

LESSON PLAN

Student:	Lesson #86
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 the long vowel sound, I want you to touch your earlobe. If you hear a short vowel sound, keep your hands in your lap. Words: be, dog, sail, cue, mean, meet, get, blow, day, ram	
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,q,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	
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill	

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes	Notes
Equipment: index cards 1. Put all syllables on index cards. Place the cards in two columns with "Syllable #1" prefix cards in first column and "Syllable #2" base cards in the second column. Write meanings of prefixes on back of prefix index cards.	

un (means <i>not</i>)	float
a (means <i>without</i>)	load
sub (means <i>under</i>)	lead
mis (means <i>wrongly</i>)	way
re (means <i>again</i>)	play

2. Complete, the drill by asking the student to do the following things:
- a) read down all the Column #1 syllables first and then read the Column #2 syllables.
 - b) read across each row (the words will be nonsense words)
 - c) move around words in Column #2 to create real words (unload, afloat, subway, mislead, replay).
 - d) Ask student to use each word in a sentence

Review of Recent Rules and Concepts – 15 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: ing, exiting, misleading, ist, nonexistent

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: disagreeing (dis-a-gree-ment) the ‘a’ is schwaed, unknowingly (un-know-ing-ly), nobbishness (nob-bish-ness)

Topic: Using other suffixes such as ful, less, er, est, ment, ness, and y.

Materials: suffixes worksheet

Have the student work through the “Adding Suffixes (Endings)” sheet. The student will not have time to complete the whole sheet so let the student choose 1 or 2 word sums from each syllable type.

New Content/New Rule – 0 minutes

No new content. This is a review lesson.

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

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

Words: biggest, being, faded, careful, clueless

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: agree, disagree, disagreement, care, careful, carefully, carefulness, uncarefully, load, unload, unloaded, subway, replay, replayed, mislead, misleading, afloat, unpainful

Sentences – Oral Reading of Connected Text – 2 minutes

“Gold” story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: agree, disagree, afraid, unafraid, dismay	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: load, unload, low, below, read, reading, unreading	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: I am replaying the game in my mind. Do not mislead the witness. My sprained leg and is painful.	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none">- Review of 'ai,' 'ay,' 'ee,' 'ea' 'ey.' 'oa,' 'ow,' 'oe,' and 'ue' vowel teams- Adding suffixes and prefixes to closed, open, vce, and vowel team syllable types <u>Homework:</u> Practice sight words (reading and writing)	

un	float
a	load
sub	lead
mis	way
re	play

Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE
Vowel Team	VT

disagreement

unknowingly

nobbishness

Scooping Syllables Worksheet

dīs a grēē mēnt
c o vt c

ūn knōw īng lī
c vt c o

nōb bīsh nēss
c c c

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
mom	✓	✓	✓	mommy
gum, kind, win, wit hin, mup				

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, y	Answer
forget	✓	✓	✓	✗	forgetful
misfit, open, regret unvib					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
go, sly, fly 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
nice, pale, face, tame lome		

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 ful, less, er, est, ness, y	Answer
brain, play, key, snow reen		

agree	unload
disagree	unloaded
disagreement	subway
care	replay
careful	replayed
carefully	mislead
carefulness	misleading
uncarefully	afloat
load	unpainful

Gold

Why does a gold ring cost so much?

Is it expensive because there is not much gold on this planet?

That is not true at all.

The fact is it that there is a lot of gold on this planet.

The problem is that the gold is difficult to reach.

99% of the gold that exists, is deep beneath the surface the planet.

If we got all the gold up here, it would coat the entire surface of the planet in 1.5 feet of gold.

If we were all wading in gold, then gold would devalue.

That means that a gold ring would not cost much at all.

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 am replaying the game in my mind.

Do not mislead the witness.

My sprained leg is painful.