

LESSON PLAN

Student:	Lesson #73
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: mat, ma, mate, late, lote, lo, lot, lod	
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 (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

Syllable Card Drill – 2 minutes	Notes
1. Put syllables on index cards. Place the cards in three columns with “Syllable #1” cards in first column, “Syllable #2” cards in the second column, and “Syllable #3” cards in third. Complete, the drill by asking the student to do the following things: a) read down the columns (from left to right) b) read across each row (the words will be nonsense words)	

- c) move syllables in column #2 around but leave the other two columns alone, to create real words (disruptive, collective, attractive, productive, reflective)
 d) discuss meaning of each word and ask student to use each word in a sentence.

dis	duc	tive
pro	rup	tive
at	lec	tive
col	trac	tive
re	flec	tive

Review of Recent Rules and Concepts – 8 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: collect, tive, positive, reflective,

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: adoptive (a-dop-tive) the 'a' is schwaed in the word adoptive, reflective (re-flec-tive), creative (cre-a tive)

Topic: The Doubling Rule in two or more syllable words

Materials: magnetic letter tiles

Ask student to take out rule card for 2 + 1 + 1

Rule: When suffixes are added to a base or root word that ends in a closed syllable, the 2 + 1 + 1 rule is applied. In the 2 + 1 + 1 rule the following questions are asked prior to adding a suffix:

- Is the word a two (or more) syllable word?
- Does the word end in one consonant after one short vowel?
- Is the accent on the final syllable?
- Does the suffix begin with a vowel?

*NOTE: if all 4 questions are answered with a "yes," the final consonant is doubled prior to adding the suffix.

Ask the student to use letter tiles to put together these words of more than one syllable: beginning, excelling, happening, visiting

New Content/New Rule – 8 minutes

Topic: adding suffix 'ed' to vce words

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

<ol style="list-style-type: none"> 2. Place down letter tiles that spelling the word dim. Ask the student to state the syllable type (closed) and to add the suffix 'ed' to the word (dimmed). 3. Place down letter tiles that spelling the word time. Ask the student to state the syllable type (vce) and to add the suffix 'ed' to the word (dimed). 4. Tell the student that the 1:1:1 rule shows us that we need to read the vowel in the base with its short sound, it lets us know that the base was dim. In <i>dimed</i>, there is no doubling, so we know that the base word was <i>time</i>. 5. Ask the student to use letter tiles to prove this rule by spelling <i>canned</i> and <i>caned</i>. 	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: visited, hoped, hopped, traded, tradded, faked	
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: beginning, excelling, happening, visiting, admitted, timed, timmed, gammed, gamed, finned, fined, fumbed, fumed, stimulate, stimulated, reflected, reflective	
Sentences – Oral Reading of Connected Text – 2 minutes	
“The Case of the Missing Cat” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: striped, stripped, cline, decline, declined, declining	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: bake, baked, home, homed, note, noted	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: When I timed the race, I made a mistake. The case of the missing cat did not get solved yet. When the kids passed notes, it disrupted the class.	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> - Adding suffixes 'ing' and 'ed' to vce words <u>Homework:</u> Practice sight words (reading and writing)	

dis	duc	tive
pro	rup	tive
at	lec	tive
col	trac	tive
re	flec	tive

Scooping Syllables Worksheet

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

adoptive

reflective

creative

Scooping Syllables Worksheet

à döp tìvè
o c vce

rè flēc tìvè
o c vce

crè a tìvè
o o vce

beginning	finned
excelling	fined
happening	fummed
visiting	fumed
admitted	stimulate
timed	stimulated
timmed	reflected
gamed	reflective
gammed	active

The Case of the Missing Cat

Brad was sitting in his math class.

A kid behind him passed him a note.

The note said, "Are you a detective?"

Brad wrote, "Yes." He passed the note back.

The kid behind him passed him a second note.

The note said, "My cat is lost. Can you find him?"

Brad wrote, "I can try." He passed the note back.

When the class ended, Brad spoke to the kid.

"When did you last see your cat?"

The kid said, "He went out just before my bedtime. He did not come back this morning."

Brad said, "That is not a long time to be lost."

The kid said, "Yes, it is. He is always back in the morning."

Brad said, "Did you make an ad about him?"

The kid said, "No. That will not help."

"Why?"

"My cat can't read."

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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When I timed the race, I made a mistake.

The case of the missing cat did not get solved yet.

When the kids passed notes, it disrupted the class.