

LESSON PLAN

Student:	Lesson #82
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: 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: set, so, game, tay, pat, bet, beat, mow, fot, float	
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	
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill	

Section 2: New Content and Reading

Blending Card Drill and Syllable Card Drill – 2 minutes	Notes
Equipment: letter cards Words: nod, nod, need, feed, seed, reed, read, lead, load, low 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.

free	man
mail	bow
cross	dom
oat	line
coast	meal

2. Complete, the drill by asking the student to do the following things:

- read down all the Column #1 words first and then read the Column #2 words.
- read across each row (the words will be nonsense words)
- move around words in Column #2 to create real words (freedom, mailman, crossbow, oatmeal, coastline). Ask student to use word in sentences.

Review of Recent Rules and Concepts – 8 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: unfollowing, meanwhile, decrease, dom, freedom

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: meanwhile (mean-while), tiptoe (tip-toe), oastline (oastline)

Topic: adding suffix endings to closed, opening, and vce syllable types

Materials: worksheet

1. Have student made word sums on the worksheet provided

Topic: 'ee' and 'ea' vowel teams (also called vowel digraph)

Materials: magnetic letter tiles, 'ee' and 'ea' flash card pack

1. Take out cards for the following words: heel, heal; reed, read; peek, peak; beet, beat; week, weak; meet, meat; feet, feat; heel, heal.

2. Shuffle deck. Lay out a card. Take turns putting words into a story.

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

Materials: index cards, chart

1. Ask student to explain how we know which of the following vowel teams to use: 'oa,' 'oe,' and 'ow.' 'Oa' is almost always used in the middle of words. 'Ow' and 'oe' = almost always found at the end of words.

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 – 8 minutes

Topic: /ue/ vowel team (also called vowel digraph)

Materials: magnetic letter tiles

1. Place down letter tile 'u.' Ask the student to say long sound of letter 'u.' Discuss how we make the sound of consonant 'y' and 'oo' when we say the long sound of the letter 'u.'
2. Place the letter tile 'e' behind the 'u.' Tell the student that 'ue' is a vowel team. This means that the 'u' will say its long sound and the 'e' while say silent since "two vowels go walking and the first one does the talking." "Ue' happens in the final position.
3. Place the letter tile 'h' to the front of 'ue.' Say that the 'u' can say its full sound of long /u/ as it does in the word *hue*.
4. Change the 'h' to 'd' to form *due*. Say that we almost always just say the last part of the sound of long 'u' which is /oo/. (We do this because we are lazy when speaking).
5. Have the student form the following words and then say the sound that 'ue' is making: sue, true, glue, clue, blue,

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

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

Words: sue, due, true, glue, clue, blue

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: pray, gray, tain, key, monkey, sea, seed, oat, hue, sue, due, true, glue, clue, blue

Sentences – Oral Reading of Connected Text – 2 minutes

"Whale Rescue" story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes

Word list: boat, hoe, show, hue, true

Finger Tapping/Tracing/Writing – individual words – 2 minutes

Word list: mow, tow, toe, due, sue, blue

Connected Text – 5 minutes

Ask the student to write the following dictated sentences. Use CHOPS to check work:
The boat sails on the blue sea.
Can Bill sue a whale for sinking his ships?
The foe felt woe when the doe hit her toe.

Wrap-Up/Review – 2 minutes

Student uses multisensory tools to summarize key concepts.

- Review of 'ai,' 'ay,' 'ee,' 'ea' 'ey.' 'oa,' 'ow,' 'oe,' and 'ue' vowel teams

Homework: Practice sight words (reading and writing), play 'ee' and 'ea' story card game

free	man
mail	bow
cross	dom
oat	line
coast	meal
sun	bow

Scooping Syllables Worksheet

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

meanwhile

tiptoe

oastline

Scooping Syllables Worksheet

mēan whīlē

vt

vce

tīp tōē

c

vt

ōast līnē

vt

vce

Adding Endings to Closed, Open, and VCE Syllables

Write a base word	What type of syllable is it? (C,O,VCE)	Choose a suffix (ending). ed, ing, s, es, ish, est, less, ment	Does the suffix begin with a vowel? ✓ X	Write the full word

grab, lump, big, be, fade, wake

nonsense words: lup, fe, hile

pray		sue
gray		due
tain		true
key		glue
monkey		clue
sea		blue
seed		gue
oat		tue
hue		statue

The Rescue

Bill has just spotted the pale male whale – again.

The whale is swimming at the rowboat.

Bill cries, “Brace!”

All his shipmates clutch the sides of the small ship, waiting for the hit.

At the last second, the whale dives.

A big wave hits the rowboat’s side.

The rowboat flips. Bill and his shipmates spill into the sea.

One by one, they pop up in the blue sea

Quickly, the boat sinks.

Bill’s shipmate says, “This is bad.”

Bill says, “That is true, but at least we can all swim”

A man yells, “I can’t swim!”

The man flails.

Just when all seems lost, a huge gray shape rises below the men.

The gray whale lifts them gently out of the sea.

The men stare at each other in shock.

“What is happening?” asks one shipmate.

Bill grins. “I think it is a whale rescue.”

One man says, “Is it a rescue or a kidnapping? This whale sunk the sailboat and the rowboat.”

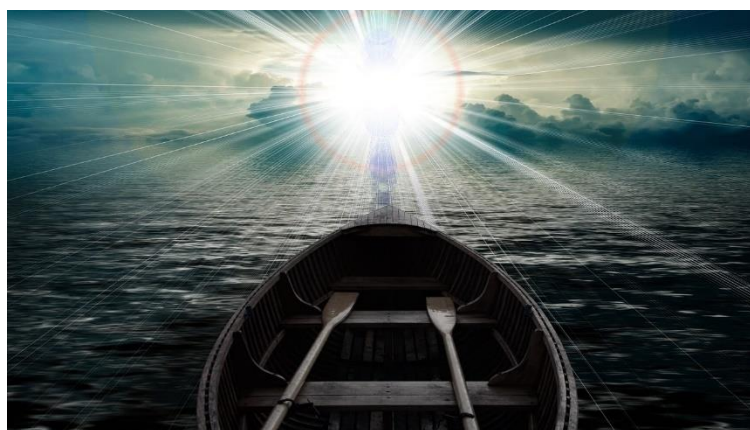
Bill says, “Let’s hope it is a rescue.”

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 boat sails on the blue sea.

Can Bill sue a whale for sinking his ships?

The foe felt woe when the doe hit her toe.