



Lookout Point

LESSON PLAN > Double Trouble

Objectives



- > Read words with final stable syllable consonant *-le* accurately and fluently.
- > Read words with final stable syllable exception *-stle* accurately and fluently.
- > Read high frequency words accurately and fluently.
- > Read with appropriate rate and expression.
- > Comprehend new vocabulary when reading.
- > Demonstrate comprehension during and after reading.

Target Skills



Module 6.4 Review: Words with Final Stable Syllable Consonant *-le* and Final Stable Syllable Exception *-stle*

Materials



- ☐ Letter Cards for previously-learned consonants, vowels, and digraphs
- ☐ Affix Cards *-ful, -ly, -ness, -s*
- ☐ High Frequency Word Cards *already, although, double, during, need, though, trouble, ready*
- ☐ Tumble Word Cards: *aroma, mischievous, ordinary*
- ☐ **Double Trouble** Lookout Point Book
- ☐ Whiteboards or paper

ABOUT THE BOOK When bath day arrives at the Higgins family ranch for Mable and Sable, the two mischievous cows are ready for some soapy, splashy fun. But when Mel and Sally Higgins rush off and leave the bubbles behind, real chaos — and laughter — begin!

Prepare for Reading



See the **Tumbleweed Instructional Strategies Guide** to customize Prepare for Reading based on student needs and instructional time allotted.

Phonics Review | Use the **Letter Cards** and **Welded Sound Card** to review two suffixes with stable base words. Build words such as these for students to read aloud: *hopefully* and *helpfulness*. Have students read the word without the two suffixes first, and then the whole word with the two suffixes. Ask them to identify the meaning of the base word and each suffix, and then the word as a whole.

Phonics | **Say:** *We are going to learn a new type of syllable type called the final stable syllable. There are several kinds of final stable syllables, which are always at the end of a multisyllabic word. Today we will be focusing on consonant -le syllables and consonant -le exceptions.*

- Display the *l* and *e* **Letter Cards**. **Say:** *The final stable syllable consonant-le always has the letters le at the end. Put the d Letter Card in front of the l and cover the e. Read the blend /dl/ with students. Point out that the e is silent. Remind students that every syllable needs a vowel, so the e is acting as the vowel but there is no vowel sound. Explain that the only letter that can change in this kind of syllable is the consonant before the letters le. Add these consonant Letter Cards one at a time to the letters le: g, b, c, k, z, t, f, p. Read the consonant and l together and have students repeat. Remind students that this syllable is always at the end of a word.*



Phonics | (continued)

- Use the **Letter Cards** to build the word *whistle*. **Say:** *Remember there are exceptions to some syllable types. The exception for consonant -le is -stle. In these syllables, the t and e are both silent. The l is the only sound in the final syllable. The s will go in the first syllable.* Pull the two syllables apart: whis | tle. Model how to scoop and read the word and have students repeat. Repeat to build and read aloud these words: *rustle, castle, jostle*. Discuss the meaning of each word and have students use it in a sentence.
- For support with teaching syllable pattern rules, see the Teaching Syllable Division instruction and How to Decode Big Words Chart in the **Tumbleweed Instructional Strategies Guide**.
- Ask students to turn to page 26 of **Double Trouble**. Have them read aloud the words in the boxes. If necessary, build the words with **Letter Cards** and have students read them aloud, tapping as needed.



See the **Tumbleweed Instructional Strategies Guide** for corrective feedback options to support students who have difficulty with the Phonics instruction.

High Frequency Words | Use **High Frequency Word Cards** *already, although, double, during, need, though, trouble, ready* to introduce words to students.

- Display each card one at a time. Read each word aloud with students three times.
- Have students choral read the words three times. Guide them to point out any familiar sound-spelling relationships in the words, such as the consonant-*le* syllable in *double* and *trouble*. Have them identify what is the same about the two words *double* and *trouble* as well as the words *ready* and *already* and *though* and *although*.
- Guide students to identify the irregular sound-spelling relationships in the words *although, double, though, and trouble*. Reference the **Lookout Point Irregular High Frequency Word Chart** in the Teacher Hub on **tumbleweedpublishing.com** for additional support.
- Model tapping and spelling each word aloud. Then have students repeat.
- Have students turn to page 27 of **Double Trouble**. Have them find and circle with their finger the high frequency words they just read and spelled in the box. Guide students to use each word in a sentence. If needed, read aloud the sentence on the back of each **High Frequency Word Card**.
- Guide students to read the remaining high frequency words in the box. Help them point out any known phonemes and sound-spelling relationships in the words, such as consonant digraph *th* in *though, earth, another, and although*.

Tumble Words | **Say:** *You will read three words that may be unfamiliar to you: aroma, mischievous, and ordinary.*

- Display **Tumble Word** cards one at a time. Read each word aloud and have students repeat.
- Read the student-friendly definition aloud and discuss the visual.
- Invite students to share examples, sentences, and any related words.

Building Background | Show the cover of the book to students and read the title aloud. Then use the link on **tumbleweedpublishing.com** to play the **Building Background** video. After students watch the video, **ask:** *What was happening in the video? What kind of contest was taking place? What kind of contest would you like to be in?*



Read *Double Trouble*



Reading Options | *Double Trouble* can be read with individual students or in small groups. Options for first, second, and third readings are presented here. See the **Tumbleweed Instructional Strategies Guide** to support meaningful and individualized instruction and for corrective feedback options for those students who have difficulty decoding.

Decoding in Context | As you read with students, pause to prompt and guide them to sound out and blend individual words with the target phonics skill or break them into their individual parts. Then have them reread the sentence.

Visualize Think Aloud | **After pages 2–3, say:** *Today, we are going to visualize, or create a picture in our head of what is happening in the text we are reading. After reading these pages, I know Mable and Sable are cows that live on a farm with other animals. I can imagine that the picture will show the farm and animals. I also know that Mel Higgins brings out soap and buckets of water to wash them. I bet Mel is the farmer. The image will probably show him bringing out supplies to wash the cows.*

After pages 4–5, ask: *Does the picture that I visualized after reading match the images here? How? (Yes; I see cows and other animals on a farm; The farmer is bringing out the supplies to wash the cows.) Let's visualize after we read each set of pages to see if we are picturing what we read.*

Visualize | **After pages 6–7, ask:** *What can you picture in your head after reading these pages?* Invite a student to describe what they visualize.

After pages 10–11, invite students to visualize what it would look like for the cows to get into the bath supplies. Have students describe how Mable and Sable might look in the scene.

After pages 12–13, ask: *Is this how you pictured the scene when you read it? (Responses will vary.)*

After pages 14–15, invite students to visualize the scenes of the sudsy animals in their minds. Have them describe how the scene and the animals might look.

After pages 16–17, ask: *How are these images of the scene and animals similar to what you imagined? How are they different? (Responses will vary.)*

After pages 18–19, invite students to visualize the family laughing at the sudsy animals.

After page 20, ask: *Is this how you pictured the people and animals? (Responses will vary.) How does everyone look in this picture? (The animals and people look happy; the animals look like they're having fun.)*



If Multilingual Learners have difficulty expressing what they visualize, allow students to point to and name items in the picture that they just read about.



Reread Double Trouble



Comprehension/Vocabulary | See the **Tumbleweed Instructional Strategies Guide** for suggested corrective feedback to support comprehension, vocabulary, and fluency.

Say: Today, we are going to reread **Double Trouble** and talk about the text to show that we understand what we are reading.

After pages 2–3, ask: What is Mable and Sable's home like? (Possible response: They live on the Higgins farm with many other animals; They have everything they need and sometimes get treats.) What are they excited about? (It is time for their Bubble Fest bath.) I see one of our **Tumble Words**: ordinary. With students, reread the sentence with ordinary on page 2. **Ask:** The text says Mable and Sable are not ordinary. What word could describe them? (special; unusual) I see another **Tumble Word**: aroma. With students, reread the sentence with aroma on page 3. **Ask:** What is another word or phrase that means nearly the same as aroma? (smell; scent) Reread the sentence with the definition of aroma.

After pages 6–7, ask: Why are the cows getting a bath? (They are going to be in a state contest.) What is the Higgins' method? (Sally pours maple soap on the cows, Mel sprays them with a hose to make lots of bubbles, and then Sally uses brushes to scrub the cows.) How do you think the cows feel about the bath? (They enjoy it; They want to play in the bubbles.)

After pages 8–9, ask: How do you think Mable and Sable are feeling? (They look excited to get their bath.) How do you think people are feeling? (They look happy.)

After pages 10–11, ask: Why did Mel and Sally leave the cows during their bath? (Their baby fell out of the cradle so they had to go into the house.) How did the cows feel about being left alone? (Possible response: They were excited to be able to play in the bubbles.) I see one of our **Tumble Words**: mischievous. **Ask:** What do the cows do that is mischievous? (They kick over the buckets and get suds everywhere; They step on the hose and spray water all around.) What is another word or phrase that could describe someone who is mischievous? (misbehaving; sneaky)



If students have difficulty expressing the meaning of mischievous, have them turn to the image on pages 12 – 13. Have them describe what the cows are doing. Help students recognize that the cows are causing trouble or misbehaving, although they are doing it to have fun, not to be bad.

After pages 14–15, ask: Why did Mable shake bubbles on Tom? (so he could have fun playing with them) What happened to the chickens? (They got suds on them and started flying around.) How did Sally and Mel find out what was happening outside? (They saw sudsy chickens fly past the window.)

After pages 18–19, ask: What did Mable and Sable think when Mel came outside? (They were afraid they would be in trouble.) What did Mel and Sally think? (They thought it was funny.) Why did Mel call the cows "double trouble"? (Possible response: There are two of them and they caused a big mess.)

Fluency | Remind students that fluent readers focus on reading each word correctly, or accurately. Fluent readers also pay careful attention to their rate, making sure they are not reading too fast or too slow. **Say:** Remember our accuracy phrase: "I see it, I say it." This will help you read fluently and with accuracy to get it right. Reading accurately helps us better understand what we read.

- Have students turn to page 3 in the book. Point out the quotation marks and remind students that this indicates dialogue, so the characters are talking. Remind students that they should read at a rate that is not too fast or too slow and they can use their voices to reflect emotion. Model reading the dialogue aloud with and without appropriate rate and expression. Invite students to discuss the difference.
- Then reread page 3 with students. Remind them that it should be read with accuracy and expression. **Ask:** How do you feel about your accuracy, rate, and expression? What are you proud of? What else might you want to work on?



Read Aloud | Making Maple Syrup: A Sticky Business



Say: Today, you are going to listen to a nonfiction text called, **Making Maple Syrup: A Sticky Business**. You will learn about how maple syrup is made. Listen carefully for details about where maple syrup comes from and the steps in making it.

Pages 22–23: Read aloud to students the nonfiction paired text selection. Then, **ask:**

- What is the main idea, or the most important information, in this passage? (Possible response: Maple syrup comes from the sap of maple trees.)
- What ordinary item does maple tree sap look like? (water)
- What is the first step in making maple syrup? (Small holes are drilled in maple trees and the sap is collected.)
If students are unable to answer, **say:** Listen and follow along as I reread the second paragraph. Repeat the question and read aloud the second paragraph. Point to the word *first* and explain that words such as *first*, *next*, *after that*, and *finally* can help readers identify the steps in a process when they read.
- What happens after the sap is collected? (The watery sap is boiled until it becomes thick.)
- What is the most surprising thing you learned about syrup? (Responses will vary.)
- What will you think of the next time you smell the aroma of maple syrup? (Possible response: How syrup is made; Maple syrup comes from trees.)

Multiple-Meaning Words | Reread the first sentence in the second paragraph. **Ask:** What is the meaning of trunks in this sentence? (thick parts of trees that grow from the ground) The word trunk can also mean a body part of an elephant or a large wooden box that things are stored in. Point out the word taps in the second paragraph and reread the sentence. In this sentence, taps are little tubes that are stuck into the trunk of the maple trees to drain the sap. What is another meaning of the word taps? (to gently hit your finger or feet on something) Discuss student responses. Repeat to discuss the meanings of the word bark in the last paragraph.

Reflect on Your Reading



Pages 24–27: Have students silently decode **Double Trouble** and answer the questions on page 24 to check their comprehension.

1. **Details** What happens when Mel and Sally Higgins go inside the house to check on their baby? (Mabel and Sable start to play in the bubbles and suds.)
2. **Summarize** How does the story's title, *Double Trouble*, sum up what happens? (Possible response: The title sums up the story because the two cows are double the trouble. They get into the bubbles and suds and cause a big mess on the ranch.)
3. **Characters** How do the other animal characters in the story react to Bubble Fest? (Possible response: Tom the pig was surprised at first but then enjoyed the bubbles. The chickens didn't like the bubbles at all! The Higgins were shocked at first and then they laughed at the mess.)
4. **Connect Text to Self** How would you think you would have responded at the end of the story if you were Sally or Mel Higgins? (Responses will vary.)

Then have students complete the activities on pages 24–25.



See the **Tumbleweed Instructional Strategies Guide** for suggested corrective feedback to support language, comprehension, and vocabulary.

Spelling | Have students reread the words on pages 26–27 for additional practice. Then distribute whiteboards or paper to students.

- Tell students you will say one word at a time. Have them repeat the word and write it on their whiteboard or paper. Remind students that some words may have irregular sound-spelling relationships. After each word, write the correct spelling on the board. Have students check their spelling, and make any corrections if necessary. Then have them use the word in a sentence. Use these words: *cattle, whistle, possible, trouble, laughing*.
- Tell students now you will dictate sentences one at a time. Say each sentence aloud and have students repeat. Then have them write each sentence on their whiteboard or paper.

She was laughing at the silly whistle.

They are double trouble.

For students who have difficulty with spelling words correctly, segment the words with them, and then have them write the letter or letters that stand for each sound in Elkonin boxes. For multisyllabic words, have students write the sounds in each syllable on paper or a whiteboard. Then have students whisper spell and read the word.



Multilingual Learner Support



Beginner/Intermediate | Use the illustrations from the reader and Total Physical Response (TPR) to reinforce key vocabulary: *bristle, cradle, rustle, stable, chuckle*.

- Write each word on the board and choral read with students. Underline the final syllable in each word. Have students identify which words end with *-le* and which end with *-stle*. Remind them that the *e* is silent, so these syllables do not have a vowel sound.
- Display pages 6–7 from the reader. Point out the word *bristle* in the first paragraph and read the sentence aloud. Invite students to tell what they think the word means. Guide them to recognize that it is the part of a brush that goes through your hair or scrubs something.
- Display pages 10–11 from the reader. Point out the word *cradle* on page 10. Read aloud the sentence and have students use context to determine the meaning. Invite students to share words with similar meanings, such as *crib* or *bed*. Point out the word *rustle* on page 11 and read aloud the sentence. Have students explain what they think the word means and explain that to rustle up something means to gather it or stir it up. Point out the word *stable* in the same sentence. Have students tell what they think the word means. Explain that stable can also mean steady and discuss using context to determine the meaning of the word.
- Display pages 18–19 from the reader. Point out the word *chuckle* on page 19 and read aloud the sentence. Ask students to tell what they think the word means. Guide them to understand that it means to giggle or laugh. Model what it sounds like to chuckle.

Intermediate/Advanced | Reinforce key vocabulary: *bristle, cradle, rustle, stable, chuckle*.

- Write each word on the board and choral read with students. Have students underline the final syllable in each word.
- Ask students to identify the words that end with the exception *-stle* (*bristle, rustle*). Then have them sound out and read aloud the words. Discuss any words that have multiple meanings (*stable, cradle*). Also point out the difference between *rustle* and *wrestle*, as students may believe these are the same word.
- Discuss the meaning of each word and have students use each word in a sentence.



Have students complete the **Module 6 Practice Book** for additional practice and Progress Monitoring. See the **Tumbleweed Instructional Strategies Guide** for implementation support.

Administer **Module 6 Assessment** to monitor student progress and use the data to make individualized decisions on next steps for instruction.