

# LESSON PLAN

Student:	Lesson #63
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:	
Short Vowel Drill – 3 minutes	
Equipment: keyword pictures and sentence. Discontinue drill when sounds are mastered	
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: ze, zu, lu, lut, let, le, lo, bo, bog	
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
Equipment: index cards 1. Put all syllables on index cards. Place the cards in three columns as shown below.		
re	vel	pen

de	o	op
i	sic	ic
mu	con	al
e	ven	ing

- ask the student to read down the columns
- ask the student to read across each row (the words will be nonsense words)
- move syllables to create real words (reopen, develop, iconic, musical, evening).
- discuss meaning of each word and ask student to use each word in a sentence.

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

**Topic: Pounding Syllables**

Equipment: hands

Word List: na, navy, evening, icon, iconic

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: evening (e-ven-ing), piloting (pi-lot-ing), musical (mu-sic-al)

**Topic: adding suffixes to open and closed syllables – ‘s’ ‘es’ ‘ed’ and ‘ing’**

Equipment: rule card, magnetic letter tiles

1. Review the concept of adding suffixes to open syllables by saying that the 1:1:1 rule only applies to closed syllables. Each syllable type has its own rules for adding suffixes.

Take out rule card for adding suffixes to open syllables.

- Instead of ‘s’ add es or use a new word
- Instead of ‘ed’ use a new word
- Slam on ‘ing’

2. Have the student use bases and suffixes to make word sums with magnetic letter tiles.

Ask the student to talk through the rules while making word sums.

base	‘s’ or ‘es’	‘ed’	‘ing’
go	goes	gone	going
do	does	done	doing
be	am, are	was, were	being
slam	slams	slammed	slamming
dunk	dunks	dunked	dunking

**New Content/New Rule – 8 minutes**

**Topic: adding suffixes to multisyllable open and closed syllable words – ‘ed’ and ‘ing’**

Equipment: letter tiles

1. Introduce the concept by saying that when we add suffixes to 1 syllable closed syllable words, we use the 1:1:1 rule. Ask the student to use letter tiles to spell *swimming*.

2. Give student rule card and explain 2-1-1-rule

<p>3. Place down tiles to spell <i>piloting</i>. Ask student to explain the syllable types in the word (open, closed, vowel suffix). Explain that when we are working with a multisyllable words we only double the final consonant if the closed syllable is the most important syllable. How do we decide if it is the most important syllable? We call it to dinner!</p> <p>4. Ask the student to imagine calling a kid named Sally to come inside for dinner. They call Sally's name. One syllable of the name sounds louder and longer than the other. Ask the student to say which syllable is the stressed one in the name Sally (Sal).</p> <p>5. Tell student that in multisyllable words, one syllable is stressed more than the other. Ask them to call the word <i>pilot</i> in for dinner. Ask which syllable is stressed the word (pi). Since <i>lot</i> is not stressed, it is not the important part of the word, so we don't use the 2:1:1 rule. We spell it as <i>piloting</i>.</p> <p>6. Explain that we call this the 2:1:1 rule. The 2 (2 syllables in word and the closed one is stressed) + 1 (one vowel) + 1 (the vowel is followed by one consonant) + if the suffix starts with a vowel, then double the final consonant in the closed syllable.</p> <p>7. Practice proving the rule with the following words: beginning, omitted, visited</p>	
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: do, does, done, go, goes, gone, piloted, compelling	
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Words: do, does, done, go, goes, gone, admitted, piloting, equip, equipped, equipment, beginning, limit, limited, repent, repenting. compel, compelling	
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
"The Pilots" story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: open, opening, inhabit, inhabited	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: limit, limiting	
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work:	
<ol style="list-style-type: none"> <li>1. I am admitting that you are kind.</li> <li>2. Are you forgetting the equipment?</li> <li>3. He regretted that the cabin was inhabited.</li> </ol>	
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts.	
- 2:1:1 rule	
<u>Homework:</u> Practice sight words (reading and writing)	

<b>re</b>	<b>vel</b>	<b>pen</b>
<b>de</b>	<b>o</b>	<b>op</b>
<b>i</b>	<b>sic</b>	<b>ic</b>
<b>mu</b>	<b>con</b>	<b>al</b>
<b>e</b>	<b>ven</b>	<b>ing</b>



# 2:1:1 rule

2 syllable base

1 short vowel in the last syllable of base

1 consonant at end of the last syllable of base

AND the last syllable in base is the one that is stressed  
(call it to dinner to find out which syllable is stressed)

if the suffix begins with a vowel = double the final consonant

begin + ing = beginning      pilot + ing = piloting

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## Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə

evening

piloting

musical

Teacher's Answer Key for Syllabication Worksheet

Scooping Syllables Worksheet

**VCCV Words: usually divide the word between the two consonants.**

ē ven ینگ

o c c

pī lōt ینگ

o c c

mū sī cāl

o o c

<b>do</b>	<b>equipped</b>
<b>does</b>	<b>equipment</b>
<b>done</b>	<b>beginning</b>
<b>go</b>	<b>limit</b>
<b>goes</b>	<b>limited</b>
<b>gone</b>	<b>repent</b>
<b>admitted</b>	<b>repenting</b>
<b>piloting</b>	<b>compel</b>
<b>equip</b>	<b>compelling</b>



# The Pilots

Gus is a pilot.

Jen is a co-pilot.

Gus thinks that he is the best pilot.

Jen thinks that Gus is too full of himself.

Jen says, "We cannot fly until we do the checklist."

Gus says, "I have checked all the things that we must check. We can go."

Jen asks, "Did you get gas?"

With disgust, Gus says, "Check."

Jen asks, "Did you check the instruments?"

"Check," says Gus. "Can we get going?"

"Is the radio on?"

"Check," says Gus. "This is insulting. I have checked and rechecked all the items on the piloting checklist."

Jen says, "Are the trim tabs set?"

"Check," says Gus.

Jen gets up and goes into the cabin.

When she gets back, she says, "I think that you are forgetting something."

"What?" asks Gus.

"We have no passengers."

Gus gets red.

Gus says, "I can admit that forgetting passengers is a big problem."

Jen grins. "I will get them."

### 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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I am admitting that you are kind.

Are you forgetting the equipment?

He regretted that the cabin was inhabited.