

# LESSON PLAN

Student:	Lesson #56
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: hit, hi, he, hem, hom, ho, hu, hut	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 single grapheme 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 <i>After</i> this lesson, add colour to the 'y' card to indicate that it can also act as a vowel.
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

Blending Card Drill – 2 minutes	
Equipment: paper letter cards Words: pi, bi, hi, he, hem, hom, ho, hu, hun, hunt, shunt	Notes
Review of Recent Rules and Concepts – 7 minutes	
<p><b>Topic: Pounding Syllables</b> Equipment: hands Word List: me, met, pi, pilot, amid, investment Instructions: Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.</p> <p><b>Topic: Syllabication</b> Equipment: letter tiles, syllabication worksheet 1. Give the student the syllable division worksheet and let the student work through the sheet, giving guidance as needed. Words to use: pilot (pi-lot), basic (ba-sic), being (be-ing)</p> <p><b>Topic: Schwa with ‘a,’ ‘i,’ and ‘e,’</b> 1. Ask the student to put syllable cards together to make words, say the word out loud, and then place the schwa symbol on the syllable that is being schwaed 2. 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) Words: problem (prob-lem), wisdom (wis-dom), salad (sal-ad), salad, custom (cus-tom), system (sys-tem), method (meth-od)</p> <p><b>Topic: Review of the Open Syllable</b> 1. Review the open syllable rule card:<ul style="list-style-type: none"><li>○ a. an open syllable has one vowel</li><li>○ b. It is not followed by one or more consonants</li><li>○ c. The vowel is long</li></ul>2. Read and model each step to show the difference between a closed and open syllable using letter cards (example word &lt;got&gt;) showing that the &lt;o&gt; cannot “run away” as it is being closed in by the &lt;t&gt;. Remove the &lt;t&gt; and discuss how the &lt;o&gt; is now free to wander away. When it wanders away, it shouts its name so that its mom can find it. 3. Practice proving the rule card using letter cards in a Yes/no sort for open syllable: Words: hi, he, su, fly, pi, sus, pect, hint, met, grin <u>Questions to ask student about open syllables during sort</u> How many vowels are in the syllable? Is the vowel followed by one or more consonants within the syllable?</p>	Notes
New Content/New Rule – 8 minutes	
<p><b>Topic: “y: as a vowel</b> 1. Review when ‘y’ is a consonant by singing the “y” song on ukulele</p>	Notes

<p>A,E,I,O,U Are vowels that I know you've heard But Y is only a vowel, When it's NOT at the start of a word</p> <p>2. Remind student about how 'y' can be a vowel. Hand out the following rule card:</p> <ul style="list-style-type: none"> <li>• 'y' will be a vowel when it is anywhere in the word other than the first letter</li> <li>• In the middle of a 1 syllable base, make the short /i/ sound</li> <li>• 'y' at the end of a 1 syllable base/root words will make the long /i/ sound</li> <li>• 'y' at the end of a two or more syllable word will make the long /e/ sound</li> </ul> <p>3. Do a word sort with these headings: "Y sounds like short "i" and "Y sounds like long "I" Word list: my, Fynn, by, try, fly, gym, sky, gyp</p>	<p>Only use one syllable words that end in 'y' at this time</p>
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: met, me, my, try, dry, ry, sty</p>	<p>Notes</p>
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
<p>Word list: problem, wisdom, salad, custom, system, re, rerun, le, la, lu, sky, by, try, ply, Fynn, fly, gym, gy</p>	<p>Notes</p>
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
<p>"The Camping Pro" story</p>	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
<p>Word list: hi, ho, ha, he, drip, dry, prod, pro</p>	<p>Notes</p>
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
<p>Word list: sly, fly, try, ye, yet</p>	<p>Notes</p>
<b>Connected Text – 5 minutes</b>	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work:</p> <ol style="list-style-type: none"> <li>1. The robin can fly in the sky.</li> <li>2. Max will try to fry the fish in the pan.</li> <li>3. The sly fox will try a trick to get the fish.</li> </ol>	<p>Notes</p>
<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</li> <li>- Definition of open syllable</li> <li>- 'y' as a vowel</li> </ul>	<p>Note</p>
<p><u>Homework:</u> Practice sight words (reading and writing)</p>	

## Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə

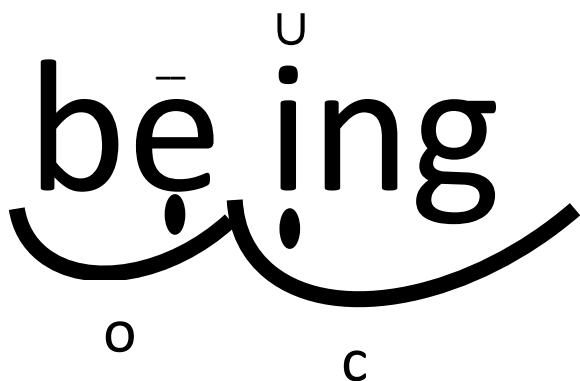
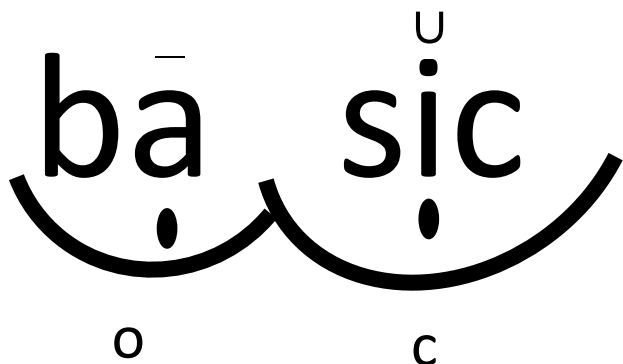
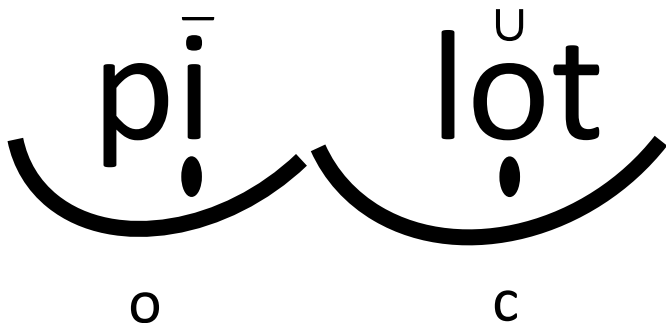
pilot

basic

being

Scooping Syllables Worksheet

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



<b>prob</b>	<b>lem</b>
<b>wis</b>	<b>dom</b>
<b>sal</b>	<b>ad</b>
<b>cus</b>	<b>tom</b>
<b>sys</b>	<b>tem</b>
<b>meth</b>	<b>od</b>
	<b>ə</b>

<b>Yes</b>	<b>No</b>
<b>hi</b>	<b>sus</b>
<b>he</b>	<b>pect</b>
<b>mu</b>	<b>hint</b>
<b>fly</b>	<b>met</b>
<b>pi</b>	<b>grin</b>

"y" sounds like short "i"	"y" sounds like long "i"
<b>Fynn</b>	<b>my</b>
<b>gym</b>	<b>by</b>
<b>gyp</b>	<b>try</b>
	<b>fly</b>
	<b>sky</b>



<b>problem</b>	<b>lu</b>
<b>wisdom</b>	<b>sky</b>
<b>salad</b>	<b>by</b>
<b>custom</b>	<b>try</b>
<b>system</b>	<b>ply</b>
<b>re</b>	<b>Fynn</b>
<b>rerun</b>	<b>fly</b>
<b>le</b>	<b>gym</b>
<b>la</b>	<b>gy</b>

# The Camping Pro

Max is a kid. He is ten. Max thinks that camping is fantastic.

Max thinks, “I go camping so much that I must be a camping pro.”

When Max is camping, he gets wet socks from running in the mud.

“No problem,” thinks Max.

He hangs the wet socks up on a bush to dry.

Max grins. “I am such a camping pro.”

When Max is camping, he often wants a snack.

“No problem,” thinks Max.

He catches a fish.

Max thinks, “I will fry this fish.”

Max grins. “I am such a camping pro.”

A sly fox is watching Max fry his fish.

The fox tosses a rock. It hits a branch. The branch falls.

Max thinks, “What is that? He runs off to inspect the fallen branch.

The sly fox runs in, snatches up the fish.

Max spots the sly fox dashing off with the fish.

Max thinks, “That was a good trick, sly fox. You got my fish, so you are the camping pro.”

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 robin can fly in the sky.

Max will try to fry the fish in the pan.

The sly fox will try a trick to get the fish.