

LESSON PLAN

Student:	Lesson #112
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: her, herd, hord, ford, form, fort, tort, tart, part, cart	
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, 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	Notes
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.	

		Notes
dis	form	
in	port	
ex	turb	
im	card	
dis	port	

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 syllables.
- read across each row (the words will be nonsense words)
- move Col. #2 cards to make real words (disturb, inform, export, import, discard).
- discuss word meanings and ask student to use words in sentences.

Review of Recent Rules and Concepts – 10 minutes

Topic: Pounding Syllables
 Equipment: hands
 Word List: im, important, importing, paragraph
 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: paragraph (par-a-graph), importing (importing), important (im-por-tant)

Topic: Using suffixes with previously learned syllable types
 Materials: suffixes worksheet
 Ask student to work on “Adding Suffixes (Endings)” sheet.

New Content/New Rule – 5 minutes

Topic: Introduction to consonant-le syllable type
 Materials: rule card, index cards
 1. Explicitly introduce consonant-le rule card:

- 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. Tell student that this is a unique syllable type because it does not make a word by itself. This means that it only exists in two syllable words. The consonant-le syllable type does not have a vowel sound. The <e> is silent; it is only in the syllable because every syllable needs at least one vowel
 3. Show index cards containing the following patterns: ble, kle, dle, gle, fle, ple, cle tle, and add them to end of syllable cards to complete the word to explicitly explain how to read/apply the pattern:
 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?	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: candle, table, title	
Word List – Oral Reading of Isolated Words – 2 minutes	
Word List: handle, able, stable, table, trample, dimple, circle, tangle, sparkle, rumple, sprinkle, beagle, purple, rifle, ruffle, raffle, angle, dangle, candle	
Sentences – Oral Reading of Connected Text – 2 minutes	
“The Little Beagle” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: rifle, ruffle, bible, babble	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: cable, able, trample	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. Tim can handle a long paddle. 2. The little beagle ran out to greet Tim and Pam. 3. The end of the purple table cloth was ripped.	
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)	

dis	form
in	port
ex	turb
im	card
dis	port

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

paragraph

importing

important

Scooping Syllables Worksheet

p̄ar ā grāph

rc o c

īm p̄ort īng

c rc c

īm p̄ort ānt

c rc c

Adding Suffixes (Endings)

Suffixes
ing, ed, ful, less, er, est,
ness, y, s

Closed Syllable = 1:1:1 rule

1 syllable word	1 short vowel before the last consonant? ✓✗	Only 1 consonant at end? ✓✗	Suffix	Answer
jump, wet, small, big tump				

Closed Syllable = 2:1:1 rule

2 or more syllables in word	1 short vowel before the last consonant? ✓✗	Only 1 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
propel, regret, admit ropel					

Open Syllables: Change the y to an i and add the ending. Use 'es' instead of 's.'

Word	Suffix	Answer
fly, dry, do vo		

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	Answer
game, sale, pale, smile make		

Suffixes
ing, ed, ful, less, er, est,
ness, y, s

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	Answer
heat, jail, road, sleep		reep

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	Answer
tooth, brown, crawl, toy		rawl

R-Controlled = 1:1:1 rule

1 syllable word	1 short vowel before the last consonant? ✓ ✗	Only 1 consonant at end? ✓ ✗	Suffix	Answer
jar	✓		✓	jarring
art, stir, curl, short		hort		

CONSONANT-le SYLLABLE

Definition

When a syllable has
a consonant followed by the letters 'le'
the 'e' is silent
(it is there to be the vowel in the syllable)
and it needs another syllable type before it



puzzle
closed + cle

able
open + cle

beetle
vt + cle

noodle
vd + cle

sparkle
r-con + cle

New
Vowel
Sound



can	dle
a	ble
ri	fle
ea	gle
ti	tle
cir	cle
spar	kle

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

The Little Beagle

Tim and Pam went for a paddle on the lake.

It was a hot day. The sun made the lake sparkle.

A light wind sent ripples across the water.

Pam said, “Can you handle a long paddle, Tim?”

Tim said, “Yes. I love to paddle.”

“Let’s paddle to the island in the middle of the lake.”

It took an hour to paddle to the island, but Tim and Pam made it.

They pulled their boat up on the shore and stepped onto the island.

A little beagle ran out of the bush to greet them.

The little beagle licked Tim’s hand and rubbed against Pam’s leg.

Tim gave him a sandwich. He gulped it down in an instant.

Pam ruffled the beagle’s fur. “Where is your owner?”

The island was small. Tim and Pam walked in a full circle around it.

Tim said, “We are the only people on this island.”

Tim said to the beagle, “You are in trouble, but we can help you.”

Pam nodded. “Do you want to come home with us? You can stay with us until we find your owner.”

The little beagle gave a joyful bark and jumped into the boat.

Tim grinned. “I think that means ‘yes.’”

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.



["beagle-5375285_1280"](#) by [Nick115](#) is licensed under CC0.

Tim can handle a long paddle.

The little beagle ran out to greet Tim and Pam.

The end of the purple cloth was ripped.