

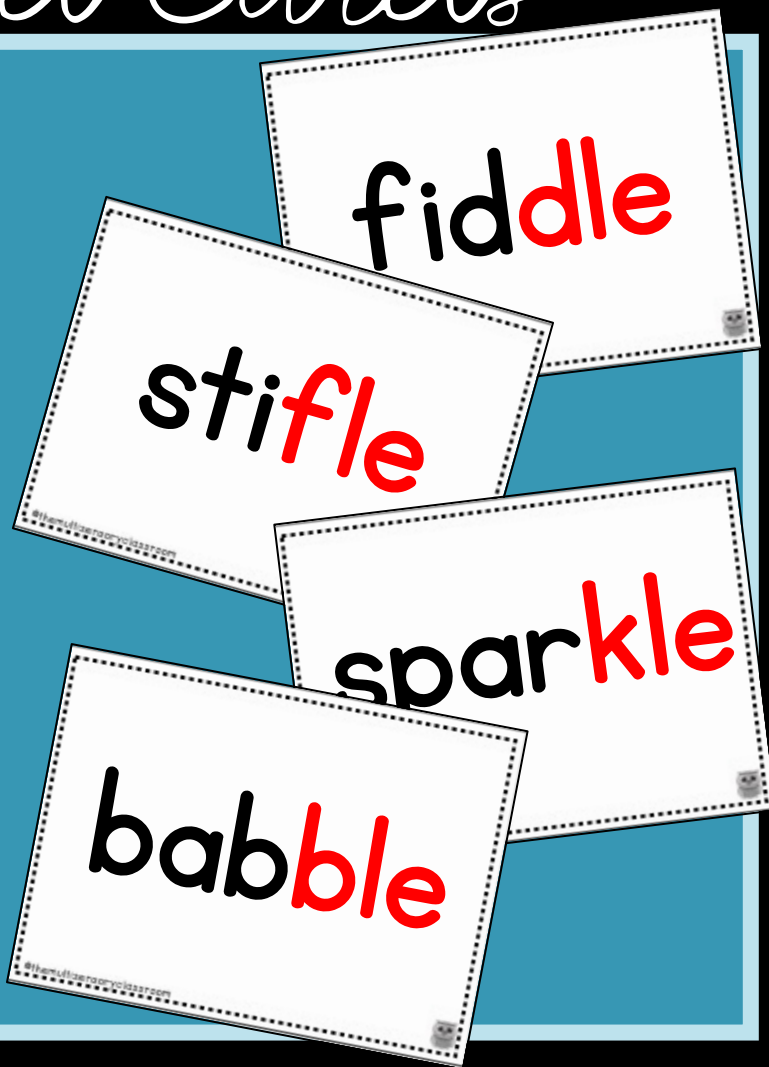
# Consonant -le

91  
words

## Word Cards



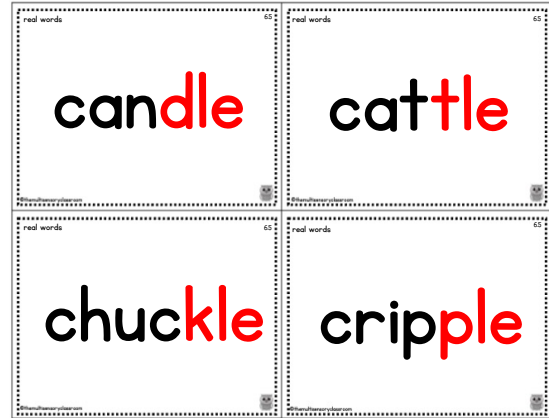
Includes real and  
nonsense words



# What's Inside

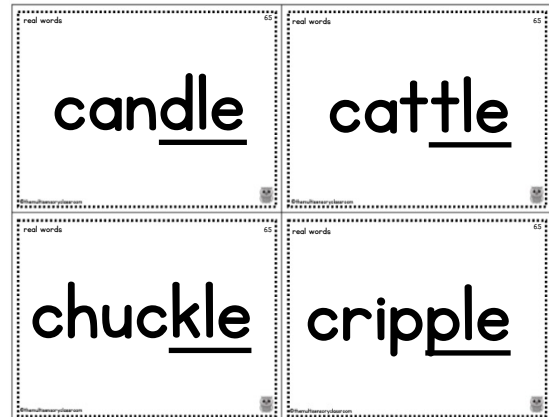
Includes two matching sets of cards:

- ✓ Set 1:  
applicable  
phonogram or  
rule is in **red**



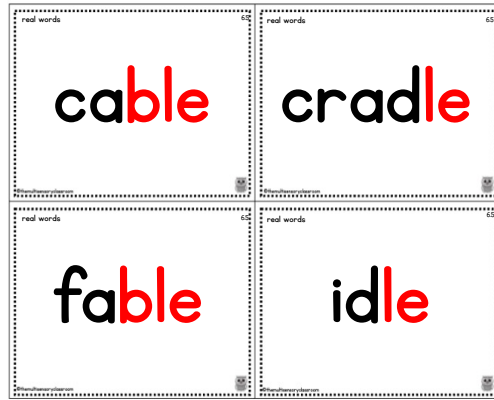
91 words in each set

- ✓ Set 2: applicable  
phonogram or rule  
is underlined



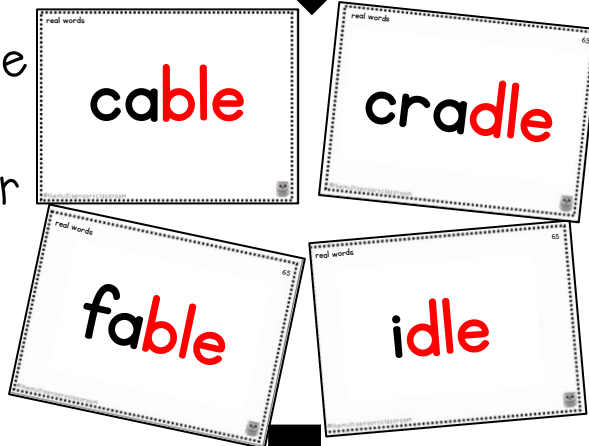
# Putting it Together

Print onto  
cardstock and  
cut into  
separate  
cards



Covers  
Consonant -le (short  
vowel) and  
Consonant -le long  
vowel (open syllable)

Then laminate  
and file for  
use with your  
lessons



# Putting It Together

## Introductory word cards

contain a list of all words in each set to help keep cards organized

### Real Words

real words

65

**Consonant -le: short vowel**

ankle	fiddle	little	single
babble	freckle	mantle	stumble
bubble	fumble	middle	swindle
bundle	gamble	mumble	thimble
candle	giggle	paddle	tickle
cattle	handle	puzzle	triple
chuckle	jiggle	ruffle	tumble
cripple	juggle	saddle	twinkle
crumble	jungle	sample	wiggle
cuddle	kettle	scrabble	
dimple	kindle	simple	

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### Nonsense Words

nonsense words

65

**Consonant -le: short vowel**

biggle	rimple
chockle	shandle
chuddle	tandle
crindle	thumble
fattle	thumple
framble	treckle
fundle	widdle
jindle	yubble
libble	ziffle
rackle	

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Sub-step  
6.5

The Multisensory Classroom Scope and Sequence

Step	Objective	Objective
Step 1	1.1. identify c, k	1.1. identify phonogram /c/
	1.2. identify m, n, x	1.2. identify phonogram /m/
	1.3. identify t, p	1.3. identify phonogram /t/
	1.4. identify s, k	1.4. identify phonogram /s/
	1.5. identify l, k	1.5. identify phonogram /l/
Step 2	2.1. identify >g, >j, >f	2.1. identify phonogram /g/
	2.2. identify >ng, >nj, >nf	2.2. identify phonogram /ng/
	2.3. identify >ck, >ch, >ch	2.3. identify phonogram /ck/
	2.4. identify >ck, >ch, >ch	2.4. identify phonogram /ck/
	2.5. identify >ck, >ch, >ch	2.5. identify phonogram /ck/
Step 3	3.1. identify >ck, >ch, >ch	3.1. identify phonogram /ck/
	3.2. identify >ck, >ch, >ch	3.2. identify phonogram /ck/
	3.3. identify >ck, >ch, >ch	3.3. identify phonogram /ck/
	3.4. identify >ck, >ch, >ch	3.4. identify phonogram /ck/
	3.5. identify >ck, >ch, >ch	3.5. identify phonogram /ck/
Step 4	4.1. identify >ck, >ch, >ch	4.1. identify phonogram /ck/
	4.2. identify >ck, >ch, >ch	4.2. identify phonogram /ck/
	4.3. identify >ck, >ch, >ch	4.3. identify phonogram /ck/
	4.4. identify >ck, >ch, >ch	4.4. identify phonogram /ck/
	4.5. identify >ck, >ch, >ch	4.5. identify phonogram /ck/
Step 5	5.1. identify >ck, >ch, >ch	5.1. identify phonogram /ck/
	5.2. identify >ck, >ch, >ch	5.2. identify phonogram /ck/
	5.3. identify >ck, >ch, >ch	5.3. identify phonogram /ck/
	5.4. identify >ck, >ch, >ch	5.4. identify phonogram /ck/
	5.5. identify >ck, >ch, >ch	5.5. identify phonogram /ck/
Step 6	6.1. identify >ck, >ch, >ch	6.1. identify phonogram /ck/
	6.2. identify >ck, >ch, >ch	6.2. identify phonogram /ck/
	6.3. identify >ck, >ch, >ch	6.3. identify phonogram /ck/
	6.4. identify >ck, >ch, >ch	6.4. identify phonogram /ck/
	6.5. identify >ck, >ch, >ch	6.5. identify phonogram /ck/
Step 7	7.1. identify >ck, >ch, >ch	7.1. identify phonogram /ck/
	7.2. identify >ck, >ch, >ch	7.2. identify phonogram /ck/
	7.3. identify >ck, >ch, >ch	7.3. identify phonogram /ck/
	7.4. identify >ck, >ch, >ch	7.4. identify phonogram /ck/
	7.5. identify >ck, >ch, >ch	7.5. identify phonogram /ck/
Step 8	8.1. identify >ck, >ch, >ch	8.1. identify phonogram /ck/
	8.2. identify >ck, >ch, >ch	8.2. identify phonogram /ck/
	8.3. identify >ck, >ch, >ch	8.3. identify phonogram /ck/
	8.4. identify >ck, >ch, >ch	8.4. identify phonogram /ck/
	8.5. identify >ck, >ch, >ch	8.5. identify phonogram /ck/
Step 9	9.1. identify >ck, >ch, >ch	9.1. identify phonogram /ck/
	9.2. identify >ck, >ch, >ch	9.2. identify phonogram /ck/
	9.3. identify >ck, >ch, >ch	9.3. identify phonogram /ck/
	9.4. identify >ck, >ch, >ch	9.4. identify phonogram /ck/
	9.5. identify >ck, >ch, >ch	9.5. identify phonogram /ck/
Step 10	10.1. identify >ck, >ch, >ch	10.1. identify phonogram /ck/
	10.2. identify >ck, >ch, >ch	10.2. identify phonogram /ck/
	10.3. identify >ck, >ch, >ch	10.3. identify phonogram /ck/
	10.4. identify >ck, >ch, >ch	10.4. identify phonogram /ck/
	10.5. identify >ck, >ch, >ch	10.5. identify phonogram /ck/

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*sold separately*

Words coordinate with *The Multisensory Classroom Scope and Sequence* but can be used separately

Sub-step where the phonogram is introduced in *The Multisensory Classroom Scope and Sequence*

