

# LESSON PLAN

Student:	Lesson #53
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: bo, boat, bot, pot, plot, plop me, meet, met, mit, mint	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 place cards in rows (see below).

vol	sis	tent
in	man	ic
cos	met	ic
pen	cred	ship
dis	can	it

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

- read down each column, then read each row (the words will be nonsense words)
- ask the student to put syllables together to make read words. (volcanic, insistent, cosmetic, penmanship, discredit)
- discuss the meanings of the words and ask student to use word in sentences.

Notes

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

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

Equipment: hands

Word List: ic, cosmetic, insistent, vol, volcanic

Instructions: Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.

#### **Topic: Syllabication**

Equipment: syllabication worksheet, syllabication rules sheet

1. Have the student work through the worksheet, giving guidance as needed.

Words to use: volcanic (vol-can-ic), amid (a-mid), optimistic (op-ti-mis-tic)

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

Ask student to take out rule card that contains the following information:

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

1. Put cards together and place the schwa over the letter 'a' - then read word

2. discuss the types of syllable in each word (closed, open, or vowel consonant e)

Lesson #50 Words: amuse, a/maze, a/rose, a/mid, a/side, a/woke, a/line, a/go, a/live

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

- Remind student that when "i" gets schwaed, it makes the short i sound as in "itchy"
- Have the student read each syllable before putting the next card down, have the student put the schwa symbol on the correct syllable

Words: use same drill used in Lesson #52

Notes

### New Content/New Rule – 8 minutes

<p><b>Topic: Schwa with ‘e’</b></p> <ul style="list-style-type: none"> <li>• Ask student to say what sound is made when the letter ‘a’ gets schwaed ( uh )</li> <li>• Ask student what sound is made when the letter ‘i’ gets shwaed (ih)</li> <li>• Schwa is in open syllables. Do vowels at the end of an open syllable sound short or long? (long). When they get “schwaed” they sound like short i sound if the letter is an “i” If the letter that gets schwaed is an ‘a’, what does it sound like? “uh”</li> <li>• Tell student that in this lesson, we are going to look at what happens to the letter ‘e’ when it gets schwaed (the vowel ‘e’ sound turns to ‘uh’ sound)</li> <li>• Give out syllable cards for the following words: the, problem, item, event, kitchen, celebrate, elephant,</li> <li>• Have the student read each syllable before putting the next card down, have the student put the schwa symbol on the correct syllable</li> </ul>	Notes
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: event, item, problem	Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Word list: amuse, amaze, scuba, stanza, sensitive, dominate, compliment, duplicate, problem, celebrate, elephant, item, event, kitchen, amid, ago, tundra	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
“Tim the Rabbit” story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: compliment, elephant, kitchen	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: stanza, item, event	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>1. The elephant sitting in the kitchen is a problem.</li> <li>2. I got six items for the event.</li> <li>3. I will compliment the rabbit on his big hop.</li> </ol>	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> <li>- Schwa</li> </ul> <u>Homework:</u> Practice sight words (reading and writing)	Note

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

<b>vol</b>	<b>sis</b>	<b>tent</b>
<b>in</b>	<b>man</b>	<b>ic</b>
<b>cos</b>	<b>met</b>	<b>ic</b>
<b>pen</b>	<b>cred</b>	<b>ship</b>
<b>dis</b>	<b>can</b>	<b>it</b>

Scooping Syllables Worksheet

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

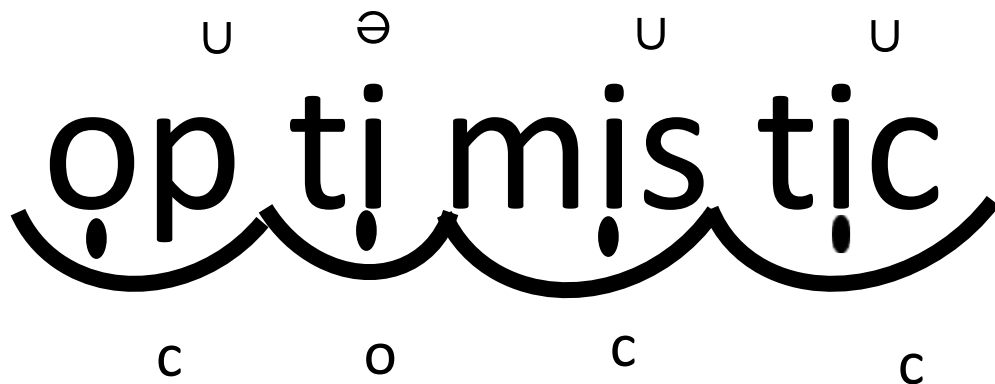
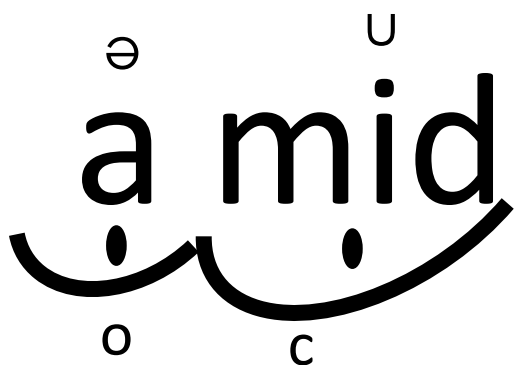
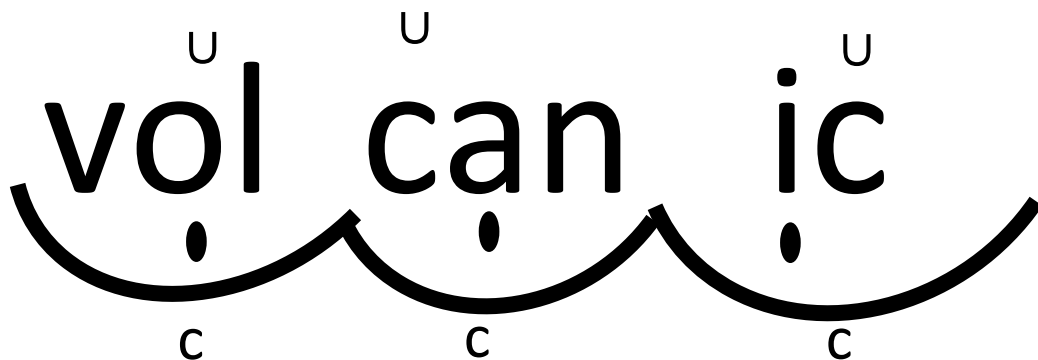
volcanic

amid

optimistic

Scooping Syllables Worksheet

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



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

<b>the</b>		<b>ə</b>
<b>prob</b>	<b>lem</b>	
<b>i</b>	<b>tem</b>	
<b>e</b>	<b>vent</b>	
<b>kit</b>	<b>chen</b>	
<b>cel</b>	<b>e</b>	<b>brate</b>
<b>el</b>	<b>e</b>	<b>phant</b>

<b>amuse</b>	<b>celebrate</b>
<b>amaze</b>	<b>elephant</b>
<b>scuba</b>	<b>item</b>
<b>stanza</b>	<b>event</b>
<b>sensitive</b>	<b>prophet</b>
<b>dominate</b>	<b>kitchen</b>
<b>compliment</b>	<b>amid</b>
<b>duplicate</b>	<b>ago</b>
<b>problem</b>	<b>tundra</b>



# Tim the Rabbit

(Words that contain a schwa are underlined.)

Not so long ago, there was a rabbit called Tim.

Tim was a sensitive rabbit.

It was a problem.

When the other rabbits went hopping, Tim got upset if he did not have the best hop.

When the other rabbits snacked on grass, Tim got upset if he did not get the most grass.

“Tim is not fun,” said a rabbit called Puff.

Puff hopped off to find some other pals.

“Tim wants to dominate us,” said a rabbit called Finn.

Finn hopped off to find some other pals.

“I am not amused by Tim,” said a rabbit called Sam.

Sam hopped off to find some other pals.

Tim’s pals hopped off until Tim was by himself on the tundra.

Tim was sad.

“I want to get my pals back,” said Tim.

Tim got snacks and gifts and yelled, “Let’s celebrate!”

His pals came hopping back.

Tim said, “I do not have to have the best hop or the biggest snack, but I must have my pals.”

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.



["rabbit-2910054\\_1280"](#) by [swampcat1943](#) is licensed under CC0.

The elephant sitting in the kitchen is a problem.

I got six items for the event.

I will compliment the rabbit on his big hop.