

# LESSON PLAN

|   |            |
|---|------------|
| Student:  | Lesson #89 |
| 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 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<br>Current sight words:<br>New words added:  |   |
| Phonemic Awareness Drill – 3 minutes   |   |
| Equipment: coloured letter tiles<br>Words: bet, be, re, raw, faw, flaw, claw, crawl, drawl   |   |
| Visual Drill – 2 minutes   |   |
| Equipment: card pack of graphemes on which student is currently working written on index cards<br>consonants: b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z<br>single grapheme vowels: a,e,i,o,u,y<br>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<br>ending consonant blends: ct, ft, lt, pt, nt, st, xt, lf, lk, lp, ld, mp, sk, sp<br>exceptions to closed syllable rule: all, ang, ank, ing, ank, ing, ink, old, ild, ind<br>consonant digraphs: ch, sh, ph, wh, th<br>other: tch, ck, ci, co, cu, cy, cl, cr, ct, gl, gr, ga, ge, gi, go, gu, gy, mb, wr, kn, dge, gh, que<br>vowel teams (also known as vowel digraphs): ai, ay, ee, ey, oa, oe, ow, ue<br>vowel diphthongs: au, aw<br>(reminder: use blocking strategies and remove mastered s from pack) | <u>Note</u><br><b>After</b> this lesson, add the following vowel diphthongs to the card pack:<br>oi |
| 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<br>ban, san, sant, aunt, jaunt, haunt, launt, flaunt, faunt, fault, vault |       |
| Review of Recent Rules and Concepts – 8 minutes   |       |

**Topic: Pounding Syllables**

Equipment: hands

Word List: disestablish, lish, punishment, unmeaning, awe, jaunty

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: fawning (fawn-ing), redrawing, (re-draw-ing), faultless (fault-less)

**Topic: Adding suffixes to bases**

Materials: suffixes worksheet

Ask student to work on "Adding Suffixes (Endings)" sheet. There is not time to complete the whole sheet so let the student choose 1 or 2 word sums from each syllable type.

**Topic: Review of previously learned vowel diphthongs (au, aw)**

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

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

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

2. The teacher reads an 'aw' or 'au' word from a card and asks the student to repeat it.

3. The student points to the heading (see below) that shows the correct letters and position in the word.

|                          |                          |                       |                       |                      |
|--------------------------|--------------------------|-----------------------|-----------------------|----------------------|
| aw in beginning position | au in beginning position | aw in middle position | au in middle position | aw in final position |
|--------------------------|--------------------------|-----------------------|-----------------------|----------------------|

4. The teacher can help the student to make observations about patterns:

- 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>
- When <aw> is at the start of a word it relates in meaning to 'awe'
- <awl> is a common pattern
- <aunt> is a common pattern
- <aw> is common for word endings

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

**New Content/New Rule – 7minutes**

**Topic: Introduction to 'oi' vowel diphthong**

Materials: index cards

- Write “oi” words on index cards. Ask the student to read the cards and then sort them into three different columns according to the similarities in the word structure
- Tell the student that ‘oi’ says /oi/. Ask student to repeat the sound and explain why it is a vowel diphthong instead of a vowel team.
- Ask the student to note the patterns and then place the 3 headings above the columns

| OIL   | OIN   | OICE   |
|-------|-------|--------|
| oil   | coin  | choice |
| toil  | loin  | voice  |
| foil  | join  |        |
| coil  | joint |        |
| spoil | point |        |
| boil  | oink  |        |

- Ask the student to read through the ‘oi’ words on the index cards

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

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order  
 Words: awe, claw, fault, oil, toil, coin

### Word List – Oral Reading of Isolated Words – 2 minutes

Word list: awe, awful, awesome, draw, paw, cause, because, vault, fault, oil, spoil, boil, broil, join, joint, point, oink, choice, voice

### Sentences – Oral Reading of Connected Text – 2 minutes

“Dan is not an Artist” story

## Section 3: Writing

### Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes

Word list: haul, vault, fault, oil, boil, soil, coin

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

Word list: paw, pawn, law, lawn, coil, join

### Connected Text – 5 minutes

Ask the student to write the following dictated sentences. Use CHOPS to check work:  
 Tim stacks the coins up until they fall.  
 I will not bring the milk to a boil.  
 The confused child does not get the point of the math problem.

### Wrap-Up/Review – 2 minutes

Student uses multisensory tools to summarize key concepts.  
 - Sounds of ‘au’, ‘aw,’ and ‘oi’ and patterns in placement  
Homework: 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  |

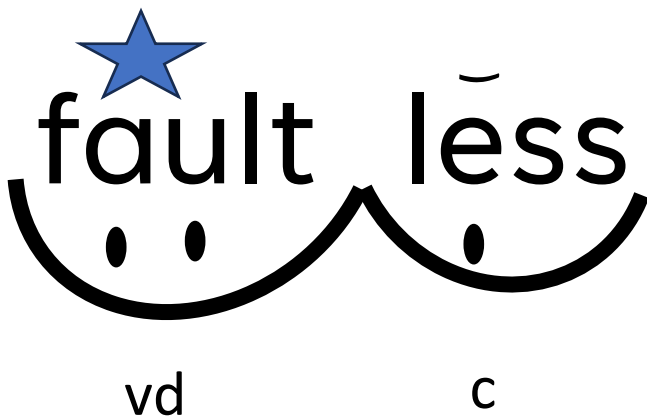
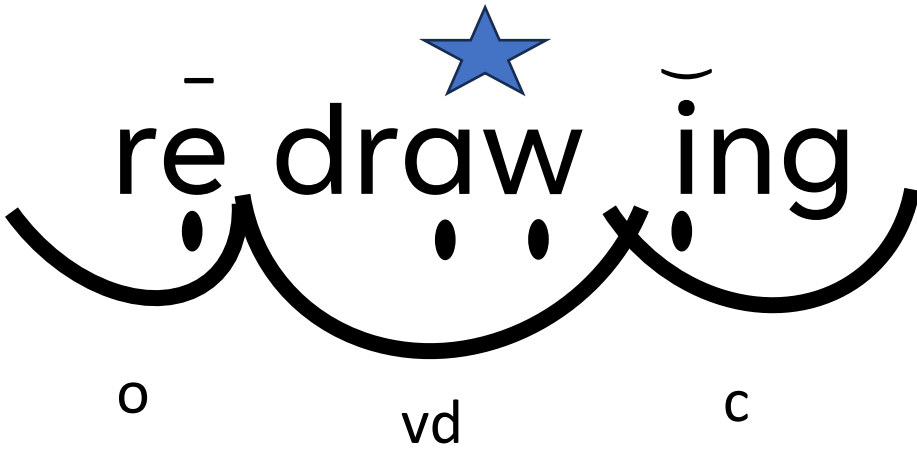
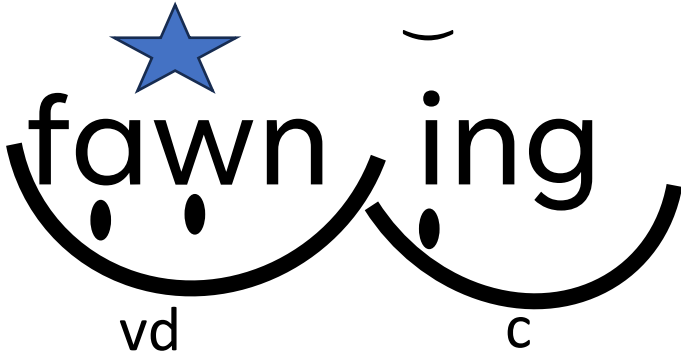
fawning

redrawing

faultless

## 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:<br>s, ing, ed,<br>ful, less, er,<br>est, ness, y | Answer |
|-------------------------------|---|-------------------------|--|--------|
| mom                           | ✓                                       | ✓                       | ✓  | mommy  |
|                               |   |                         |  |        |
| fun, clamp, rap, limp<br>stig |   |                         |  |        |

### 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:<br>s, ing, ed,<br>ful, less, er,<br>est, ness,<br>ment, y | Answer    |
|------------------------------|--------------------------------|---------------------------|----------------------------|---|-----------|
| forget                       | ✓                              | ✓                         | ✓                          | ✗   | forgetful |
|                              |                                |                           |                            |   |           |
| admit, begin, pilot<br>humat |                                |                           |                            |   |           |

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

| Word               | Suffix<br>es, ing, ed,<br>ful, less, er, est, ness | Answer |
|--------------------|--|--------|
|                    |  |        |
| try, be, shy<br>na |  |        |

**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<br>s, ing, ed,<br>ful, less, er, est, ness, y | Answer |
|----------------------------------|--|--------|
|                                  |  |        |
| kite, grime, blame, time<br>pite |  |        |

**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<br>s, ing, ed,<br>ful, less, er, est, ness, y | Answer |
|-----------------------------|--|--------|
|                             |  |        |
| feet, eat, row, hoe<br>loat |  |        |

|            |            |             |
|------------|------------|-------------|
| <b>OIL</b> | <b>OIN</b> | <b>OICE</b> |
| oil        | coin       | choice      |
| toil       | loin       | voice       |
| foil       | join       |             |
| coil       | joint      |             |
| spoil      | point      |             |
| boil       | oink       |             |



|                |  |               |
|----------------|--|---------------|
| <b>awe</b>     |  | <b>spoil</b>  |
| <b>awful</b>   |  | <b>boil</b>   |
| <b>awesome</b> |  | <b>broil</b>  |
| <b>draw</b>    |  | <b>join</b>   |
| <b>paw</b>     |  | <b>joint</b>  |
| <b>cause</b>   |  | <b>point</b>  |
| <b>vault</b>   |  | <b>oink</b>   |
| <b>fault</b>   |  | <b>choice</b> |
| <b>oil</b>     |  | <b>voice</b>  |

# Dan Fixes Ben's Art

Ben is five. He loves to draw with his crayons on a blank sheet.

Dan is Ben's dog. He sits by Ben's side and watches.

Ben draws a home and a sun and lots of green grass.

"This is my best drawing yet," Ben tells Dan.

Dan licks Ben on the hand to agree.

Ben says, "I will go ask mom to put this drawing on the fridge."

Dan is left all by himself with the drawing.

Dan thinks, "This is an awesome drawing, but I am not in it."

Dan takes a crayon in his teeth and draws.

Dan's drawing looks like a red blobby mess.

Ben gets back with his mom and sees what Dan did.

"Dan!" cries Ben. "Did you spoil my drawing?"

Dan makes his most sad face.

Ben pats him and says, "It is not your fault. I left you alone with it."

"And maybe you did not spoil it." Ben picks up the red crayon.

"If I join these lines, I can make the red blob into a rose.

Dan begins to feel less bad.

"You fixed it!" says Ben's mom. "Let's go find some tape so that we can put this drawing on the fridge."

Dan is left all by himself with the drawing.

Dan thinks, "This is an awesome drawing, but Ben is not in it..."

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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Tim stacks the coins up until they fall.

I will not bring the milk to a boil.

The confused child does not get the point of the math problem.