

# LESSON PLAN

Student:	Lesson #85
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 the long vowel sound, I want you to touch your earlobe. If you hear a short vowel sound, keep your hands in your lap. Words: tip, hike, teach, ud, yam, tain, hoe, cue, say, boat	
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 (reminder: use blocking strategies and remove mastered sounds from pack)	
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 two columns with "Syllable #1" cards in first column and "Syllable #2" cards in the second column.	

shad	meal
oat	ow
pil	day
Fri	tween
be	low

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 (shadow, oatmeal, pillow, Friday, between). Ask student to use each word in a sentence

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

**Topic: Pounding Syllables**

Equipment: hands  
 Word List: monkey, mon, Halloween, en, weakening, toasting, chimpanzee  
 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: shadowing (shad-ow-ing), mainstreamed (main-steamed), impanzee (im-pan-zee)

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

Materials: index cards from drill used in Lesson #81  
 1. Ask student to explain where ‘oa’ ‘ow’ and ‘oe’ are most commonly found in words (beginning and middle = oa, end = ow and oe)  
 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.”  
 3. Using words written on index cards 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 – 15 minutes**

**Topic: Using other suffixes such as ful, less, er, est, ment, ness, and y.**

Materials: index cards, suffixes worksheets  
 1. Tell the student that suffixes have meanings. When we add them to the base, we change meaning of the word or add more information to it  
 2. Place down some of the bases and suffixes below and discuss how the meaning of the base changes when the different suffixes are added

help	ful = full of	helpful
help	less = less than	helpless
help	er = person connected with	helper
big	est = the most	biggest
ship	ment = state of being	shipment

kind	ness = state of	kindness	
sun	y = characterized by	sunny	
3. Have the student work through the “Adding Suffixes (Endings)” sheet. The student will not have time to complete the whole sheet so let the student choose 1 or 2 word sums from each syllable type.			
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>			
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: greenest, heedful, coatless, payer, freeness, meaty			
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>			
Word list: meaty, meatless, beatless, lowness, lowest, lower, blue, bluish, bluest, painful, painless, loat, floaty, seatless, win, dow, window, windowless			
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>			
“Sam Watches the Trains” story			

**Section 3: Writing**

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>			
Word list: cheerful, cheerless, lowest, bluest, playful, tailless			
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>			
Word list: needful, needless, keyless, rainy			
<b>Connected Text – 5 minutes</b>			
Ask the student to write the following dictated sentences. Use CHOPS to check work: The meatless items were placed on the lowest shelf. It was a fine sunny day to go sailing. The biggest coastline is in Canada.			
<b>Wrap-Up/Review – 2 minutes</b>			
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> <li>- Review of ‘ai,’ ‘ay,’ ‘ee,’ ‘ea’ ‘ey.’ ‘oa,’ ‘ow,’ ‘oe,’ and ‘ue’ vowel teams</li> <li>- How to add suffixes to bases with an emphasis on suffix meanings</li> </ul> <u>Homework:</u> Practice sight words (reading and writing)			

<b>shad</b>	<b>meal</b>
<b>oat</b>	<b>ow</b>
<b>pil</b>	<b>day</b>
<b>Fri</b>	<b>tween</b>
<b>be</b>	<b>low</b>

## Scooping Syllables Worksheet

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

shadowing

mainstreamed

impanzee

Scooping Syllables Worksheet

shā<sup>˘</sup>d    ō<sup>˘</sup>w<sup>×</sup>    ĭ<sup>˘</sup>ng

c                      vt                      c

mā<sup>˘</sup>ĭ<sup>×</sup>n    strē<sup>˘</sup>ā<sup>×</sup>mē<sup>×</sup>d

vt    vt

ĭ<sup>˘</sup>m    pā<sup>˘</sup>n    zē<sup>˘</sup>e<sup>×</sup>

c                      c                      vt

## 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: ful, less, er, est, ness, y	Answer
fun	✓	✓	✓	funny
big, hand, small, sun prin, rint				

### 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: ful, less, er, est, ness, y	Answer
forget	✓	✓	✓	✗	forgetful
pilot, inject, forget, admit					

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

Word	Suffix ful, less, er, est, ness	Answer
fly, try, dry py		

**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 ful, less, er, est, ness, y	Answer
ice, spice, wise, care, home hame		

**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 ful, less, er, est, ness, y	Answer
woe, sleep, creep, boast, wait, rain roak		



<b>meaty</b>		<b>painful</b>
<b>meatless</b>		<b>painless</b>
<b>beatless</b>		<b>loat</b>
<b>lowness</b>		<b>floaty</b>
<b>lowest</b>		<b>seatless</b>
<b>lower</b>		<b>win</b>
<b>blue</b>		<b>dow</b>
<b>bluish</b>		<b>window</b>
<b>bluest</b>		<b>windowless</b>

# Sam Watches the Trains

A kid named Sam sat on a bench by the railroad tracks.

His dad walked up to him. “Can I sit here too, Sam?”

“Yes,” said Sam.

“Your mom asked me to find you. You are late for lunch.”

“I lost track of time.”

“You are not often forgetful. Are you sad?”

“Why do you ask?”

“Your face is not cheerful.”

“I asked the boss of this trainline to give me a job on the railway.”

“What did he say?”

“He said that I need training.”

Sam’s dad nodded. “That makes sense.”

“No, it doesn’t,” argued Sam. “It makes sense to train on the trains.”

“There is a certain logic to that,” admitted his dad. “Did the boss also say that it is a problem that you are just six?”

“Yes, but he said that I can get a job when I grow up if I ‘stay on track.’ That’s why I’m sitting here.”

### 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 meatless items were placed on the lowest shelf.

It was a fine sunny day to go sailing.

The biggest coastline is in Canada.