

LESSON PLAN

Student:	Lesson #114
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: part, tart, start, stort, sport, port	
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 “gle” card in the second column.	

tan	gle
wran	
dan	
bea	
bu	
ea	
an	

2. Complete, the drill by asking the student to do the following things:

- read down all the Column #1 syllables first and then read the Column #2 syllable.
- Combine 'gle' to form real words with all the other syllable cards.
- 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: untangle, re, reangle, beagle

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: fable (fa-ble), idle (i-dle), angle (an-gle)

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:

- One consonant
- Followed by an <l> and the silent letter <e>
- 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 and the say the story that they made up to remember the definition (if they made a story up after Lesson #113).

- 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. Provide this story if the student didn't make one up:

'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.

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 – 4 minutes	
<p>Topic: Doubling the consonant before the -le</p> <p>Materials needed: magnetic letter tiles</p> <p>Explain to the student that sometimes the consonant before the -le must be doubled. It needs to be doubled when the first syllable has a short vowel sound and needs a consonant to make it a closed syllable. We still need a consonant before the 'le' in the second syllable to make the consonant-le syllable type so a doubling of the consonant happens</p> <ol style="list-style-type: none"> 1. Use magnetic letter tiles to guide the student through creating the word 'table.' Discuss the syllable types and why no doubling of the 'b' happens in this word since 'ta' is an open syllable 2. Use magnetic letter tiles to guide the student through creating the word 'bubble.' Discuss the syllable types in this word and why doubling of the 'b' happens in this word since 'bub' is a closed syllable 	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: bible, bibble, apple	
Word List – Oral Reading of Isolated Words – 2 minutes	
Word List: bible, stifle, bugle, fable, stable, gable, idle, able, maple, bubble, wriggle, ruffle, apple, sizzle, fizzle, dazzle, muzzle, puzzle	
Sentences – Oral Reading of Connected Text – 2 minutes	
"The Apple" story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: puzzle, bubble, rifle	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: fable, dazzle, pebble, gobble	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: <ol style="list-style-type: none"> 1. He popped the bubble. 2. The pancakes sizzle in the pan. 3. Put the cable at the right angle. 	
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 <p>Homework: Practice sight words (reading and writing)</p>	

tan	gle
wran	
dan	
bea	
bu	
ea	
an	

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

fable

idle

angle

Teacher's Answer Key for Syllabication Worksheet

Scooping Syllables Worksheet

fā blē^x
o cle

i dlē^x
o cle

ān glē^x
c cle

Consonant-le Story



'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.

bible		bubble
stifle		wriggle
bugle		ruffle
fable		apple
stable		sizzle
gable		fizzle
idle		dazzle
able		muzzle
maple		puzzle

The Apple

A horse left his stable and went to the window.

He saw the apple on the table and thought, “I am able to get that apple!”

He put his muzzle through the window and stretched out his neck.

“Just a little further,” he thought. “Just a little further.”

The horse was able to get a bite out of the apple.

Sadly, it fell out of his mouth and rolled off the table.

“Drat,” thought the horse, “but one bite is better than no bites.”

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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He popped the bubble.

The pancakes sizzle in the pan.

Put the cable at the right
angle.