

LESSON PLAN

Student:	Lesson #115
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: ban, barn, born, burn, bur, pur, purp, purpl	
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.	

buc	kle
tric	
chuc	
knuc	
shac	
pric	
hac	

1. Say that in English we avoid doubling the letter 'k' so we use 1 'c' and 'k' instead
2. Complete, the drill by asking the student to do the following things:
 - a) Read the Column #1 syllables first and then read the Column #2 syllable.
 - b) Combine 'kle' to form real words with all the other syllable cards.
 - c) 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: unshackle, rebuckle, knuc, knuckle

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: buckle (buc-kle), freckle (frec-kle), bespeckle (be-spec-kle)

Topic: Review of the Consonant-le syllable type

Materials: rule card

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. Ask the student share the story that they use to remember how this syllable type works: 'Consonant' and 'Le' are brother and sister. 'Consonant' babysits his younger sister every day. 'Le' loves following her brother around. 'Consonant' is very social so he always wants to be with his friends. He takes 'Le' to the park where they meet up with his grapheme friends, to play.

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 – 4 minutes	
<p>Topic: Adding Suffixes to the consonant-le Syllable Type</p> <p>Materials needed: magnetic letter tiles</p> <p>Explain to 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.</p> <ol style="list-style-type: none"> 1. Teacher places down magnetic letter tile to spell <i>title</i>. 2. Ask the student to add the following suffixes to title and apply the rule: s, ed, ing 3. Teacher places down magnetic letter tile to spell <i>buckle</i>. 4. Ask the student to add the following suffixes to title and apply the rule: s, ed, ing 	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order</p> <p>Words: bugling, bibles, prickling</p>	
Word List – Oral Reading of Isolated Words – 2 minutes	
<p>Word List: steeple, circle, fable, noodle, uncle, title, huffle, snapple, sizzle, fizzle, chuckle, chuckling, crackling, crackled, crackles, freckled, unshackled, heckling, heckler</p>	
Sentences – Oral Reading of Connected Text – 2 minutes	
<p>“Sam Gobbles Up Food” story</p>	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
<p>Word list: prickle, prickling, fizzled</p>	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
<p>Word list: rifling, crackled, giggling, sizzles</p>	
Connected Text – 5 minutes	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work:</p> <ol style="list-style-type: none"> 1. I chuckled at the funny joke. 2. The little dog circled the table. 3. I grumbled when I got lost in the jungle. 	
Wrap-Up/Review – 2 minutes	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> - Definition of consonant-le syllable type - Doubling the consonant in the first syllable of some consonant-le words - Adding suffixes to consonant-le syllable type <p><u>Homework:</u> Practice sight words (reading and writing)</p>	

buc	kle
tric	
chuc	
knuc	
shac	
pric	
hac	

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

buckle

freckle

bespeckle

Scooping Syllables Worksheet

būc klē^x

c cle

frēc klē^x

c cle

be spēc klē^x

o c cle

steeple		chuckle
circle		chuckling
fable		crackling
noodle		crackled
uncle		crackles
title		freckled
huffle		unshackled
snapple		heckling
sizzle		heckler

Sam Gobbles Up Food

Sam was a little brown dog. Sam was excited.

Sam's boy, Tim, was having a birthday party.

Sam loved birthday parties. There was always lots for food for Sam at birthday parties.

Sam circled the food table, looking for his chance.

A kid put a big pile of noodles on a plate.

Sam ran in between the kid's legs.

The kid fumbled with the plate and dropped it.

Sam gobbled up the noodles.

Tim blew out the candles on the cake.

Plates of cake were passed around.

Sam wiggled in between two kids and whacked a plate with his tail.

The cake fell and Same gobbled it up.

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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I chuckled at the funny joke.

The little dog circled the table.

I grumbled when I got lost in the jungle.