

# LESSON PLAN

Student:	Lesson #84
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 picture comes 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: none 1. Say, "I'm going to say some words. If you hear a long vowel sound, I want you to touch your earlobe. If you hear a short vowel sound, keep your hands in your lap. Words: lut, lute, mun, teb, hame, heam, wig	
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 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 (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 first column and "Syllable #2" cards in the second column.	

meat	beam
sun	loaf
sail	man
snow	less
clue	boat

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 words in Column #2 to create real words (meatloaf, sunbeam, sailboat, snowman, clueless). Ask student to use words in sentences and discuss meanings

**Review of Recent Rules and Concepts – 12 minutes**

**Topic: Pounding Syllables**

Equipment: hands

Word List: ect, fect, infected, sandwiches, alley

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: monkeying (mon-key-ing), discreetly (dis-creet-ly), weakening (weak-en-ing)

**Topic: Card Choice Drill for ‘oa,’ ‘oe,’ and ‘ow’ vowel teams (also called vowel digraph)**

Materials: index cards from drill used in Lesson #81

1. Ask student to explain where ‘oa’ ‘ow’ and ‘oe’ are most commonly found in words (beginning and middle = oa, end = ow and oe)

2. Ask student to say the sentences that we use to remember the ‘oe’ words.

“The doe jumped on her foe’s toe. The foe felt woe.”

2. Using words written on index cards (that you used in previous lesson) and the following heading: oa, ow, oe. The teacher reads a word out loud. The student points to the correct heading (oa, ow, oe) card to indicate the correct spelling of the word.

**New Content/New Rule – 0 minutes**

No new content. This is a review lesson.

**Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes**

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order

Words: blue, bluing, due, dues, feed, feeding, boat, boated, boats

**Word List – Oral Reading of Isolated Words – 2 minutes**

Word list: heat, heating, olley, volleying, volleyed, volleys, meatless, meatloaf, reading, reeds, beat, beating, beats, blue, bluish, blues, blued, bluing

**Sentences – Oral Reading of Connected Text – 2 minutes**

“The Argument” story

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: boating, mailed, seeing, seas, dues, blue, bluish	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: seated, heating, beamed	
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: The man in the van was speeding. The shipmates were rowing in the waves on the sea. Decoding the clues is the key to reading the map.	
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"><li>- Review of 'ai,' 'ay,' 'ee,' 'ea' 'ey.' 'oa,' 'ow,' 'oe,' and 'ue' vowel teams</li><li>- How to add suffixes to vowel team syllable type</li></ul> <u>Homework:</u> Practice sight words (reading and writing), play 'ee' and 'ea' story card game	

<b>meat</b>	<b>beam</b>
<b>sun</b>	<b>loaf</b>
<b>sail</b>	<b>man</b>
<b>snow</b>	<b>less</b>
<b>clue</b>	<b>boat</b>

## Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE
Vowel Team	VT

monkeying

discreetly

weakening

Scooping Syllables Worksheet

m<sup>ə</sup>ˌn k<sup>ˈ</sup>eɪ<sup>ˌ</sup>ɪŋ

c

v

c

dɪˌs k<sup>ˈ</sup>riːˌt<sup>ˌ</sup> lɪ

c

o

w<sup>ˈ</sup>eɪ<sup>ˌ</sup>k ɛ<sup>ˈ</sup>n ɪŋ

vt

c

c

## 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: ing, ed, s, es	Answer
get	✓	✓	✓	getting
run, flip, dump, swims ip, uzz				

### 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: ing, ed, s, es	Answer
forget	✓	✓	✓	✓	forgetting
infect, reason, object, commit					

## Adding Suffixes (Endings)

### **Open Syllables**

Word	Suffix ing, es, (past)	Answer
be, go ve		

### **Vowel Consonant Silent e (VCE)**

Word	Suffix ing, ed, s	Answer
fade, mine, trike, wake lide		

### **Vowel Teams**

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,' then drop the 'e' and add the vowel ending.

Word	Suffix ing, ed, s	Answer
gray, float, flow, toe, hue, greet, loan, beat oad		



<b>heat</b>		<b>reeds</b>
<b>heating</b>		<b>beat</b>
<b>olley</b>		<b>beating</b>
<b>volleying</b>		<b>beats</b>
<b>volleyed</b>		<b>blue</b>
<b>volleys</b>		<b>bluish</b>
<b>meatless</b>		<b>blues</b>
<b>meatloaf</b>		<b>blued</b>
<b>reading</b>		<b>bluing</b>

# The Argument

Long ago, there lived a wise rabbit named Hops.

Creatures came from distant lands to ask Hops to solve problems.

Hops sat on top of a rock pile to listen to them while the sun set each day.

A frog and a cat came to see Hops.

“This cat and I are having an argument,” explained the frog.

“What are you arguing about?” asked Hops.

The cat said, “We are arguing about which one of us will live longest.”

The frog nodded. “I will live longer than this cat.”

The cat hissed. “That is silly. I will live longest.”

Hops said, “I want each of you to explain your reasoning.”

The cat and frog nodded in agreement.

The frog said, “This cat takes crazy chances all the time. She leaps from trees, gets chased by dogs, and balances way up on fences.”

The frog added, “Her mom said that she takes so many risks that she has used up all of her nine lives.”

The frog added, “I spend my time soaking up the sun on my lily pad.”

“Is what this frog says true?” asked Hops.

“Yes,” admitted the cat.

“The cat will live longer,” declared Hops, “since the frog are always croaking.”

Instructions

Do not show these pictures until AFTER the student reads the story. If you show them before, you are teaching the student to guess at words based on the pictures. We want to teach the student to use decoding skills.



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The man in the van was speeding.

The shipmates were rowing in the waves on the sea.

Decoding the clues is the key to reading the map.