

LESSON PLAN

Student:	Lesson #54
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: sen, sent, bent, ben, bend, blend, slend, send, end	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, 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

Blending Card Drill – 2 minutes	
Equipment: paper letter cards Words: band, ban, ba, ca, ja, na, ta, va, ve, re, le, li, di, fi	Notes
Review of Recent Rules and Concepts – 7 minutes	
<p>Topic: Pounding Syllables Equipment: hands Word List: ba, ban, basic, re, rerun Instructions: Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.</p> <p>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: reclasping (re-clasp-ing), along (a-long), elephant (el-e-phant),</p> <p>Topic: Schwa with ‘i’ – same drill used in Lesson #52 1. Tell student that when “i” gets schwaed, it makes the short i sound as in “itchy” 2. Have the student read each syllable before putting the next card down, have the student put the schwa symbol on the correct syllable • 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</p> <p>Topic: Schwa with ‘e’ -same drill used in Lesson #53 1. Ask student what happens to the letter ‘e’ when it gets schwaed (uh) 2. Have the student read each syllable before putting the next card down, have the student put the schwa symbol on the correct syllable Words: problem, celebrate, elephant, item, event, prophet, kitchen</p>	Notes
New Content/New Rule – 8 minutes	
<p>Topic: Schwa with ‘o’ 3. Tell student that the letter ‘o’ says, “Uh” when it is schwaed. 4. Have the student read each syllable before putting the next card down, have the student put the schwa symbol on the correct syllable Words: bot/tom, cus/tom, ran/dom, wis/dom, les/son, but/ton</p> <p>Topic: Introduction to the Open Syllable 1. Explicitly introduce open syllable rule card: ○ a. an open syllable has one vowel ○ b. It is not followed by one or more consonants ○ c. The vowel is long 2. Show the difference between a closed and open syllable using letter cards (example word <got>) showing that the <o> cannot “run away” as it is being closed in by the <t>.</p>	Notes

<p>Remove the <t> and discuss how the <o> is now free to wander away. When it wanders away, it shouts its name so that its mom can find it.</p> <p>3. Practice proving the rule card together using letter cards for the following:</p>				
<table border="1"> <tr> <td> bet, be met, me not, no hit, hi </td> <td> Student will verbalize the difference between closed and open syllables. </td> </tr> </table>	bet, be met, me not, no hit, hi	Student will verbalize the difference between closed and open syllables.		
bet, be met, me not, no hit, hi	Student will verbalize the difference between closed and open syllables.			
<p>4. Yes/no sort for open syllable. Remember that student does not read the words, they just apply the rule and sort them.</p> <p>Words: pro, blink, deal, re, cha, zail, stuff, we</p> <p><u>Questions to ask student about open syllables during sort</u></p> <p>How many vowels are in the syllable?</p> <p>Is the vowel followed by one or more consonants within the syllable?</p> <p>If it has one vowel and is followed by one or more consonants, is the vowel sound short or long?</p>				
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes				
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order</p> <p>Word list: be, began, begun, ba, re</p>		Notes		
Word List – Oral Reading of Isolated Words – 2 minutes				
<p>Word list: amuse, tundra, dominate, compliment, estimate, captivate, elephant, go, be, me, re, refund, refit, he, ve, ja, ba, mo</p>		Notes		
Sentences – Oral Reading of Connected Text – 2 minutes				
<p>“The Golf Pro” story</p>				

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes		
<p>Word list: me, go, re, refund</p>		Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes		
<p>Word list: pro, no, pi</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"> Jen jumped up to be on the thick mat. No red fox or fat cat is a golf pro. Here is a big red milk truck for me. 		Notes
Wrap-Up/Review – 2 minutes		
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> Schwa Definition of open syllable <p><u>Homework:</u> Practice sight words (reading and writing)</p>		Note

Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə

reclasping

along

elephant

Scooping Syllables Worksheet

rē clāsp ing

o c c

The diagram shows the words 're clasp ing' with syllable scoops. The first syllable 're' has a schwa symbol (ə) above the 'e' and a dot below it. The second syllable 'clāsp' has a 'U' symbol above the 'a' and a dot below it. The third syllable 'ing' has a 'U' symbol above the 'i' and a dot below it. Below each syllable is a bracket indicating its scope, with the letters 'o', 'c', and 'c' centered under each bracket respectively.

a long

o c

The diagram shows the words 'a long' with syllable scoops. The first syllable 'a' has a schwa symbol (ə) above it and a dot below it. The second syllable 'long' has a 'U' symbol above the 'o' and a dot below it. Below each syllable is a bracket indicating its scope, with the letters 'o' and 'c' centered under each bracket respectively.

el e phant

c o c

The diagram shows the words 'el e phant' with syllable scoops. The first syllable 'el' has a 'U' symbol above the 'e' and a dot below it. The second syllable 'e' has a schwa symbol (ə) above it and a dot below it. The third syllable 'phant' has a 'U' symbol above the 'a' and a dot below it. Below each syllable is a bracket indicating its scope, with the letters 'c', 'o', and 'c' centered under each bracket respectively.

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

bot	tom	ə
cus	tom	
ran	dom	
wis	dom	
les	son	
but	ton	

OPEN SYLLABLE



Definition

When a syllable has
1 vowel
that is at the end of the word
then the vowel sound is long

no

cv

we

vc

me

cv

pro

ccv



YES	NO
pro	blink
re	deal
cha	zail
we	stuff

amuse	me
tundra	re
dominate	refund
compliment	refit
estimate	he
captivate	ve
elephant	ja
go	ba
be	mo

The Golf Pro

A red fox called Nox and a fat cat called Matt were pals.

“What do you want to be when you are big, Matt?” asked Nox.

Matt grinned and patted his leg. “I am big.”

“Not big as in *fat*. What do you want to be when you are old?”

Matt said, “I want to be fatter.”

Nox said, “That is not an epic plan, Matt.”

Matt shrugged, “A small plan can be the best plan.”

Nox said, “I want to be a golf pro.”

“That is an epic plan,” said Matt.

Nox got his golf clubs and balls. “Watch me swing,” he told Matt.

Nox hit the ball. It smashed into a van. Crash, went the glass.

Matt said, “Do you want to be a golf pro or a vandal?”

Nox said, “I think that I am both.”

Matt said, “That was a fantastic swing, but the van is trashed.”

Nox nodded. “Let’s go. I think that I want to be a runner.”

Instructions

Do not show these pictures until AFTER the student reads the story. If you show them before, you are teaching the student to guess at words based on the pictures. We want to teach the student to use decoding skills.



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[“cat-6843170_1280”](#) by [ivabalk](#) is licensed under CC0.

Jen jumped up to be on the
thick mat.

No red fox or fat cat is a golf
pro.

Here is a big red milk truck for
me.