

## Unit 17, page 114: Final Schwa + /l/ Sounds

Some students may have difficulty recognizing and pronouncing final schwa + /l/ sounds.

### Listen

Remind students that the schwa sound is a weak vowel sound that is often found in an unstressed syllable. Tell them that each Basic Word has the final /l/ or /əl/ sounds. Say *label*, elongating the /əl/ sounds alone and as part of the word *label*, then say *label*. Point out that the /əl/ sounds are in the unstressed syllable.

Continue with the /əl/ sounds in the Basic Words *central* and *whistle*.

### Speak and Read

*Let's practice saying the word label together. Say label, elongating the /əl/ sounds alone and as part of the word label, then say label. Continue with the words central, pupil, and whistle.*

Write *label* on the board. Circle *el*. Ask: *How are /əl/ sounds spelled in label?* Then write the words *central*, *whistle*, and *pupil* on the board. Have volunteers circle the spellings for the /əl/ sounds. Tell students that the /əl/ sounds can be spelled *e-l*, *a-l*, *l-e*, and *i-l*.

### Spell

**Beginning/Preproduction** Create and distribute word cards for the Basic Words *channel*, *global*, *bicycle*, *puzzle*, *level*, and *local*. Say: *I am looking for two words ending with el*. Have students hold up the correct cards. Continue with *al* and *le*. Then have students say each word aloud.

**Early Production/Speech Emergent** Write the Basic Words *channel*, *global*, *bicycle*, *puzzle*, *level*, and *local* on the board. Have volunteers come to the board, circle the spellings for the /əl/ sounds, and say each word aloud.

**Intermediate/Advanced** Write the Basic Words *level*, *global*, *bicycle*, *puzzle*, *local*, *needle*, *pupil*, *article*, and *normal* on the board. Have students copy and complete the following chart into their word-study notebooks.

<i>el</i>	<i>al</i>	<i>le</i>	<i>il</i>

