

# LESSON PLAN

Student:	Lesson #50
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 used in the connected text section comes from pixabay.com.	

## Section 1: Sight Word Study Method and Review Drills

Sight Words – 5 minutes	
Equipment: list of common sight words, instruction sheet, blank index cards, and marker Current sight words: New words added:	Notes
Short Vowel Drill – 3 minutes	
Equipment: keyword pictures and sentence. Discontinue drill when sounds are mastered	Notes
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: cob, clob, club, slub, slab, scab, scam, scamp, camp	Notes
Visual Drill – 2 minutes	
Equipment: card pack of graphemes on which the student is currently working consonants: b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z short vowels: a,e,i,o,u 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, 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	Notes
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill consonants: /b/ /c/ /d/ /f/ /g/ /h/ /j/ /k/ /l/ /m/ /n/ /p/ /qu/ /r/ /s/ /t/ /v/ /w/ /x/ /y/ /z/ short vowels: /a/ /e/ /i/ /o/ /u/ beginning 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/ /spr/ /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/ /old/ /ild/ /ind/ consonant digraphs: /ch/ /sh/ /ph/ /wh/ /th/ other: /tch/ /ck/ /ca/ /ce/ /ci/ /co/ /cu/ /cy/ /cl/ /cr/ /ct/ /gl/ /gr/ /ga/ /ge/ /gi/ /go/ /gu/ /gy/ /mb/ /wr/ /kn/ /dge/ /gh/ /que/	Notes

## Section 2: New Content and Reading

### Syllable Card Drill – 2 minutes

Equipment: index cards

1. Write each syllable on an index card and places cards in rows (see below).

sub	en	ish	ed
dis	con	chant	ed
as	con	tract	ed
dis	ton	tent	ed

2. Complete, the drill by asking the student to do the following things:

- Starting on the left, read down the syllables in each of the columns
- read across each row (the words will often be nonsense words)
- make real words: subcontracted, discontented, astonished, disenchanting
- discuss the meanings of the words and ask student to use each word in a sentence

Notes

### Review of Recent Rules and Concepts – 7 minutes

#### **Topic: Pounding Syllables**

Equipment: hands

Word List: ish, astonish, astonished, enchanted, tract, distracted

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. Let the student work through the syllabication sheet, giving guidance as needed.

Words: enchanted (en-chant-ed), unfilled (un-filled), sandblasted (sand-blast-ed)

#### **Topic: Doubling Rule 1-1-1 (for adding suffixes to closed syllables) and suffix ed or ing**

Equipment: Rule card, letter tiles

1. Give student the doubling worksheet to practice applying the 1-1-1 rule to one syllable. Ask the student to talk through their thinking as they work. Review the concept that 'ed' can make 4 different sounds. It will make one of the following sounds when added to a base word: /d/, /t/, /id/ or /ed/. Which sound the 'ed' makes is determined by the sound preceding the 'ed'. If the final sound in the base/root word is a voiced consonant, the 'ed' will make the /d/ sound. If the final sound in the base/root word unvoiced consonant, the 'ed' will make the /t/ sound. If the base/root word ends in 't' or 'd' the 'ed' will make the /id/ or /ed/ sound (depending on dialect).

Notes

### New Content/New Rule – 8 minutes

#### **Topic: Schwa with 'a' of open syllable**

Introduce concept of schwa by saying that schwa is a way to speed up speaking. Explain that schwaed vowels make an unexpected short vowel sound (not the expected vowel sound). In most words it will sound like a shot 'u'

- It will be the vowel sound in an unstressed syllable in multisyllable words.
- Symbol for schwa is upside down letter e

Notes

<ol style="list-style-type: none"> <li>Put down syllable cards for 'amaze' and the schwa card. Show how to do the drill by putting cards together and placing the schwa under the letter 'a' -then reading words</li> <li>Tell student that all the words today will be words in which the schwa happens on the letter 'a.' Ask student what sound the schwa 'a' will make (uh).</li> <li>While the student does the drill, keep asking the student to identify the type of syllable in each word (closed, open, or vowel consonant e)</li> <li>Words: amuse, a/maze, a/rose, a/mid, a/side, a/woke, a/line, a/go, a/live, a/long</li> <li>do same drill again, but this time use words that end with schwa 'a'</li> <li>Words: ze/bra, so/fa, ex/tra, ul/tra, stig/ma, scu/ba, tun/dra</li> </ol>	
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: ago, sofa, rabbit, tundra	Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Word list: amuse, amaze, arose, amid, aside, awoke, aline, ago, alive, along, sofa, extra, ultra, stigma, scuba, stanza, tundra, tuba, rabbit	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
"Zip the Rabbit" story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: amid, ago, extra	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: tundra, sofa, ago	Notes
<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>Zip was a combat rabbit on the tundra.</li> <li>The small dog was sitting on the extra sofa.</li> <li>The ants marched along the pond bank.</li> </ol>	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> <li>Schwa (make rule card) that contains the following information: <ul style="list-style-type: none"> <li>✓ Makes a short vowel sound, but not the short vowel sound of the letter that appears in the word. In most words it will sound like a shot 'u'</li> <li>✓ It will be the vowel sound in an unstressed syllable in multisyllable words.</li> <li>✓ Symbol for schwa is upside down letter e</li> </ul> </li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>- Practice short vowel drill and sight words (reading and writing)</li> </ul>	Note

Instructions: Cut these cards out and use them for the drill.

<b>sub</b>	<b>en</b>	<b>ish</b>	<b>ed</b>
<b>dis</b>	<b>con</b>	<b>chant</b>	<b>ed</b>
<b>as</b>	<b>con</b>	<b>tract</b>	<b>ed</b>
<b>dis</b>	<b>ton</b>	<b>tent</b>	<b>ed</b>

## Scooping Syllables Worksheet

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

enchanted

unfilled

sandblasted

## 1:1:1 Doubling Rule

Write a base word	1 syllable?	1 short vowel?	Word ends in 1 consonant?	Choose a suffix: ed, ing	Write the full word

nuff, rot, dip, slip, blink, wed, blend

Instructions: Cut these cards out and use them for the drill.

<b>a</b>	<b>maze</b>	<b>line</b>
<b>ə</b>	<b>rose</b>	<b>go</b>
	<b>mid</b>	<b>live</b>
	<b>side</b>	<b>long</b>
	<b>woke</b>	

Instructions: Cut these cards out and use them for the drill.

<b>ə</b>	<b>ze</b>	<b>bra</b>
	<b>so</b>	<b>fa</b>
	<b>ul</b>	<b>tra</b>
	<b>stig</b>	<b>ma</b>
	<b>scu</b>	<b>ba</b>
	<b>tun</b>	<b>dra</b>



<b>amuse</b>	<b>sofa</b>
<b>amaze</b>	<b>extra</b>
<b>arose</b>	<b>ultra</b>
<b>amid</b>	<b>stigma</b>
<b>aside</b>	<b>scuba</b>
<b>awoke</b>	<b>stanza</b>
<b>aline</b>	<b>tundra</b>
<b>alive</b>	<b>tuba</b>
<b>along</b>	<b>rabbit</b>

# Zip the Rabbit

(Words that contain a schwa are underlined.)

Long ago, there was a rabbit called Zip.

Zip inhabited the tundra.

Zip went with his rabbit pack to the pond for a drink.

The rabbits played by the pond until, suddenly, two big cats attacked.

One rabbit spotted the cats and yelled, “Run!”

Zip ran along with the rest of the rabbit pack, but Zip did not want to run.

Zip wanted to be a combat rabbit.

Zip’s pals said, “There are no combat rabbits. You will get killed.”

When the big cats left, Zip went back to the pond.

Zip dug a pit.

At sunup, the rabbits went to the pond for a drink.

A rabbit spotted the two big cats trotting to the pond to attack.

Zip yelled, “Get *me*, big cats!”

When the big cats dashed at Zip, they fell into his pit.

Zip went back to the pond to drink.

The rest of Zip’s rabbit pals were amazed and amused.

The rabbit pack had a fantastic long drink. The big cats sat in the pit.

Zip got to be the pack’s combat rabbit.

### Instructions

Do not show these pictures until AFTER the student reads the story. If you show them before, you are teaching the student to guess at words based on the pictures. We want to teach the student to use decoding skills.



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Zip was a combat rabbit on the tundra.

The small dog was sitting on the extra sofa.

The ants marched along the pond bank.