

LESSON PLAN

Student:	Lesson #52
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: not, no, go, mo, me, be, bet, set, se, so	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 short 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
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

Syllable Card Drill – 2 minutes

Equipment: index cards

1. Write each syllable on an index card and place cards in rows (see below).

Syllables:

dog	in	ish
dim	mat	duct
mis	con	ic
pun	ish	ment
in	hab	it

2. Complete, the drill by asking the student to do the following things:

- a) read down each column
- b) read across each row (the words will often be nonsense words)
- c) ask the student to put syllables together to make read words. (dogmatic, diminish, misconduct, punishment, inhabit)
- d) discuss the meanings of the words and ask student to use each word in a sentence

Notes

Review of Recent Rules and Concepts – 7 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: punishment, ic, dog, dogmatic, hab, inhabit

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. Give the student the syllable division worksheet and let the student work through the sheet, giving guidance as needed.

Words to use: punishment (pun-ish-ment), ago (a-go), misconduct (mis-con-duct)

Topic: Schwa with 'a' of open syllable

Review the concept of schwa the student's rule card:

- makes a short vowel sound, but not the short vowel sound of the letter that appears in the word. In most words it will sound like a shot 'u'
 - It will be the vowel sound in an unstressed syllable in multisyllable words.
 - Symbol for schwa is upside down letter e
1. Put down syllable cards for 'amaze' and the schwa card. Put cards together, place the schwa over the letter 'a' -then read word (use Schwa Drill #1 from Lesson #50)
 2. Tell student that all the words will be ones in which the schwa happens on the letter 'a.' Ask student what sound the schwa 'a' will make (uh).
 3. 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)
 4. Words: amuse, a/maze, a/rose, a/mid, a/side, a/woke, a/line, a/go, a/live, a/long

Notes

New Content/New Rule – 8 minutes	
<p>Topic: Schwa with ‘i’ of open syllable</p> <ul style="list-style-type: none"> • Ask student to say the sound made when the letter ‘a’ is schwaed (uh) • Give the student a rule card for “Schwa on Different Vowels” • Tell student that when “i” gets schwaed, it makes the short i sound as in “itchy” • Schwa is in open syllables. Do vowels at the end of an open syllable sound short or long? (long). When they get “schwaed” they sound like short /i/ if the letter is an “i.” If the letter that gets schwaed is an ‘a’, what does it sound like? “uh” • Give out syllable cards for the following words: • sen/si/tive, dom/i/nate, com/pli/ment, du/pli/cate, im/pli/cate, es/ti/mate, cap/ti/vate, cul/ti/vate, mul/ti/ply • Student reads each syllable before putting the next card down, places schwa symbol on the correct syllable, and then reads the whole word 	Notes
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: amid, ago, compliment</p>	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
<p>Word list: amuse, amaze, arose, scuba, stanza, tundra, tuba, sensitive, dominate, compliment, duplicate, implicate, estimate, captivate, dogmatic, misconduct, punish, punishment</p>	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
<p>“Pat and Brad” story</p>	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
<p>Word list: optimistic, along</p>	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
<p>Word list: tuba, compliment</p>	Notes
Connected Text – 5 minutes	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work:</p> <ol style="list-style-type: none"> 1. Thanks for the compliment. 2. Ted will dominate at the rink. 3. I am optimistic that he will not be punished for his misconduct. 	Notes
Wrap-Up/Review – 2 minutes	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> - Schwa <p><u>Homework:</u> Practice sight words (reading and writing)</p>	Note

Instructions: Cut these cards out and use them for the drill.

dog	in	ish
dim	mat	duct
mis	con	ic
pun	ish	ment
in	hab	it

Scooping Syllables Worksheet

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

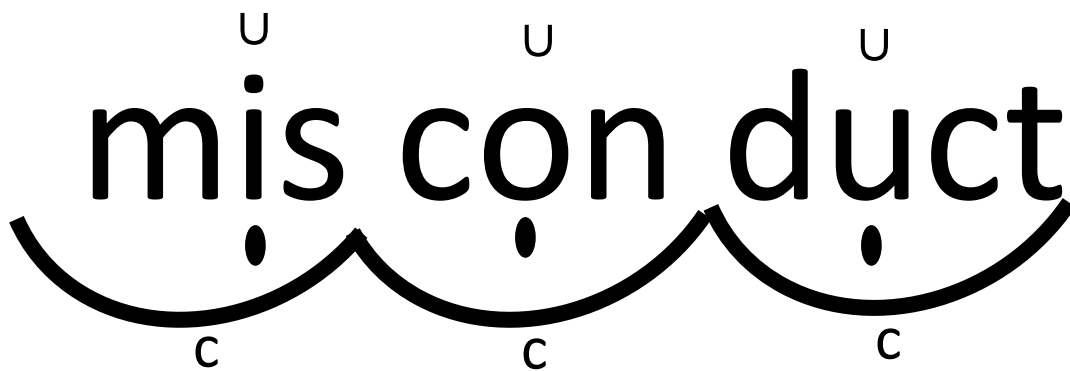
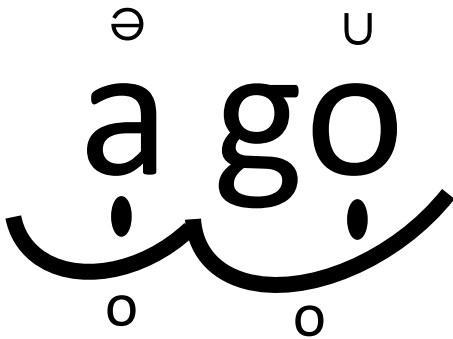
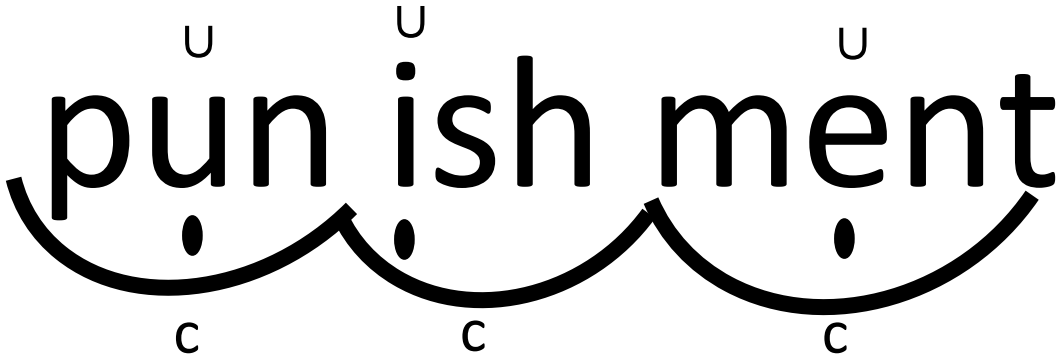
punishment

ago

misconduct

Scooping Syllables Worksheet

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



THE SCHWA

I usually say my name in open syllables, but when I feel lazy, I schwa my sound and say...



"Uh."

amid
sound of short u



"Uh."

kitchen
sound of short u



"Uh."

bottom
sound of short u



"Ih."

compliment
sound of short i

www.flyingcatacademy.com

sen	si	tive
dom	i	nate
com	pli	ment
du	pli	cate
im	pli	cate
es	ti	mate
cap	ti	vate
cul	ti	vate
mul	ti	ply

ə

amuse	compliment
amaze	duplicate
arose	implicate
scuba	estimate
stanza	captivate
tundra	dogmatic
tuba	misconduct
sensitive	punish
dominate	punishment

Pat and Brad

(Words that contain a schwa are underlined.)

Pat is a dog. Brad is a child.

Pat and Brad go to a pond to go fishing.

Pat and Brad think that fishing is fantastic.

Brad sits on the bank with his fishing rod.

Pat sits on the bank, watching the fish jump.

Pat is captivated by the fish.

Brad says, “I estimate that there are ten fish swimming in front of us. This is a fantastic spot to fish.

Pat thinks, “I cannot hold a fishing rod, but I can catch fish too!”

When Pat spots the next fish that jumps, he jumps into the pond and snatches at it.

Pat misses the fish.

“Pat!” yells Brad. “You just told the fish that we are here.”

Pat is sad. He was expecting a compliment for his fantastic fishing skills.

Brad pats Pat on the leg. “I will not catch a fish now. Let’s go snack on sandwiches.”

Pat thinks that the plan is fantastic. He is glad that he is getting sandwiches and not a punishment.

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.



["manipulation-4517078_1280"](#) by [janrye](#) is licensed under CC0.

Thanks for the compliment.

Ted will dominate at the rink.

I am optimistic that he will not
be punished for his
misconduct.