

LESSON PLAN

Student:	Lesson #76
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 picture comes 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: differently coloured blocks of uniform shape Word List: cat, gat, gate, rate, fate, fade, fad, fid, tid, rid	
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, 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	Add to card pack: ai, ay, ee, ey, ea, 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

Blending Card Drill – 2 minutes	Notes
Materials: letter cards Words: pan, pane, mane, main, rain, ray, way, tay, cay, clay	
Review of Recent Rules and Concepts – 8 minutes	
Topic: Pounding Syllables Equipment: hands	

Word List: sunray, rainy, remailing, maybe

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: remail (re-mail), paycheck (pay-check), fairytale (fair-y-tale)

Topic: adding suffix endings to vce syllable types

Materials: magnetic letter tiles

1. Ask student to take out rule card that contains the following information:
If a vce base ends with a silent e and the suffix starts with a vowel = drop the e on the root word
2. Place down letter tiles that spelling the word *face*. Ask the student to state the syllable type (vce) and to add the suffix 'ing' to the word (*facing*).
3. Change the suffix to 'less.' Ask the student to note if 'less' begins with a vowel. Tell the student that "drop the 'e' and add the suffix rule states that the suffix must begin with a vowel. For this reason, we just keep the 'e' and slam the ending on (faceless).
4. Have student work through the worksheet provided

Topic: Review of the vowel team (also called vowel digraph) syllable type

Materials: magnetic letter tiles,

1. Ask student to take out digraph rule card:
when vowels are together (side-by-side), first vowel = long and second vowel = 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. Read and model each step to show the difference between a closed, open, vowel-consonant-e, and vowel digraph syllable using letter cards
3. Put down tiles to spell *brain* and *ray*. Ask student where the 'ai' is found in each base (medial position). Ask student where the 'ay' is found in each base (final position).
4. Yes/no sort for syllable types:

Closed Syllable	Vowel-Consonant-e	Open Syllable	Vowel Digraphs
at, pen, sun	ate, joke, hide	me, hi	
less	male	be	mail
dog	whale	she	wail
bim	flume	lu	ray
tob	wime	wa	tain

Questions to ask student about vowel digraph syllables during sort

- How many vowels are in the syllable?
- Are the vowels right next to one another?
- What sound does the team make?
- What type of syllable is this?

New Content/New Rule – 8 minutes	
<p>Topic: Introduction to ‘ee’ vowel team (also called vowel digraph)</p> <p>Materials: magnetic letter tiles,</p> <p>1. Tell the student ‘ee’ is the new vowel team for today’s lesson.</p> <p>2. Use letter tiles to make words of previously learned syllable types and then add in the new vowel team (ee).</p> <p>met, me, mete (means ‘to measure’), meat, meet bet, be, beet red, re, reed</p>	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order</p> <p>Words: beet, feet, weed, sale, sail, say</p>	
Word List – Oral Reading of Isolated Words – 2 minutes	
<p>Word list: sale, sail, say, male, mail, may, feet, beet, seed, weed, reed, need, feel, week, heel, cheek, bleed, free</p>	
Sentences – Oral Reading of Connected Text – 2 minutes	
<p>“Zip the Bee” story</p>	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
<p>Word list: green, free, tale, tail</p>	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
<p>Word list: bee, been, need, feel</p>	
Connected Text – 5 minutes	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work:</p> <p>The bee played in the reeds all week.</p> <p>Can you say if a pig will feed on beets?</p> <p>I need to feel my feet in the sand this weekend.</p>	
Wrap-Up/Review – 2 minutes	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> - Definition of vowel teams (also called vowel digraphs) - Review of ‘ai’ ‘ay’ and ‘ee’ vowel teams <p><u>Homework:</u> Practice sight words (reading and writing)</p>	

Scooping Syllables Worksheet

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

remail

paycheck

fairytale

Scooping Syllables Worksheet

rē māīl
o vt

pāy chēck
vt c

fāir y tālē
vt o vce

Adding Endings to Closed, Open, and VCE syllables

Write a base word	What type of syllable is the base? (C, O, VCE)	Choose a suffix (an ending) ed, ing, ish, est, less, ment	Write the full word

tire, flip, code, go, tape, bump, face

nonsense words: wug, hape, ya

Closed <i>got, bet</i>	Open <i>go, be</i>	VCE <i>bike, rode</i>	Vowel Teams <i>goat, road</i>
less	male	be	mail
dog	whale	she	wail
bim	flume	lu	ray
tob	wime	wa	tain

sale		weed
sail		reed
say		need
male		feel
mail		week
may		heel
feet		cheek
beet		bleed
seed		free

Zip the Bee

A bee named Zip buzzed in long green reeds at the edge of a pond.

The sun was shining. It was a lovely day.

Zip was collecting pollen from the lily pads in the reeds.

The reeds hid Zip from the ravens, which liked to feed on bees.

The problem was that the biggest lily pads were not in the reeds.

The biggest lily pads were out in the open, in the deep water.

Zip stared at the big lily pads with longing.

“If I could get pollen from a big lily pad, I could get all I need from just one plant.”

“Mom, said that I must stay in the reeds where it is safe.”

“But it is not much of a risk since I will not be in the open for long.”

Zip dashed out of the reeds and landed on a big lily pad in the open.

“I did it!” he cried. “I will get so much pollen.”

“Screech!” A black shape was flying at a fast speed, coming at Zip.

It was a raven.

“Move!” cried Zip’s brain. “Freeze!” cried his legs.

Zip stayed still until the last possible second.

As he felt the wind from raven’s wings, he jumped to the side.

The raven missed him and splashed in the water.

Zip dashed back into the reeds where it was safe. “Small lily pads are best kind of lily pads,” Zip decided.

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 bee played in the reeds all week.

Can you say if a pig will feed on beets?

I need to feel my feet in the sand this weekend.