

LESSON PLAN

Student:	Lesson #113
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: bord, cord, card, cart, hart, hurt, pert, sert, sort	
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 “Syllable #2” cards in the second column.	

tur	tle
noo	dle
ta	ble
sprin	kle
un	cle
pur	ple

2. Complete, the drill by asking the student to do the following things:
- a) read down all the Column #1 syllables first and then read the Column #2 syllables.
 - b) read across each row, to make real words.
 - c) discuss word meanings and ask student to use words in sentences.

Review of Recent Rules and Concepts – 15 minutes

Topic: Pounding Syllables

Equipment: hands
 Word List: table, candle, formidable
 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: able (a-ble), purple (pur-ple), oodle (oo-dle)

Topic: Using suffixes with previously learned syllable types

Materials: suffixes worksheet
 Ask student to work on “Adding Suffixes (Endings)” sheet.

Topic: Review of the Consonant-le syllable type

Materials: rule card, index cards from drill used in Lesson #112
 1. Ask student to take out the rule card for consonant-le:
 a. One consonant
 b. Followed by an <l> and the silent letter <e>
 c. It is always the final syllable in poly-syllabic words (can’t be in the first syllable)
 2. Ask student to explain what they know about this syllable type.
 • this is a unique syllable type because it it only exists in two syllable words.
 • The consonant-le syllable type does not have a vowel sound. The <e> is silent
 3. Show index cards used in Lesson #122 and have the student read the following words:
candle, able, rifle, eagle, simple, title, circle, sparkle

Guiding Questions

- Are there two or more syllables?
- Is there a consonant followed by the letters “le” in the last syllable?
- What sound does this consonant le combination make?
- What type of syllable is this?

New Content/New Rule – 0 minutes	
Topic: This is a review lesson. No new content.	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: rump, stable, dimple	
Word List – Oral Reading of Isolated Words – 2 minutes	
Word List: handle, able, stable, table, trample, dimple, circle, tangle, sparkle, rump, sprinkle, beagle, purple, rifle, ruffle, angle, dangle, candle	
Sentences – Oral Reading of Connected Text – 2 minutes	
“The Rooster” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: able, handle, dangle	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: stable, jumble, bundle	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. The star twinkles in the night sky. 2. I feel happiness about the simple turtle. 3. The horse is sleeping in the stable.	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - Definition of consonant-le syllable type <u>Homework:</u> Practice sight words (reading and writing)	

tur	tle
noo	dle
ta	ble
sprin	kle
un	cle
pur	ple

Scooping Syllables Worksheet

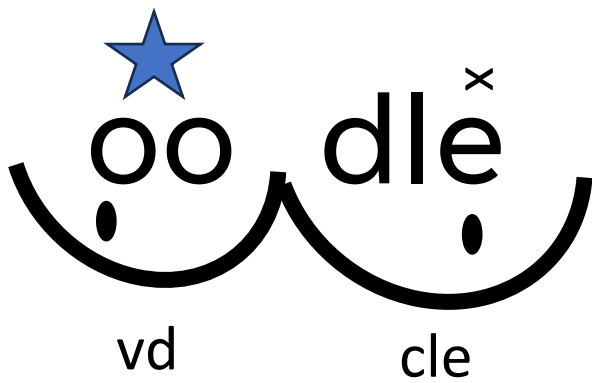
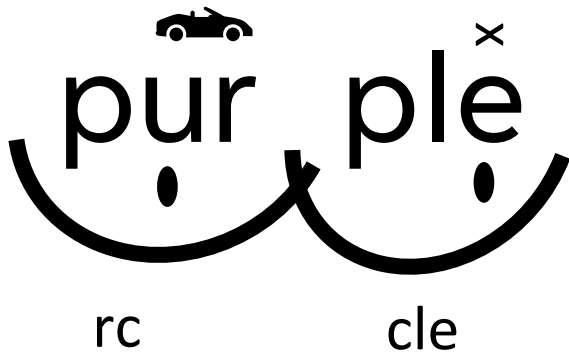
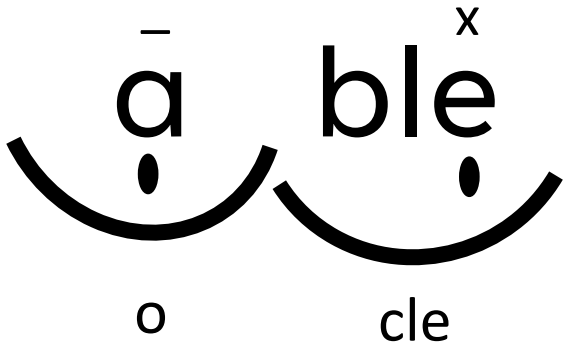
Closed Syllable	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE
Vowel Team	VT
Vowel Diphthong	VD
R-Controlled	RC

able

purple

oodle

Scooping Syllables Worksheet



Adding Suffixes (Endings)

Closed Syllable = 1:1:1 rule

1 syllable word	1 short vowel before the last consonant	only 1 consonant at end	ending starts with vowel: s, ing, ed, ful, less, er, est, ness, y	Answer
flip, nab, tip, jump tep				

Closed Syllable = 2:1:1 rule

2 or more syllables in word	1 short vowel in last syllable	Only one consonant at end	Accent is on last syllable	ending starts with vowel: s, ing, ed, ful, less, er, est, ness, ment, y	Answer
pilot	✓	✓	✗	✓	piloting
pilot, begin, retell egin					

Open Syllables: (change the y to an i and add the ending)

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
go, cry, shy na		

Vowel Consonant Silent e (VCE):

drop the e on the base and add the suffix if the suffix starts with a vowel

Note: when adding suffix y, you often drop the e, but not always – *dicey, hokey*)

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
hike, name, time hame		

Vowel Teams

1. Slam on the ending if the last letter in the base is any letter except 'e.'
2. If the last 'e' in the base is an 'e,' then drop the 'e' and add the vowel ending.
3. When adding 'ing' to a word that ends in 'ie,' you change the 'ie' to 'y' (to avoid having the letter 'i' occur twice in a row).

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
toe, hoe, die		nie

Vowel Diphthongs

- Slam on the ending if the last letter in the base is any letter except 'e'
If the last 'e' in the base is an 'e,' drop the 'e' and add the vowel ending.

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
haul, out, boot, pound		ound

R-Controlled = 1:1:1 rule

1 syllable word	1 short vowel before the last consonant	Accent is on last syllable	ending starts with vowel: s, ing, ed, ful, less, er, est, ness, y	Answer
jar	✓	✓	✓	jarring
burn, curl, stir, perm				hirt

handle		rumple
able		sprinkle
stable		beagle
table		purple
trample		rifle
dimple		riffle
circle		candle
tangle		angle
sparkle		dangle

The Rooster

It a warm summer evening on the farm.

Everyone was having dinner.

The horse was in the stable eating hay.

The cow was munching on grass in the shade of a maple.

The farmer was eating noodles at his table.

The beagle was under the table hoping that some food might drop.

Just then, the rooster strutted into the yard.

The rooster climbed up on a fence so that all could see him. (The rooster was not humble.)

“I will give you all a nice treat,” called the rooster.

The rooster began to sing. He crowed and crowed.

The horse put his head in his hay.

The cow shuffled to the far end of the field.

The farmer looked at his rifle, but thought, “That is a trifle too harsh.”

The farmer opened the door for the beagle and said, “Get him.”

The beagle barked and ran straight at the rooster.

The rooster was insulted, but he raced back to his pen.

The beagle called to the rooster, “Come out and fight!”

The rooster stayed in the pen because he was a chicken.

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 star twinkles in the night sky.

I feel happiness about the simple turtle.

The horse is sleeping in the stable.