

# LESSON PLAN

Student:	Lesson #71
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: differently coloured blocks of uniform shape Word List: mim, mime, time, sime, same, sam	
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 columns from left to right b) read across each row (the words will be nonsense words) c) move cards to make words (lifetime, lifelike, baseline, sideswipe, fireside, dateline) d) discuss word meanings and ask student to put some words into sentences.	

life	swipe
life	side
side	time
date	like
fire	line

**Review of Recent Rules and Concepts – 8 minutes**

**Topic: Pounding Syllables**

Equipment: hands

Word List: de, deemphasize, misshapen, unnamed

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: sideswipe (side-swipe), unlikelike (un-life-like), fireside (fire-side)

**Topic: 'e' stops 'v' from ending a word**

Materials: letter tiles and index cards

1. Remind student that English words do not end in 'v', so the letter 'e' follows 'v' at the end of words. We say, "The 'e' goes at the end to keep the 'v' company since 'v' is nervous about falling off the end of the word. He is not as brave as 'e.'"
2. Remind the student that 'e' can sometimes do two jobs (keeping 'v' company and make the first vowel long in the vowel-consonant 'e' syllable type. Place down letter tiles to spell the word 'hive' as an example.
3. Do word sort with index cards to prove the rule.

<b>'e' is doing 1 job</b>	<b>'e' is doing 2 jobs</b>
1) Stopping the word from ending in 'v'	1) Make the other vowel long 2) Stopping the word from ending in 'v'
have	wave
above	trove
give	eve

**New Content/New Rule – 8 minutes**

**Topic: Natural Doubling**

Materials: index cards

1. Explain that natural doubling occurs when the last letter of the prefix matches the first letter of the root.
2. Have the student prove this rule by combining syllable cards to make the following words: misspell, unnerve, misshape, unnamed, innocent, preexist, reenlist

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

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

Word list: name, wave, misspell, preexist

<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Words: cone, fume, bane, phone, have, above, give, wave, trove, eve, misspelled, sideswipe, innocent, misshape, baseline, preexist. reentry, deemphasize	
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
“The Bake Off” story	

**Section 3: Writing**

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: misshape, sideswipe, date, give, tune	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: misspell, unnerve, time, bone, mute, mate	
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: The lady did the test to get a baseline. The end of the name was misspelled. I will wave at the child as he rides his trike.	
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. - Natural doubling <u>Homework:</u> Practice sight words (reading and writing)	

<b>life</b>	<b>swipe</b>
<b>life</b>	<b>side</b>
<b>side</b>	<b>time</b>
<b>date</b>	<b>like</b>
<b>fire</b>	<b>side</b>

## Scooping Syllables Worksheet

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

sideswipe

unlifelike

fireside

Scooping Syllables Worksheet

sīdē<sup>x</sup> swīpē<sup>x</sup>  
vce vce

un<sup>˘</sup> lifē<sup>x</sup> likē<sup>x</sup>  
c c vce

fīrē<sup>x</sup> sīdē<sup>x</sup>  
vce vce

<b>'e' = 1 job</b> 1. Stops the word from ending in 'v'	<b>'e' = 2 jobs</b> 1. Makes the other vowel long 2. Stops the word from ending in 'v'
<b>have</b>	<b>wave</b>
<b>above</b>	<b>trove</b>
<b>give</b>	<b>eve</b>

<b>mis</b>	<b>spell</b>	
<b>un</b>	<b>nerve</b>	
<b>mis</b>	<b>shape</b>	
<b>un</b>	<b>named</b>	
<b>in</b>	<b>no</b>	<b>cent</b>
<b>pre</b>	<b>ex</b>	<b>ist</b>
<b>re</b>	<b>en</b>	<b>list</b>



<b>cone</b>	<b>eve</b>
<b>fume</b>	<b>misspell</b>
<b>bane</b>	<b>sideswipe</b>
<b>phone</b>	<b>innocent</b>
<b>have</b>	<b>misshape</b>
<b>above</b>	<b>baseline</b>
<b>give</b>	<b>preexist</b>
<b>wave</b>	<b>reentry</b>
<b>trove</b>	<b>deemphasize</b>

# The Bake-Off

Rick is a kid who likes to bake with his pal, Tim.

Tim and Rick bake lots of cakes.

When Rick spots an ad for a cake bake-off, it excites him.

“Tim! I am going to be in the Cake Bake-Off contest,” says Rick.

“You don’t want to be in the Cake Bake-Off,” says Tim.

“Yes, I do!” says Rick. The big prize is a trip for two to Iceland.”

“The contest will take a long time,” says Tim. “You will miss your baseball game.”

“That is fine with me,” says Rick.

“The contestants will mostly be old ladies.”

“That is fine with me.”

“I have something to admit,” says Tim.

“What?” asks Rick.

“I entered the Cake Bake-Off. I am going to be a contestant.”

“That is fantastic. Why don’t you want me to do the same?”

Tim says, “I want to win. If you are in the contest, then I will lose.”

Rick says, “If I win, I will take you on the trip to Iceland.”

Tim grins. “If I win, I will take you on the trip to Iceland.”

The kids shake hands.

### 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 lady did the test to get a baseline.

The end of the name was misspelled.

I will wave at the child as he rides his trike.