

LESSON PLAN

Student:	Lesson #88
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 catbird.ai.	

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 letter tiles Words: see, saw, law, low, loan, loat, lot, got, get, bet, beat	
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 vowel diphthongs: au, aw	
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill	

Section 2: New Content and Reading

Blending Drill – 2 minutes	Notes
Equipment: letter cards haul, faul, fault, vault, volt, jolt, jol, jaw, law, claw, craw, crawl, trawl, prawl, sprawl	
Review of Recent Rules and Concepts – 15 minutes	

Topic: Pounding Syllables

Equipment: hands

Word List: awesome, aw, carefully, est, faultless

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: awesome (awe-some), because (be-cause), admittedly (ad-mit-ed-ly)

Topic: Using other suffixes such as ful, less, er, est, ment, ness, and y.

Materials: suffixes worksheet

Have the student work through the “Adding Suffixes (Endings)” sheet. The student will not have time to complete the whole sheet so let the student choose 1 or 2 word sums from each syllable type.

Topic: Review of Vowel Diphthong Syllable Type (au, aw)

Materials: rule card, magnetic letter tiles, index cards from drill introduced in Lesson #87

1. Use magnetic tiles to make ‘row.’ Ask the student to state the syllable type (vowel team) and to explain the sound the vowels are making (long o). Say that vowel team are predictable. In the last lesson, we began studying a new syllable type, the vowel diphthong, in which 2 vowels sit side by side but instead of making the expected long vowel sound of the first vowel, they make an unexpected sound (new sound). Change the word row to raw and ask the student what sound the ‘aw’ is making.

2. Ask student to take out diphthong rule card to student and review the definition:

Two letters sit next to each other to represent 1 symbol (grapheme) and make an unexpected (new) sound (phoneme).

3. Show the <aw> grapheme card and the <au> grapheme card. Explicitly say <aw> and <au> represent the phoneme /aw/ can you repeat the sound?

4. Sort <aw> vs. <au> words on index cards under the headings below as you did in the

aw in beginning position	au in beginning position	aw in middle position	au in middle position	aw in final position
awe	Autumn	hawk	haul	paw
awesome	auction	crawl	fault	claw
awful		pawn	pause	saw
		yawn	because	flaw
		fawn	sauce	jaw
		dawn	vault	straw

last lesson, but this time have the student record words on their own chart.

5. Discuss patterns with student:

- Words with <aw> in beginning position come from “awe.” Discuss origin of <awe.> Awe originally meant something that was worth of commanding ones respect or fear. It is easy to see how it evolved to mean something terrible (awful).

<ul style="list-style-type: none"> Ask the student to make observations about patterns: <ul style="list-style-type: none"> the words that are most commonly used are using <aw> is the medial position Words with a silent e on the end often use <au> except for <awe>. <awn> is a common pattern <aul> is a common pattern <aw> is common for word endings <p>Remind student that the patterns are just a way to help them mentally sort the <aw> words from the <au> words and that they are not absolute rules by any means</p>	
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: fawn, raw, saw, sauce, cause	
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: law, paw, traw, straw, fawn, lawn, brawn, trawl, brawl, awe, awful, awesome, August, tumn, Autumn, pause, cause, because	
Sentences – Oral Reading of Connected Text – 2 minutes	
“The Fawn on the Lawn” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: fault, awe, awesome, flaw	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: raw, straw, dawn, fawn, haul, vault.	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: The crow caws because the dawn is coming. The fawn is the baby of the doe. Did you draw the small straw?	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> Definition of vowel diphthong Sounds of ‘au’ and ‘aw’ and patterns in placement <u>Homework:</u> Practice sight words (reading and writing)	

Scooping Syllables Worksheet

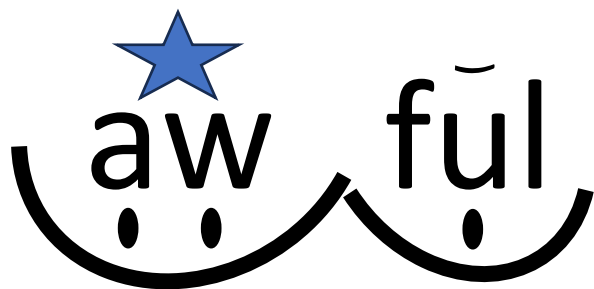
Closed Syllable	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE
Vowel Team	VT
Vowel Diphthong	VD

awful

because

admittedly

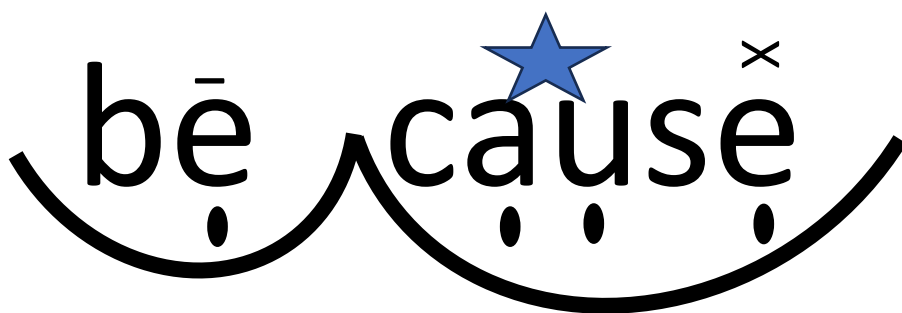
Scooping Syllables Worksheet



vd

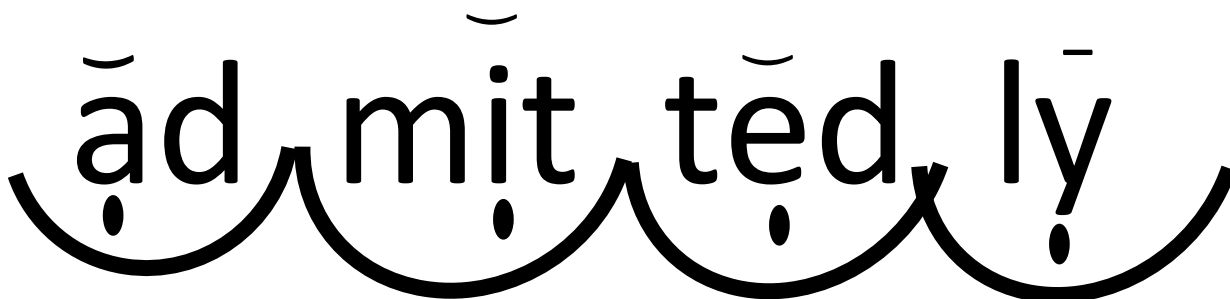
c

Note: I have the student create their own symbol to use to identify the vowel diphthong syllable type. In this case, a star is being used.



o

vd



c

c

c

o

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: s, ing, ed, ful, less, er, est, ness, y	Answer
mom	✓	✓	✓	mommy
bug, child, man, tip tump				

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: s, ing, ed, ful, less, er, est, ness, ment, y	Answer
forget	✓	✓	✓	✗	forgetful
garden, equip, content revent					

Open Syllables: (change the y to an i and add the ending)

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
cry, fly, shy va		

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 s, ing, ed, ful, less, er, est, ness, y	Answer
game, like, home, fake hame		

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 ful, less, er, est, ness, y	Answer
mail, clay, seat, leaf, soap oap		

au and aw

aw in beginning position	aw in middle position	aw in final position	au in beginning position	au in middle position

law		awe
paw		awful
traw		awesome
straw		August
fawn		tumn
lawn		autumn
brawn		pause
trawl		cause
brawl		because

The Fawn on the Lawn

The fawn steps onto the lawn of a home at the end of Miller's Road.

He is just six weeks old.

His mom has told him not to leave the safety of the trees, but there is ivy growing on the side of the old home.

The fawn has not seen ivy before, but he knows that it will be an awesome thing to eat.

Why do deer like to eat ivy so much?

I don't know, but this fawn is no exception.

He runs to the home and begins chomping on the ivy.

For ten seconds, the fawn on the lawn is the happiest fawn on the planet.

The ivy tastes even better than he imagined.

Then, a dog in the home begins yapping.

The fawn freezes.

The fawn stays stuck on the spot until he hears, "Click, click, click."

It is his mom. She is standing at the edge of the lawn, calling him.

The fawn's instincts tell him to stay still, but he trusts his mom.

He runs to his mom and then they disappear into the trees.

A man comes outside to see why the dog is so upset. He goes back inside.

"Hush, you silly dog," he says. "There is nothing there."

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 crow caws because the dawn is coming.

The fawn is the baby of the doe.

Did you draw the small straw?