

STEVENSON INTERMEDIATE LEVEL LESSON 8
Auditory Discrimination Exercise
For Consonant Blends Beginning or Ending of Words

OBJECTIVE:

To enable students to correctly add a silent "e" to blends occurring at the end words.

PROCEDURE:

During Lesson 8 of the Intermediate Level, use the following list as a guide along with the Blends Beginning or End worksheet included in your handouts.

Direct the students to write selected blend combination in the boxes with arrows. The box on the left will be the initial blend spelling and the box on the right will be the final blend spelling. Example bl / ble. (You may choose to work on only one column at a time or depending on student's abilities you may be able to put 3 different blends on the page and have students discriminate between them.)

Read a word from the list out loud. Students place a check under the correct column. Did the blend occur at the Beginning or at the End?

Once they are proficient repeat the activity and have the students write the letters contained in the blend, remembering to drag the "e" frosting if the blend occurs at the end of the word.

Allow sufficient opportunities for discrimination of where the blend occurs and for the student to be successful in writing the blend + "e" in the final position.

Repeat the activity and have students spell the complete word.

WORD LIST (other words may be included at teacher discretion)

LIST 1: bl

1. bleed
2. blame
3. noble
4. marble
5. crumble
6. bloat
7. blade
8. table
9. bleak
10. scramble

LIST 2: fl

1. flake
2. fly
3. ruffle
4. baffle
5. flea
6. waffle
7. float
8. snuffle
9. trifle
10. flame

LIST 3: gl

1. gleam
2. single
3. tangle
4. struggle
5. glide
6. jungle
7. gloat
8. jingle
9. wiggle
10. glaze

LIST 4: pl

1. please
2. apple
3. simple
4. play
5. maple
6. steeple
7. plead
8. place
9. simple
10. cripple

Lesson 8

Review the fact that when there are two syllables, the jelly is squished out of the first syllable. A word such as cable should have been spelled caible, but the blend dragging the "e" frosting gives the word an additional beat so the "i" is squished out of the first pattern. Then make note of the words "beetle and needle" as instructed. Discuss and guide the students to create an association as to why the twin was not squished out of the first syllable. The discrimination involved in determining if it is a blend or the "el" pattern may still be very difficult for some students during the spelling process. Some of the trickier words are: label, rebel, sequel, nickel, and compel. The students may have to employ additional associational strategies to assist them in the spelling of these words. Several of my students tied these words back to the idea of a name. A label, is an important name on something, if you are a rebel, you want people to know your name etc... Because some of these words were part of the vocabulary we found during our work on Lesson 2 they had an experience base with these words that continued to assist them during spelling activities.

On **page 67** in the Teacher's manual, you want to change the pattern marking from a – e to aⁱ. You will no longer tie any of these words into the Layer Cake pattern.

Part II of Lesson 8 on **page 73** will also need some modifications. This lesson introduces the reading and spelling of words having a short vowel followed by a blend dragging and "e" frosting. This step is simplified tremendously by following the above exercises. Once the student can identify if the blend they hear is occurring at the beginning or the end, the next step will be to identify what the pattern is occurring prior to the blend. In your teacher's manuals, do **not** do the activity on page 74 described in the "Reading" section. Also, change the 2nd Exercise to simply having the student write the pattern and then the blend dragging the "e" frosting.

Objective: To increase the student's auditory discrimination of these blends when they occur in the final position.

Teacher: Write the blends **ble, gle, fle, dle** on the board and have the class write them at the top of their papers.

1. Instruct the students to write what they hear as you dictate the blend only. When you feel they are comfortable with this activity move to the instructions in #2. Add additional blends to the activity, **ple, zle, tle**. Discuss with the students that when they hear "kl" they have two choices. Ask students what they think the choices will be. Answer, kle or cle. Tell the students that they will be examining words which contain cle and kle and deciding for themselves what will be the best way to recall which choice to make when they are spelling. When they are writing just the blends during these activities, either one would be acceptable.
2. Begin auditory discrimination between two blends given in a word list. Have the student first write the blend only, then progress to having the student write the pattern and the blend and finally spell the entire word.
3. Introduce the silent "t" included in the words containing an "s".

ble	cle	dle	fle	gle	kle	ple	stle	tle	zle
able	uncle	ladle	rifle	bugle	pickle	maple	bristle	title	dazzle
cable	circle	cradle	trifle	giggle	tickle	staple	whistle	beetle	sizzle
fable		idle	stifle	wiggle	trickle	cripple	thistle	battle	puzzle
gable		saddle	baffle	juggle	twinkle	apple	castle	cattle	nozzle
sable		paddle	raffle	struggle	sprinkle	ripple	nestle	bottle	fizzle
table		meddle	waffle	squiggle	cackle	sample	trestle	rattle	muzzle
feeble		peddle	duffle	single	tackle	simple	pestle	little	frazzle
noble		fiddle	muffle	jingle	crackle	dimple	bustle	kettle	drizzle
dribble		middle	ruffle	shingle	heckle	steeple	wrestle	settle	
nibble		riddle	shuffle	angle	buckle	purple	gristle	shuttle	
scribble		puddle	sniffle	strangle	chuckle		hustle	brittle	
quibble		cuddle		tangle	sparkle		jostle	whittle	
babble		muddle		jungle				gentle	
bubble		bundle		beagle				mantle	
pebble		hurdle		gargle				turtle	
scrabble		curdle							
scramble		noodle							
tremble		poodle							
humble		candle							
tumble		handle							
stumble		needle							
thimble									
marble									

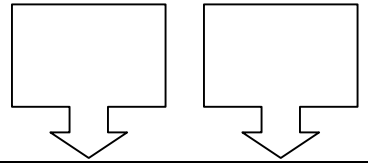
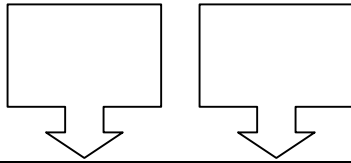
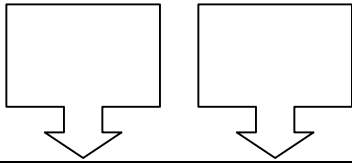
Notes of caution:

Vandal vs. handle; meddle vs. medal; petal vs. peddle
so watch for al vs blend + e; also ile vs tle fertile vs. turtle



Blends

Beginning or End



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