

LESSON PLAN

Student:	Lesson #78
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: none 1. Say, “I’m going to say some words. If you hear long ē sound in a word, I want you to touch your earlobe. If you don’t hear the long ē, keep your hands in your lap. Words: key, pet, teg, seat, rey, ned, feet, check, cheek	
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 (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 Card Drill – 2 minutes	Notes
Materials: letter cards Words: fe me, mee, meet, sheet, beet, beat, wheat, peat, reat, eat	
Review of Recent Rules and Concepts – 8 minutes	

Topic: Pounding Syllables

Equipment: hands

Word List: fe, teenage, weakness, uninhabited, piloting

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: eastside (east-side), playmate (play-mate), between (be-tween)

Topic: adding suffix endings to closed, opening, and vce syllable types

Materials: worksheet

1. Have student make word sums on the worksheet.

Topic: Review ‘ale’ and ‘ail’ word families

Materials: rule card, ‘ale’ and ‘ail’ word cards from Lesson #77

1. Ask student to take out digraph rule card:

when vowels are together (side-by-side), the first vowel is long and the second vowel is silent

“When 2 vowels go walking the first 1 does the talking.”

Discuss with student that this is not true for all vowel combinations, but it is true for the ones that we will be studying during the digraph vowel syllable section.

2. Begin the review of ale/ail homophones by asking the student to retell the story of the “Pale Male Whale.” (The pale male whale go ale on sale). Remind the student that the story about the pale male whale who got ale on sale is a way to remember the words that are spelled with ‘ale.’ There are ‘ail’ words that sound the same as all of those ‘ale’ words but the words have different meanings. To do the sort, the teacher says the meaning of a word and puts the card face down on the table. The student slides it to the heading that they think is correct and then the student can flip over the card to see if they are correct.

ale	ail
vowel consonant e	vowel team
pale	pail
male	mail
whale	wail
ale	ail
sale	sail

Topic: ‘ee’ and ‘ea’ vowel teams (also called vowel digraph)

Materials: ‘ea’ and ‘ee’ homophone cards from Lesson #77

1. Remind the student the most common way to write the long /e/ sound as a vowel team is ‘ee.’ ‘Ea’ is the second most common.

2. Ask the student to take out the index cards with words and pictures for ‘ee’ and ‘ea’ words that they made in the last lesson for the following words: heel, heal; reed, read; peek, peak; beet, beat; week, weak; meet, meat; feet, feat; heel, heal.

3. Shuffle the deck. Lay out a card and ask the student to put the word into a story. If they have trouble remembering the meaning of the word, show the picture. Keep flipping cards and having the student continue with the story until they get stuck or say it is done.	
New Content/New Rule – 8 minutes	
Topic: Introduction to ‘ey’ vowel team (also called vowel digraph) Materials: magnetic letter tiles, blank index cards 1. Tell the student ‘ey’ is the new vowel team for today’s lesson. The most common way to write the long /e/ sound as a vowel team is ‘ee.’ ‘Ea’ is the second most common. “Ey” is almost always found at the end of words (similar to how “ay” appears at end of words). 2. Use letter tiles to show how closed syllable changes to open, v-c-e, and vowel teams. Words: kid, ki, kite, keet, keat, key	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: meet, key, jockey	
Word List – Oral Reading of Isolated Words – 2 minutes	
Words: whale, wail, pale, pail, beet, beat, feet, feat, meet, meat, key, monkey, donkey, ney, chimney, medley, pulley, valley	
Sentences – Oral Reading of Connected Text – 2 minutes	
“Can a Donkey Play Hockey?” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: sale, sail, reed, read, donkey, hockey	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: peak, key, alley	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: The donkey and monkey will not play hockey. The man on the ship will meet the pale male whale on the sea. The dog will stay home and eat treats.	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - Definition of vowel teams (also called vowel digraphs) - Review of ‘ai,’ ‘ay,’ ‘ee,’ ‘ea’ and ‘ey’ vowel teams <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

eastside

playmate

between

Scooping Syllables Worksheet

ēāst sīdē

vt

vce

plāy māte

vt

vce

bē twēēn

o

vt

Adding Endings to Closed, Open, and VCE Syllables

Write a base word	What type of syllable is it? (C,O,VCE)	Choose a suffix (ending). ed, ing, s, es, ish, est, less, ment	Does the suffix begin with a vowel? ✓ X	Write the full word

like, big, tip, go, do, mine, swim, game

nonsense words: min, ko, tade

whale		meat
wail		key
pale		monkey
pail		donkey
beet		ney
beat		chimney
feet		medley
feat		pulley
meet		valley

Can a Donkey Play Hockey?

Sam lived a long way from the closest village, so he had no pals.

Sam did not have pals, but he did have a donkey and a monkey.

Sam loved his pets. They were excellent company.

When it got cold, there was ice on the lake by Sam's cabin.

"I want to play hockey," said Sam to his monkey.

"Will you play with me, Monkey?"

Monkey grabbed a cup of tea and went to sit by the fire.

"I will take that as a 'no,'" said Sam.

"I can't play hockey with just me," said Sam glumly.

"I need a team."

Sam watched his donkey eating in a pen beside the cabin.

"Maybe I can teach Donkey to play hockey," said Sam.

Sam rode Donkey to the lake and then got Donkey to step onto the ice.

Donkey slipped. He fell on Sam's hockey stick and snapped it.

Donkey kicked at Sam and ran back to his pen.

"I can't teach Donkey to play hockey," said Sam, "but maybe I can teach Monkey to play chess."

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 donkey and monkey will not play hockey.

The man on the ship will meet the pale male whale on the sea.

The dog will stay home and eat treats.