LESSON PLAN

Student:	Lesson #116	
Length: 45-60 minutes	Date:	
Instructor:	Time:	
Credits: This lesson was created by Shawna Audet from the	Flying Cat Academy. The drills and the scope and	

sequence that it follows were created by the Dyslexia Training Institute. The pictures come from pixabay.com.

Section 1: Sight Word Study Method and Review Drills

Sight Words – 5 minutes	Notes
Equipment: list of common sight words, instruction sheet, blank index cards, and marker Current sight words: New words added:	
Phonemic Awareness Drill – 3 minutes	
Equipment: coloured tiles Words: fan, farn, barn, burn, turn, turf, surf	
Visual Drill – 2 minutes	
Equipment: card pack of graphemes on which student is currently working written on index cards consonants: b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z single grapheme vowels: a,e,i,o,u,y begin. consonant blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, scr, spl, str, squ ending consonant blends: ct, ft, lt, pt, nt, st, xt, lf, lk, lp, ld, mp, sk, sp exceptions to closed syllable rule: all, ang, ank, ing, ank, ing, ink, old, ild, ind, igh consonant digraphs: ch, sh, ph, wh, th other: tch, ck, ci, co, cu, cy, cl, cr, ct, gl, gr, ga, ge, gi, go, gu, gy, mb, wr, kn, dge, gh, que vowel teams (also known as vowel digraphs): ai, ay, ee, ey, oa, oe, ow, ue, ie vowel diphthongs: au, aw, oi, oy, oo, ou, ow, ie ew, ea r-controlled: ar, or, er, ir, ur (reminder: use blocking strategies and remove mastered sounds from pack)	
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill	

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes	
Equipment: index cards	
1. Put all syllables on index cards. Place the cards in two columns with "Syllable #1" cards	
in the first column and "kle" card in the second column.	

			Notes
frec	ble		
peb	gle		
ea	kle		
ri	dle		
са	kle		
buc	ble		
noo	fle		
a) Read the Colub) Read across thc) Move cards to	mn #1 syllables first a ne rows making nonse make real word (free	to do the following things: nd then read the Column #2 syllable. nse words kle, pebble, eagle, rifle, cable, buckle, noodle). lent to use words in sentences.	
Review of Recent Rule	es and Concepts – 11	minutes	
extend a finger for each of the student of the student student the student stu	nple, ten, popsicle factice identifying sylla ch new syllable heard s, syllabication worksl k through the syllable ole), cycle (cy-cle), exa ing Suffixes to the con netic letter tiles at when adding a suffix e st drop the e and add th down magnetic letter t t to add the following su	neet division worksheet, giving guidance as needed. mple (ex-am-ple) nsonant-le Syllable Type ending that begins with a vowel to a syllable that is ne ending. iles to spell <i>cable</i> . iffixes to title and apply the rule: s, ed, ing	
New Content/New Ru	ıle – 4 minutes		
in this combination consonant-le syllab	ent that we have one ex of letters, the 't' is siler le. tudent read the followin	ception to this syllable type. It is -stle. Explain that It and its role is to be the consonant in the ng words: castle, rustle, whistle, nestle, bristle,	

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: rustle, rustling, bristle, bristled, jostle	
Word List – Oral Reading of Isolated Words – 2 minutes	
Word List: staple, stubble, topple table, cradle, middle, bubble, wriggle, feeble, cuddle, sizzle, tremble, razzle, castle, rustle, whistle, nestle, bristle	
Sentences – Oral Reading of Connected Text – 2 minutes	
"The Whistle" story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: nestle, jiggle, wrestle	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: rustle, rustling, freckle, castle	
Connected Text – 5 minutes	
 Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. The thistle had a broken bristle. 2. The princess gave a whistle. 3. The kids jostle each other when they wrestle. 	
Wrap-Up/Review – 2 minutes	
 Student uses multisensory tools to summarize key concepts. Adding suffixes to consonant-le syllable type - stle exception 	

frec	ble
peb	gle
ea	kle
ri	dle
ca	kle
buc	ble
noo	fle

Scooping Syllables Worksheet

Closed Syllable	С
Open Syllable	0
Schwa	Ð
Vowel, Consonant, Silent E	VCE
Vowel Team	VT
Vowel Diphthong	VD
R-Controlled	RC
Consonant-le	Cle

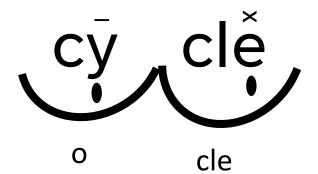
pebble

cycle

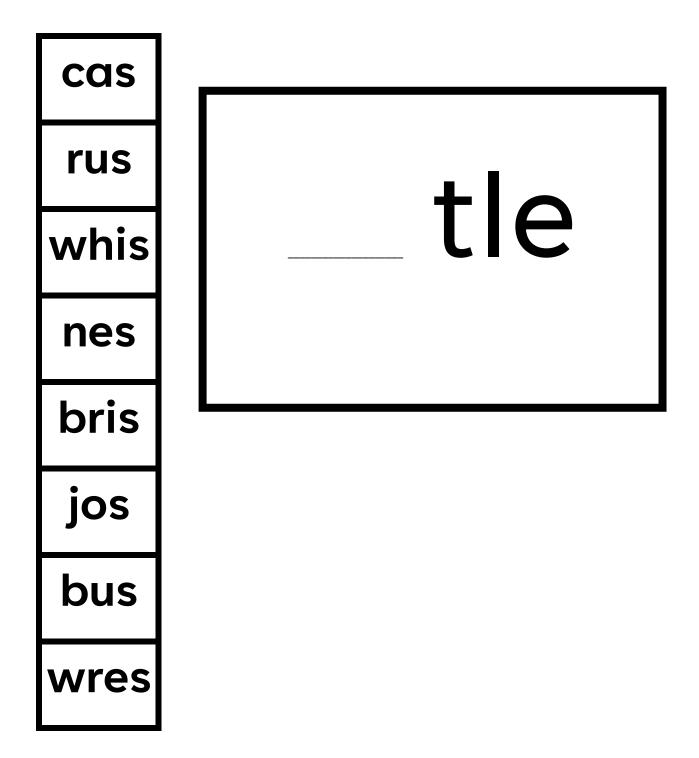
example

Teacher's Answer Key for Syllabication Worksheet

Scooping Syllables Worksheet



plě, m cle С С



staple

stubble

topple

table

cradle

middle

bubble

wriggle

feeble

cuddle

sizzle

tremble

razzle

castle

rustle

whistle

nestle

bristle

The Whistle

A castle was nestled in the woods

Inside the castle, at the top of a tower, a princess sat at a window.

window.

A prince rode by on a beautiful white horse.

The horse's reins jiggled as they rode.

The princess looked down from her tower and gave a whistle.

whistle.

The prince stopped and looked up.

He was instantly taken by the beauty of the princess.

"Will you marry me?" asked the prince.

"No," said the princess.

"Will you date me?"

"No."

"Then why did you whistle at me?"

"I was whistling at your horse. He's a beauty."

Instructions

Do not show this picture until AFTER the student reads the story. If you show it before, you are teaching the student to guess at words based on the picture. We want to teach the student to use decoding skills.



"<u>roman-soldier-7317617_1280</u>" by <u>darksouls1</u> is licensed under CCO.

The thistle had a broken bristle.

The princess gave a whistle.

The kids jostle each other when they wrestle.