
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Excerpted from *All About Reading Level 3*

Take out the Pickle syllable tag.



“We use the Pickle syllable tag to label this new type of syllable.” Place the Pickle 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: *jingle*, *buckle*, *tumble*, *giggle*, *pickle*.” Have the student repeat the words.

## Teach the Fifth Job of Silent E

Take out the Jobs of Silent E chart. Set it aside.

Leave the word *pickle* divided 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.

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

# New Teaching

(continued)

## Complete Activity Sheet

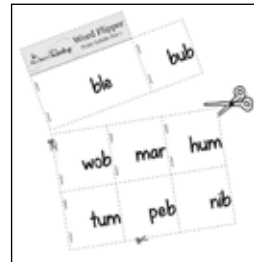
“Let’s practice reading words with the Pickle syllable.”



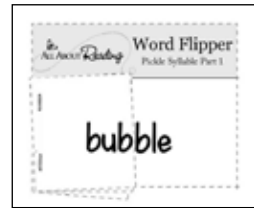
### Word Flipper for Pickle Syllables, Part 1

Remove pages 55-61 from the *Swing into Reading* activity book.

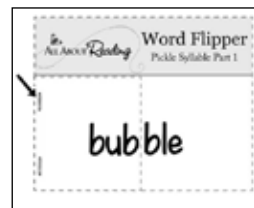
Each page will create one flipper. There are four Word Flippers in this lesson. For each flipper, cut apart the pages on the dotted lines.



Put the larger piece of paper on the bottom. Stack the smaller pieces on top, on the left side.



Staple the Word Flipper along the left side.



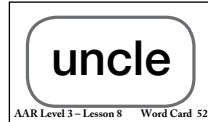
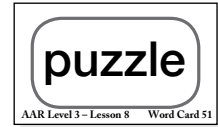
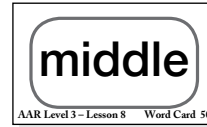
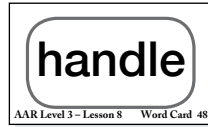
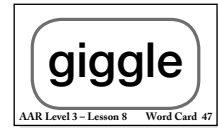
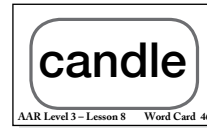
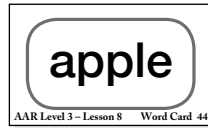
Have your student turn the pages and read the words that are formed.

## New Teaching

(continued)

## Practice Reading Words

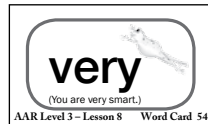
Have your student practice reading the words on Word Cards 44-53.



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

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

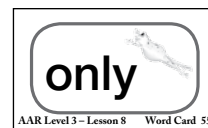
Show Word Card 54 to your student.



"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.

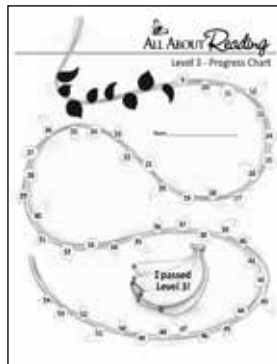
Have your student read from the Practice Sheets.

## 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.