

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	Notes
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.	

he	sic	ic
re	ro	al
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

2. 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 hi-hid-hide	Student will verbalize the difference between open, closed, and consonant-vowel-e syllables.	
4. Use index cards for Yes/no sort for closed, VCE and open syllables:		
Closed Syllable am, sun	Vowel-Consonant-e ate, joke, hide	Open Syllable me, hi
at	ate	a
ic	ice	i
pet	Pete	pe
hom	home	ho
fum	fume	fu
<u>Questions to ask student about open syllables during sort:</u>		
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		
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	
<u>Homework:</u> Practice sight words (reading and writing)	

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

Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə

opening

submitted

musical

Teacher's Answer Key for Syllabication Worksheet

Scooping Syllables Worksheet

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

ō pēn ĭng
o c c

sūb mīt tēd
c c c

mū sī cāl
o o c

com	pli	ment
mul	ti	ply
op	ti	mist
con	di	ment

ə

Closed Syllable am, sun	Vowel- Consonant-e joke, hide	Open Syllable me, hi
at	ate	a
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.

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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She rides a fantastic red bike to the game.

A puppy is tame and cute.

The long thick snake makes me quake.