

# LESSON PLAN

Student:	Lesson #91
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: coy, joy, join, joil, toil, poil, spoil	
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 (reminder: use blocking strategies and remove mastered sounds from pack)	<u>Note</u> <b>After</b> this lesson, add the following vowel diphthongs to the card pack: oo
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 boy, toy, loy, lon, loan, loin, join, coin, con, cone, code, cod, co	
Review of Recent Rules and Concepts – 8 minutes	

**Topic: Pounding Syllables**

Equipment: hands

Word List: voiceless, joyful, reloan, disenchanting, codepend

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: voiceless (voice-less), recoin (re-coin-ing), codepend (co-de-pend)

**Topic: Using suffixes with previously learned syllable types**

Materials: suffixes worksheet

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

**Topic: Review of 'oi' and 'oy' vowel diphthongs**

Materials: index cards with words and headings for 'oi' and 'oy' words, chart

1. Ask the student to take out the chart that they made in Lesson #90. Use the chart to have the student point out common patterns for 'oi' and 'oy.'

2. Tell the student that the teacher will read a word that the student will point to either the 'oi' heading or the 'oy' heading to indicate the which vowel diphthong is used in the word. Remember to have the student discuss thinking

**New Content/New Rule – 7 minutes**

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

Materials: index cards

1. Place letter tiles down for 'oo.' Say /oo/ and ask student to repeat the sound.

2. Ask the student to read the cards and then sort them into three different columns according to the similarities in the word structure

oo in beginning	oo in middle	oo in final
oops ooze	boot, cool, moon, mood, boom, doom, food, fool, hoop, loop, noon, roof, soon, bloom, boost, booze, room, hoop, proof, scoop, shoot, stoop	boo, coo. moo, poo, too, zoo

3. Ask the student to note the patterns

- <oo> is rarely used in the beginning position.
- <oo> often used in the middle and at the end of syllables.

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

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

Words: boy, joy, join, awe, boo, boon, moo, mood

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

Word list: draw, crawl, fault, coin, poil, spoil, loy, noon, oom, bloom, room, soon, hoop, roof, proof, toop, stoop, too	
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
“Sid and Jeff Shoot Hoops” story	

**Section 3: Writing**

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: paw, fault, coy, food, room	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: hoop, too, roof, noon	
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: The baby boy can crawl. There is no moon at noon. Sid and Jeff shoot hoops.	
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> <li>- Definition of vowel diphthong</li> <li>- Sounds of ‘au,’ ‘aw,’ ‘oi,’ ‘oy,’ and ‘oo’ and patterns in placement</li> </ul> <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

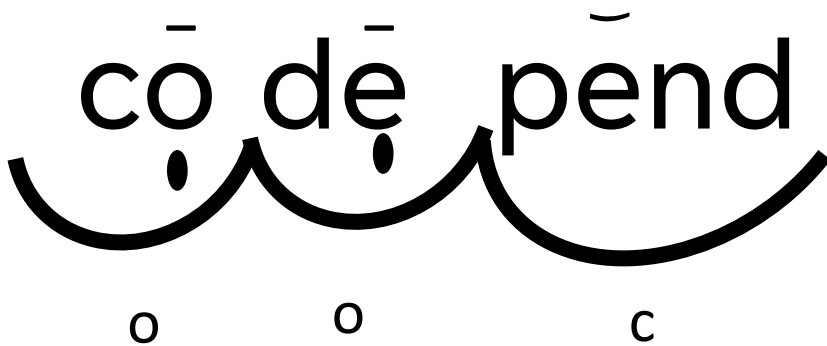
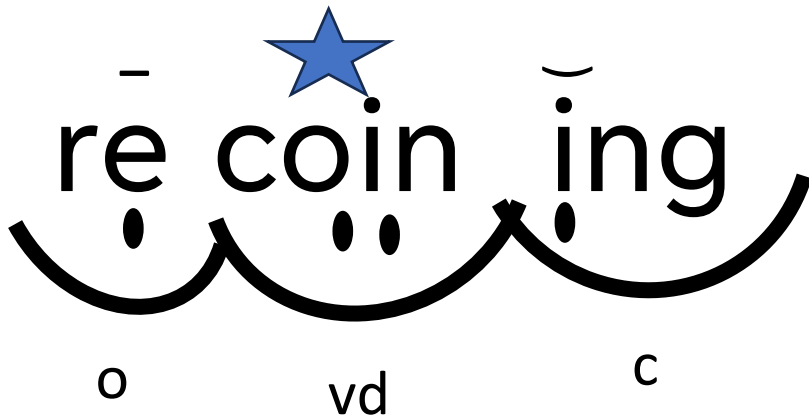
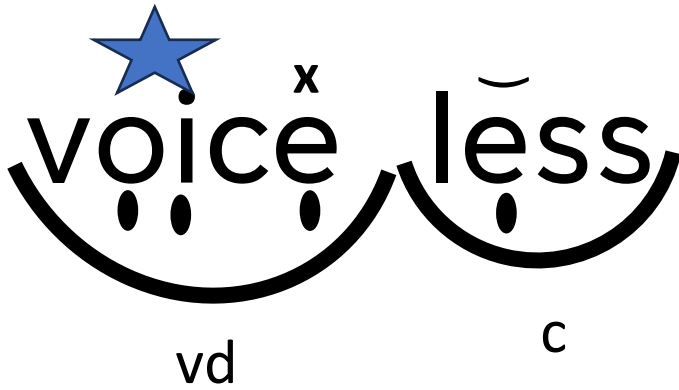
voiceless

recoining

codepend

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
big	✓	✓	✓	bigger
tug, vast, nip, plump gret				

### **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
admit	✓	✓	✓	✓	admitting
insult, exact, regret ungret					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
go, cry, try ro		

**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
pale, bike, dive, nose 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 s, ing, ed, ful, less, er, est, ness, y	Answer
heat, mean, raid, row, low learn		

**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
flaw, crawl, toy, coin, join poil		

oi

oy

oil

coin

boy

spoil

join

toy

boil

point

joy

choice

voice

ploy



<b>oo</b> in beginning	<b>oo</b> in middle	<b>oo</b> in final
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<b>oops</b>	<b>doom</b>	<b>soon</b>	<b>stoop</b>
<b>ooze</b>	<b>food</b>	<b>bloom</b>	<b>boo</b>
<b>boot</b>	<b>fool</b>	<b>boost</b>	<b>coo</b>
<b>cool</b>	<b>hoop</b>	<b>booze</b>	<b>moo</b>
<b>moon</b>	<b>loop</b>	<b>room</b>	<b>poo</b>
<b>mood</b>	<b>noon</b>	<b>proof</b>	<b>too</b>
<b>boom</b>	<b>roof</b>	<b>shoot</b>	<b>zoo</b>

# Vowels Diphthongs: “oo”

(in one syllable words)

<b>oo</b> in beginning	<b>oo</b> in middle	<b>oo</b> at end

<b>draw</b>		<b>bloom</b>
<b>crawl</b>		<b>room</b>
<b>fault</b>		<b>soon</b>
<b>coin</b>		<b>hoop</b>
<b>poil</b>		<b>roof</b>
<b>spoil</b>		<b>proof</b>
<b>loy</b>		<b>toop</b>
<b>boo</b>		<b>stoop</b>
<b>oom</b>		<b>too</b>

# Sid and Jeff Shoot Hoops

It is noon. Sid eats some food and then looks outside.

It looks like a fantastic sunny day.

Sid picks up his basketball and asks, “Can I go shoot some hoops, Mom?”

Sid’s mom nods. “Take Jeff too.”

Sid makes a face. Sid is ten and Jeff is five.

“Do I have too?” asks Sid.

“Jeff,” calls Sid’s mom. “Come out of your room. Sid wants to play.”

Jeff comes running out of his room with a big grin on his face. “With me?”

Mom smiles. “Yes. He wants to shoot some hoops with you.”

Jeff grabs the basketball from Sid. “I’ll race you to the hoop.”

Sid follows, but he is not feeling as excited about basketball now.

“Watch this!” yells Jeff. He tosses the ball with all his strength.

The ball misses the hoop and lands on the shed roof.

“Oops,” says Jeff.

Sid keeps his cool and gets a rake. Soon, he knocks the ball off the roof.

“Watch me, Jeff,” says Sid. Sid shoots the ball, and it goes “swoosh.”

“Try again,” instructs Sid, “but this time aim at the hoop.”

Jeff tries to make his shot look just like Sid’s.

The ball hits the rim of the hoop, and it goes in the net.

“I did it!” cries Jeff. He does a funny ‘I got a basket’ dance.

Sid grins. He didn’t expect playing basketball with Jeff to make him feel happy, but it does.

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 baby boy can crawl.

There is no moon at noon.

Sid and Jeff shoot hoops.