

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	
ca	kle	
buc	ble	
noo	fle	
<p>2. Complete, the drill by asking the student to do the following things:</p> <ol style="list-style-type: none"> Read the Column #1 syllables first and then read the Column #2 syllable. Read across the rows making nonsense words Move cards to make real word (freckle, pebble, eagle, rifle, cable, buckle, noodle). discuss word meanings and ask student to use words in sentences. 		

Review of Recent Rules and Concepts – 11 minutes

Topic: Pounding Syllables
 Equipment: hands
 Word List: eagle, example, ten, popsicle
 Instructions: Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.

Topic: Syllabication
 Equipment: letter tiles, syllabication worksheet
 1. Ask student to work through the syllable division worksheet, giving guidance as needed.
 Words: pebble (peb-ble), cycle (cy-cle), example (ex-am-ple)

Topic: Review of Adding Suffixes to the consonant-le Syllable Type
 Materials needed: magnetic letter tiles
 Remind the student that when adding a suffix ending that begins with a vowel to a syllable that is a consonant-le, you must drop the e and add the ending.

- Teacher places down magnetic letter tiles to spell *cable*.
- Ask the student to add the following suffixes to title and apply the rule: s, ed, ing
- Teacher places down magnetic letter tiles to spell *tumble*
- Ask the student to add the following suffixes to title and apply the rule: s, ed, ing

New Content/New Rule – 4 minutes

Topic: exception -stle
 Materials: slider

- Explain to the student that we have one exception to this syllable type. It is -stle. Explain that in this combination of letters, the 't' is silent and its role is to be the consonant in the consonant-le syllable.
- Use slider to have student read the following words: castle, rustle, whistle, nestle, bristle, jostle, bustle, wrestle

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	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE
Vowel Team	VT
Vowel Diphthong	VD
R-Controlled	RC
Consonant-le	Cle

pebble

cycle

example

Scooping Syllables Worksheet

pēb blē^x
c cle

cȳ clē^x
o cle

ēx ām plē^x
c c cle

cas

rus

whis

nes

bris

jos

bus

wres

_____ tle

staple		cuddle
stubble		sizzle
topple		tremble
table		razzle
cradle		castle
middle		rustle
bubble		whistle
wriggle		nestle
feeble		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.

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.

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.



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The thistle had a broken bristle.

The princess gave a whistle.

The kids jostle each other when
they wrestle.