## **LESSON PLAN**

| Student:              | Lesson #66 |
|-----------------------|------------|
| 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 is 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: be, bi, bin, min, win, twin, twen, tren, trend  |       |
| 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, 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 |       |
| 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  |       |
|--|-------|
| Equipment: index cards  1. Put all syllables on index cards. Place the cards in three columns with "Syllable #1" cards in first column, "Syllable #2" cards in the second, and "Syllable #3" in the third.  Complete, the drill by asking the student to do the following things:  a) read down each column and then read across each row (will be nonsense words)  b) move cards to create real words (heroic, refunding, musical, projecting, piloting).  c) discuss word meanings and ask student to use each word in a sentence. | Notes |

| he  | sic  | ic      |  |
|-----|------|---------|--|
| re  | ro   |         |  |
|     |      | al<br>: |  |
| mu  | fund | ing .   |  |
| pro | lot  | ing     |  |
| pi  | ject | ing     |  |

#### Review of Recent Rules and Concepts – 8 minutes

#### **Topic: Pounding Syllables**

Equipment: hands

Word List: ject, injecting, piloting, ro, heroic

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: opening (o-pen-ing), submitted (sub-mit-ted), musical (mu-sic-al)

#### Topic: Schwa in Open Syllables

- 1. Ask student to take out schwa rule card and review the following ideas:
  - Unexpected vowel sound. 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
- Remind student that the schwa can sometimes make the short /i/ sound Words: compliment, multiply, optimist, condiment (don't scramble the cards)
- 3. Have student read each syllable, read the whole word, and then identify the schwa.

#### New Content/New Rule – 8 minutes

#### Topic: Introduction to vowel-consonant-e syllable type

Equipment: magnetic letter tiles and index cards

- 1. Explicitly introduce vowel-consonant-e syllable by handing out rule card:
  - a. has 1 vowel, followed by 1 consonant, following by the letter 'e'
  - b. the first vowel is long and the final 'e' is silent
- 2. Use magnetic letter tiles to show the difference between a closed and open syllable using letter cards (example word *mat*) showing that the 'a' cannot "run away" as it is being closed in by the 't.' Remove the 't' and discuss how the 'a' is now free. It can shout its name. There are other ways that the vowel can say its name if it is not a closed syllable. We are going to learn about one of them today. Put the 't' back so that the word spells "mat."

Add and 'e' to the end of "mat." Tell the student that 'e' has no time to talk to us. He has work to do. His job is to remind vowels that when he is at the end of the word, they can say their name. In a voice so small that only the 'a' can hear, 'e' whispers, "Say your name!" Ask student to read the word, "mate."

3. Practice proving the rule card together using magnetic letter tiles for the following:

| no-not-note | Student will verbalize the difference between  |
|-------------|--|
| hi-hid-hide | open, closed, and consonant-vowel-e syllables. |

4. Use index cards for Yes/no sort for closed, VCE and open syllables:

| Closed Syllable | Vowel-Consonant-e | Open Syllable |
|-----------------|-------------------|---------------|
| am, sun         | ate, joke, hide   | me, hi        |
| at              | ate               | a             |
| ic              | ice               | 1             |
| pet             | Pete              | pe            |
| hom             | home              | ho            |
| fum             | fume              | fu            |

#### Questions to ask student about open syllables during sort:

How many vowels are in the syllable? Are the vowels right next to one another?

Is there a vowel followed by a consonant, followed by 'e'?

What sound does the 'e' make? What type of syllable is this?

#### Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

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

Word list: ate, late, slate, mine, cute, note

#### Word List – Oral Reading of Isolated Words – 2 minutes

Homework: Practice sight words (reading and writing)

Words: mat, ma, mate, cut, cu, cute, hike, bike, gate, poke, fade, lane, line, joke, home, time, slim, slime

#### Sentences – Oral Reading of Connected Text – 2 minutes

"Pete and the Pup" story

#### **Section 3: Writing**

| Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes   |  |
|--|--|
| Word list: fly, flies, hat, hate, bit, bite  |  |
| Finger Tapping/Tracing/Writing – individual words – 2 minutes  |  |
| Word list: kit, kite, fade, fade, cut, cute  |  |
| Connected Text – 5 minutes   |  |
| Ask the student to write the following dictated sentences. Use CHOPS to check work: She rides a fantastic red bike to the game. A puppy is tame and cute. The long thick snake makes me quake. |  |
| Wrap-Up/Review – 2 minutes   |  |
| Student uses multisensory tools to summarize key concepts.  - Definition of v-c-e syllable type  |  |

| he  | sic  | ic  |
|-----|------|-----|
| re  | ro   | al  |
| mu  | fund | ing |
| pro | lot  | ing |
| pi  | ject | ing |

## **Scooping Syllables Worksheet**

| Closed   | С |
|----------|---|
| Syllable |   |
| Open     | 0 |
| Syllable |   |
| Schwa    | Э |
| ·        |   |

# opening

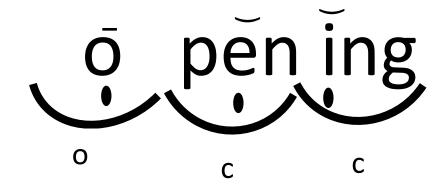
## submitted

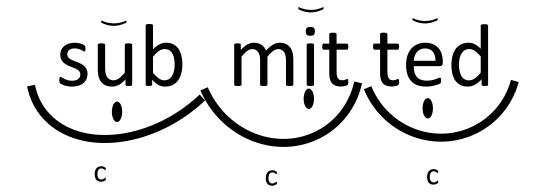
## musical

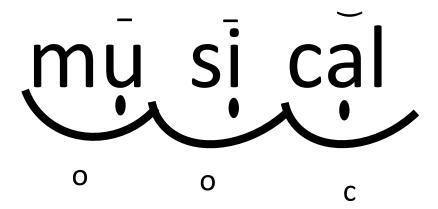
Teacher's Answer Key for Syllabication Worksheet

### **Scooping Syllables Worksheet**

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







| com | pli | ment |
|-----|-----|------|
| mul | ti  | ply  |
| ор  | ti  | mist |
| con | di  | ment |

| Closed Syllable am, sun | Vowel- Consonant-e joke, hide | Open Syllable me, hi |
|-------------------------|-------------------------------|----------------------|
| at                      | ate                           | а                    |
| ic                      | ice                           | i                    |
| pet                     | Pete                          | pe                   |
| hom                     | home                          | ho                   |
| fum                     | fume                          | fu                   |

| mat  | poke  |
|------|-------|
| ma   | fade  |
| mate | lane  |
| cut  | line  |
| cu   | joke  |
| cute | home  |
| hike | time  |
| bike | slim  |
| gate | slime |

## Pete and the Pup

Pete is a talented kid.

Pete does jumps and tricks on his bike.

When he gets big, Pete wants to get riches and fame for his bike talents.

At this time, Pete's one fan is a black puppy.

Pete rides past the puppy when he is doing his bike tricks.

When the puppy spots Pete, he runs up to the gate and yips.

Pete thinks, "That pup is so cute."

Pete stops. "Hi, Pup. Do you like my tricks?"

"Yip!" says the pup.

"Is 'yip' the same as 'yes'?" asks Pete.

Pete gets off his bike and goes to the gate.

When he bends over the gate to pet the puppy, the pup thinks, "I can use him to help me escape this place."

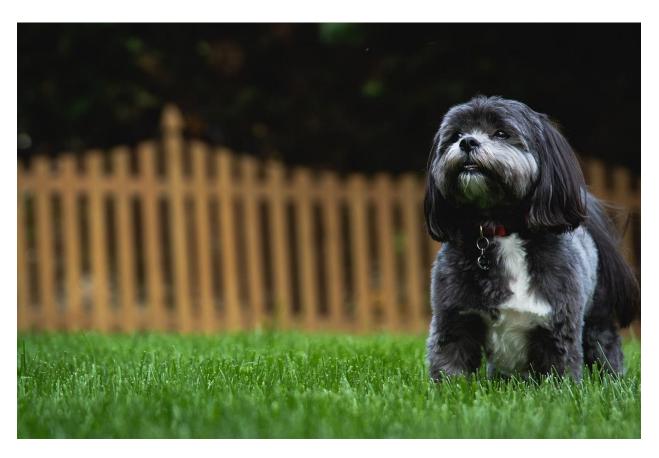
The puppy jumps on Pete's bent back, springs off it, and lands on the other side of the gate.

Pete is impressed. "That was a fantastic trick, Pup."

"Yip," says the puppy.

#### <u>Instructions</u>

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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Lesson 66: Connected Text for Writing

She rides a fantastic red bike to the game.

A puppy is tame and cute.

The long thick snake makes me quake.