

LESSON PLAN

Student:	Lesson #95
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 letter tiles Words: met, men, moon, coon, coin, poin, point, poit, pout, out	
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, ou (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

Blending Drill – 2 minutes	
Equipment: letter cards pot, pout, hout, shout, spout, spoot, spoon, poon, loon, look, took, book, boo	Notes
Review of Recent Rules and Concepts – 12 minutes	

Topic: Pounding Syllables

Equipment: hands

Word List: outside, goodness, teb, playfulness

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: outside (out-side), roundness (round-ness), unjoining (un-join-ing)

Topic: Using suffixes with previously learned syllable types

Materials: suffixes worksheet

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

New Content/New Rule – 5 minutes

Topic: Introduction to the second sound of the 'ou' vowel diphthong

Materials: sliders for 'out' and 'ound' word families, 'ou' key word sentence

1. Place down letter tiles to spell *ou*. Tell the student that the vowel diphthong "ou" has two sounds. Add a 't' tile. Remind the student that in the last lesson, we covered /ou/ as in *out*. Use the sliders and ask the student to read words in the 'out,' and 'ound' families.

2. Explain that, in this lesson, we'll be looking at second sound of "ou," which is /ou/ as in *you*. Mention that not many words use it. Place down letter cards for the following words: you, youth, group, through and route. Tell the student that we can use a sentence to remember the few 'ou' words that make the sound as in *you*.

Sentence: You can take the youth group through this route.

Ask the student to repeat the sentence and draw a picture to illustrate it.

/ou/ as in <i>you</i>
you
youth
group
through
route

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order

Words: shout, round, you, youth

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: awe, fault, oink, loy, coo, cook, woo, wood, out, about, pound, hound, round, sound, you, youth, group, through, route

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: coy, coin, coo, cook, out, shout, you, group,	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: you, youth, out, shout, round, sound	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: I found a hound in the woods. Through the route, you can get to the youth group. Is it my fault that you fell on the ground?	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - 'au,' 'aw,' 'oi,' 'oy,' 'oo' and 'ou' (sounds 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

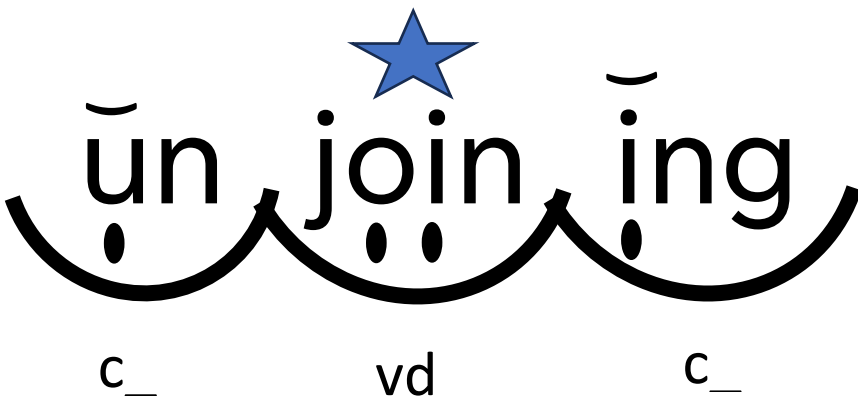
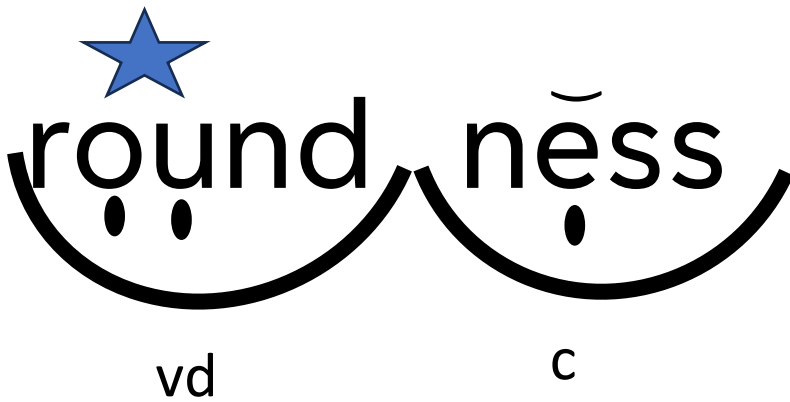
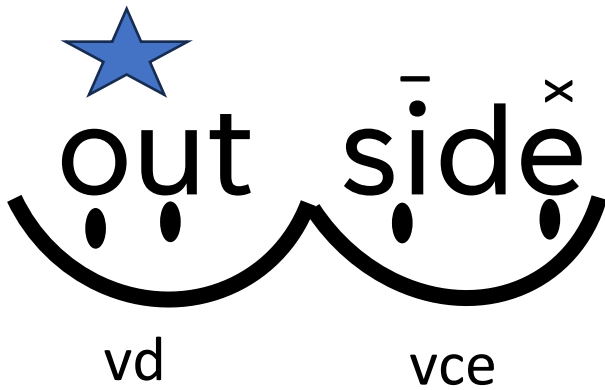
outside

roundness

unjoining

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
dunk	✓	✗	✓	dunked
slip, prank, hip, big pank				

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
begin	✓	✓	✓	✓	beginning
profit, admit, limit ontract					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
spy, fry, go 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 s, ing, ed, ful, less, er, est, ness, y	Answer
hike, whale, phone, mine 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
jail, road, eat, feed reet		

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
ground, round, shout, toil, joy, flaw hout		

for 'out' slider		for 'ound' slider
b		b
p		f
cl		h
gr		m
sc		p
sh		r
sp		s
spr		w
tr		gr

You can take the youth
group through this route.

Draw picture to show the meaning of the above sentence.

awe		about
fault		hound
oink		round
loy		sound
coo		through
cook		route
woo		you
wood		youth
out		group

The Ground Rule

There once was a six-year-old kid named Pam.

Pam's mom said, "It is a lovely sunny day. Let's go outside."

"That is a fantastic plan," said Pam. "Can we go biking?"

"Yes."

Pam and her mom went for a bike ride in the woods.

The bike path went on a zig-zagging route through the trees.

The path ended at a small round lake.

A youth group was at the lake, having a picnic.

The group had so much food that they asked Pam and her mom if they wanted some too.

Pam grabbed a big slice of cake for her plate.

Her mom scolded, "You must eat good food too." She passed her a sandwich.

Pam made a face. "I do not like this kind of sandwich."

"You will eat it."

Pam got up and, by mistake, the cake fell off her plate.

"You can't eat that cake now," said her mom. "You can't eat food that has been on the ground."

Pam tilted her plate until the sandwich slipped off. "Oops."

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 found a hound in the woods.

Through the route, you can get
to the youth group.

Is it my fault that you fell on
the ground?