

LESSON PLAN

Student:	Lesson #94
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: coloured tiles Words: boot, boom, room, roo crook, rook, ook, shook	
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, oi, oy, oo	After this lesson, add the following vowel diphthongs to the card pack: ou
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 ro, roo, room, rook, crook, croo, croon, roon, noon, noo, no, not	

Review of Recent Rules and Concepts – 12 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: astronaut, bootless, croo, crooning

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: astronaut (as-tro-naut), August (Au-gust), noontime (noon-time)

Topic: Using suffixes with previously learned syllable types

Materials: suffixes worksheet

Ask student to work on “Adding Suffixes (Endings)” sheet.

Topic: Review of ‘oo’ vowel diphthong as in ‘boo’ and ‘oo’ as ‘boot

Materials: magnetic letter tiles, sorting drill

1. Place letter tiles down for ‘boo.’ Ask the student to read the word and note the sound that the ‘oo’ is making. Remind the student that ‘oo’ has a second sound. Add a letter ‘k’ to the end of ‘boo’ to spell ‘book.” Ask the student to explain how /oo/ changed.

3. Tell the student that when ‘k’ or ‘d’ follow ‘oo’ we usually use the second sound. Prove placing tiles to make ‘too’ and then ‘took.’

Mention that there two common exceptions = food, mood

5. Ask the student to use the idea that ‘oo’ sound like /oo/ as in book when followed by a ‘k’ or ‘d’ to complete word sort with the headings and words below and read the words

“oo” as in boo	“oo” as in book When followed by ‘k’ or ‘d’
boo, too, loon, loot, groom, pool, cool	book, took, shook, hood, stood, good, look

New Content/New Rule – 5 minutes

Topic: Introduction to ‘ou’ vowel diphthong

Materials: cards for word sort

1. Place down letter tiles to spell *ou*. Explain that the vowel diphthong “ou” has two sounds. Add a ‘t’ tile. Explain that, in this lesson, we’ll be looking at how it can sound like “ou” as in “out.”

3. Tell the student that ‘out’ and ‘ound’ is 2 common patterns to make /ou/.

“out” words	“ound” words
out	pound
pout	sound
trout	round
shout	found
grout	ground

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: out, trout, loud, cloud, mouth	
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: out, pout, trout, shout, loud, cloud, found, sound, hound round, ground, mouth, south, count, boy, hood, boyhood, cookbook	
Sentences – Oral Reading of Connected Text – 2 minutes	
“Mountain and Cloud” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: coo, cook, out, trout, sound, found	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: coo, cook, soy, soil, loud, pout, mouth	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: She found a coin on the ground. The boy jumped when there was a loud sound. The mouth of the lake is in the south.	
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,’ ‘aw,’ ‘oi,’ ‘oy,’ ‘oo’ and ‘ou’ (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

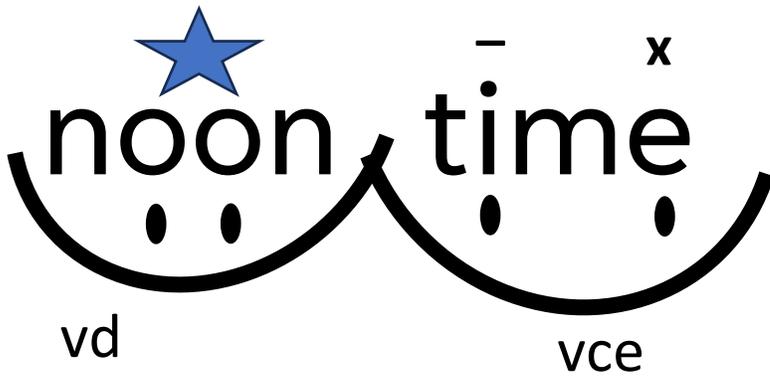
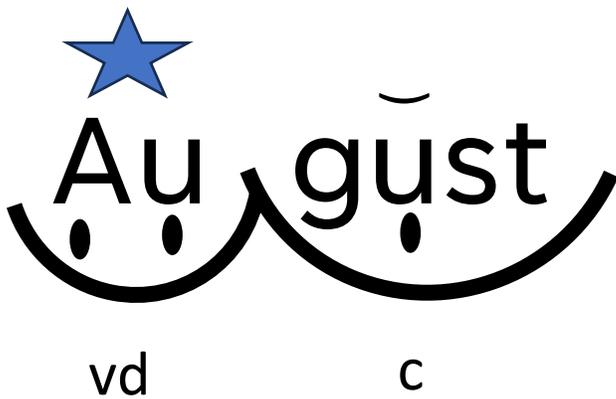
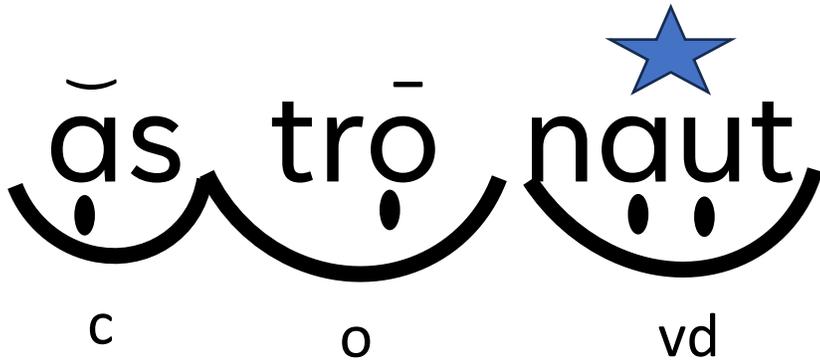
astronaut

August

noontime

Scooping Syllables Worksheet

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.



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
pick	✓	✗	✓	picking
duck, grass, well, dip rass				

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
omit	✓	✓	✓	✓	omitting
control, regret, begin ropel					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
fry, go, try ry		

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
rule, rage, time, fame hine		

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 s, ing, ed, ful, less, er, est, ness, y	Answer
row, grow, mean, green reen		

Vowel Diphthongs

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

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
draw, join, cook, hook poon		

“oo” as in *boo*

“oo” as in *book*
when followed by ‘k’ or ‘d’

too

took

loon

shook

loot

hood

groom

stood

pool

good

cool

look

“out” words

“ound” words

out

pound

pout

sound

trout

round

shout

found

grout

ground

out		round
pout		ground
trout		mouth
shout		south
loud		count
cloud		boy
found		hood
sound		boyhood
hound		cookbook

Mountain and Cloud

Long ago, there was a mountain and a cloud.

The mountain and cloud were good pals.

They liked to pass the time chatting about life.

One day, Cloud asked, “Is it better to be a cloud or a mountain?”

Mountain said, “Clouds are the best. Clouds can fly. Mountains are stuck on the ground.”

Cloud said, “Yes, but mountains are rich.”

“How am I rich?” asked Mountain.

“You can hold gold.”

“That is a good point. I think that clouds and mountains are both the best.”

“We can’t both be the best. Let’s have a contest to find out.”

“No.”

“Why?”

Mountains always win contests by a landslide.

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.



[“mountains-1590012_1280”](#) by [12019](#) is licensed under CC0.

She found a coin on the
ground.

The boy jumped when there
was a loud sound.

The mouth of the lake is in the
south.