

LESSON PLAN

Student:	Lesson #68
Length: 45-60 minutes	Date:
Instructor:	Time:
Credits: This lesson was created by Shawna Audet from the Flying Cat Academy. The drills used in this lesson and the scope and sequence that it follows were created by the Dyslexia Training Institute. The picture is 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: differently coloured blocks of uniform shape Word List: ap, ape, tape, sape, shape rip, ripe, wipe, swipe	
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	
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		
1. Put all syllables on index cards. Place the cards in three columns with “Syllable #1” cards in first column and “Syllable #2” cards in the second column. Complete, the drill by asking the student to do the following things: a) read down all the columns and then read across each row (words will be nonsense) b) move cards to make real words (wildfire, springtime, sunshine, handshake, tadpole). c) discuss meaning of each word and ask student to use each word in a sentence.			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">wild</td> <td style="width: 50%; padding: 5px;">time</td> </tr> </table>	wild	time	
wild	time		

spring	shine
sun	fire
hand	pole
tad	shake

Review of Recent Rules and Concepts – 8 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: wild, wildfire, reupdate, unwise, shake

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: cupcake (cup-cake), unexplode (un-ex-plode), handshake (hand-shake)

Topic: vowel-consonant-e syllable type

Equipment: magnetic letter tiles and index cards

1. Use magnetic letter tiles to show the difference between a closed and open syllable using letter cards (example word *not*) showing that the ‘o’ cannot “wander away” as it is being closed in by the ‘t.’ At this point ask the student to remove the ‘t’ and discuss how the ‘o’ no longer has its consonant babysitter so it will shout its name. Put the ‘t’ back so that the word spells “not.” Add an ‘e’ to the end of “not.” Ask the student to explain the vce story of how the ‘e’ is at the window’ trying to see if its vowel friend is there but also trying not to be seen by the consonant babysitter. So only the ‘o’ can hear, ‘e’ whispers, “Say your name!” Ask student to read the word, “note.”

2. Use index cards for Yes/no sort for closed, VCE and open syllables:

Closed Syllable	Open Syllable	Vowel-Consonant-e
am, sun	me, hi	joke, hide
bit	bi	bite
cod	co	code
fum	fu	fume
flat	fla	flate

Questions to ask student about open syllables during sort

1. Are the vowels right next to one another? 2. Is there a vowel followed by a consonant, followed by ‘e’? 3. What sound does the ‘e’ make? 4. What type of syllable is this?

New Content/New Rule – 8 minutes

Topic: ‘e’ stops ‘v’ from ending a word

Materials: letter tiles and index cards

1. Introduce the idea that English words do not end in ‘v’, so the letter ‘e’ goes with ‘v’ at the end of words. We say, “‘e’ goes at the end to keep ‘v’ company. ‘v’ is nervous about falling off the end of the word. He is not as brave as ‘e.’” Place down letter tiles to spell the word ‘give’ as an example.

<p>2. Introduce the idea that sometimes the 'e' is doing one job (keeping the 'v' company) and sometimes it is doing two jobs (keeping 'v' company and doing vowel work in the vowel-consonant 'e' syllable type. Place letter tiles to spell the word 'hive' as example.</p> <p>3. Do word sort with index cards to prove the rule.</p>	
'e' = 1 job	'e' = 2 jobs
1) Stopping the word from ending in 'v'	1) Make the other vowel long 2) Stopping the word from ending in 'v'
live	hive
give	gave
have	save
delve	brave
<p>4. Use letter tiles to do the following blending drill: liv, live, hive, five, fave, rave, save, sove, cove, wove</p>	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: gave, vive, mime, slime, rave, brave</p>	
Word List – Oral Reading of Isolated Words – 2 minutes	
<p>Words: live, give, have, delve, valve, gave save, brave, five, rate, mate, yete, side, mute, flute, hive, wife, life</p>	
Sentences – Oral Reading of Connected Text – 2 minutes	
<p>"Dave has a Problem" story</p>	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
<p>Word list: save, live, alive, trove, mine</p>	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
<p>Word list: side, wade, name, crime</p>	
Connected Text – 5 minutes	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work: The ducks like to dive in the lake. The lady will have to give her name to the cop. Dave says that the hive is on the tall pine.</p>	
Wrap-Up/Review – 2 minutes	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> - Definition of v-c-e syllable type - Jobs of 'e' when it follows 'v' in the vce word <p><u>Homework:</u> Practice sight words (reading and writing)</p>	

wild	time
spring	shine
sun	fire
hand	pole
tad	shake

Scooping Syllables Worksheet

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

cupcake

unexplode

handshake

Scooping Syllables Worksheet

cūp cākē^x

The words 'cup' and 'cake' are shown with syllable scooping lines. Under 'cup', a single scoop covers the entire word, with a dot under the 'u' and the label 'c' below. Under 'cake', a single scoop covers the entire word, with a dot under the 'a' and the label 'vce' below. A small 'x' is above the 'e'.

c vce

ūn ēx plōdē^x

The words 'unexplode' are shown with syllable scooping lines. Under 'un', a scoop covers the entire word with a dot under the 'u' and label 'c' below. Under 'ex', a scoop covers the entire word with a dot under the 'e' and label 'c' below. Under 'plode', a scoop covers the entire word with a dot under the 'o' and label 'vce' below. A small 'x' is above the 'e'.

c c vce

hānd shākē^x

The words 'handshake' are shown with syllable scooping lines. Under 'hand', a scoop covers the entire word with a dot under the 'a' and label 'c' below. Under 'shake', a scoop covers the entire word with a dot under the 'a' and label 'vce' below. A small 'x' is above the 'e'.

c vce

Closed Syllable am, sun	Open Syllable me, hi	Vowel- Consonant-e joke, hide
bit	bi	bite
cod	co	code
fum	fu	fume
flat	fla	flate

'e' = 1 job 1. Stops the word from ending in 'v'	'e' = 2 jobs 1. Makes the other vowel long 2. Stops the word from ending in 'v'
live	hive
give	gave
have	save
delve	brave

live		rate
give		mate
have		yete
delve		side
valve		mute
gave		flute
save		hive
brave		wife
five		life

Dave has a Problem

Dave is a tan cub. His mommy is a grizzly.

Dave wakes up when his mommy gives him a smack on the leg.

His mommy loves him a lot, but she is not soft with her smacks.

What did you expect? She is a grizzly!

“I have to go to hunting,” says Dave’s mommy.

“Can you catch a rabbit?” asks Dave. (Dave loves rabbits.)

“I will try my best,” says his mommy.

Don’t get into any problems when I am gone,” says Dave’s mommy.

“I will try my best,” says Dave.

When Dave’s mommy goes off to hunt, it takes a long time.

Dave goes for a swim in the lake and then has a nap in the sun.

When he wakes up, Dave wants a snack. His mom is not back yet.

Dave spots a hive up on a top branch of a tall pine.

“I think that what is in that hive will make a fantastic snack,” thinks Dave.

Up, up, up, goes Dave.

The branches at the top of the pine are not as thick.

When Dave gets close to the hive, he stretches to grab it.

As Dave stretches, the branch on which he is standing begins to bend.

Dave swipes at the hive. The branch snaps.

Dave and the hive fall; they hit Dave’s mom as she is passing the pine.

Dave’s mommy grunts and falls, but she gives Dave a soft landing.

The inhabitants of the hive are hopping mad. They chase Dave and his mommy into the lake.

Dave’s mommy says, “This is a problem.” Dave nods.

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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The ducks like to dive in the lake.

The lady will have to give her name to the cop.

Dave says that the hive is on the tall pine.