

# LESSON PLAN

Student:	Lesson #74
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: fum, fume, flume, plume, plum, blum, slum, sum	
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 and “Syllable #2” cards in the second column, and “Syllable #3” in third. Complete, the drill by asking the student to do the following things: a) read down all the columns b) read across each row (the words will be nonsense words)	

- c) move syllables to create real words (stimulate, regulate, impolite contemplate, compensate)  
 d) discuss meaning of each word and ask student to use each word in a sentence.

stim	pol	late
reg	pen	sate
com	u	ite
im	u	plate
con	tem	late

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

**Topic: Pounding Syllables**

Equipment: hands

Word List: impolite, ite, tem, contem, contemplating

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: stimulating (stim-u-lat-ing), contemplated (con-tem-plat-ed), pensate (pen-sate)

**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: piloted, admitted, visited

**New Content/New Rule – 8 minutes**

**Topic: adding suffix endings that start with a consonant 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

2. Place down letter tiles that spelling the word like. Ask the student to state the syllable type (vce) and to add the suffix ‘ing’ to the word (liking).

3. Change the suffix to 'ness.' Ask the student to note if 'ness' begins with a vowel. Tell the student that "drop the 'e' and add the suffix rule states that the suffix must begin with a vowel. For this reason, we just keep the 'e' and slam the ending on (likeness).	
4. Have student work through the worksheet provided	
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: roped, ropped, tasting, tasteless, cared, careless, carrying	
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Word list: roped, ropped, tasting, tasteless, cared, careless, carrying, timed, timed, timeless, timely, liking, likeness, likely, creative, stimulate, regulate, impolite contemplate, compensate	
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
"The Game" story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: timed, timeless, timely, liking, likeness, likely	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: note, noted, home, homing, homeless	
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: The student was careless on his math test. When he tasted the drink, he noted that it was tasteless. It is likely that she will contemplate the plan.	
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. - Adding suffixes of all types to vce words <u>Homework:</u> Practice sight words (reading and writing)	

<b>stim</b>	<b>pol</b>	<b>late</b>
<b>reg</b>	<b>pen</b>	<b>sate</b>
<b>com</b>	<b>u</b>	<b>ite</b>
<b>im</b>	<b>u</b>	<b>plate</b>
<b>con</b>	<b>tem</b>	<b>late</b>

<b>pi</b>	<b>lot</b>	
<b>ad</b>	<b>mit</b>	
<b>vis</b>	<b>it</b>	
		<b>ed</b>
		<b>t</b>

## Scooping Syllables Worksheet

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

stimulating

contemplated

pensate

Scooping Syllables Worksheet

stīm ū latē<sup>x</sup>

c o vce

cōn tēm plāt ینگ

o c vce c

pēn sātē<sup>x</sup>

c vce

## Drop the 'e' and add the ending rule for vce words

Write a base word	Choose a suffix: ed, ing, ish, est, less, ment	Does the suffix begin with a vowel?	Write the full word

bake, make, take, save, like, taste, brave,

nonsense words: tate, hode, mide



<b>roped</b>	<b>liking</b>
<b>ropped</b>	<b>likeness</b>
<b>tasting</b>	<b>likely</b>
<b>cared</b>	<b>creative</b>
<b>careless</b>	<b>stimulate</b>
<b>caring</b>	<b>regulate</b>
<b>timed</b>	<b>impolite</b>
<b>timeless</b>	<b>contemplate</b>
<b>timely</b>	<b>compensate</b>

# Pass!

Tim skated down the ice with the puck.

Pete yelled, "Pass!"

Tim did not pass the puck.

Tim pulled the puck back as a kid swung a stick to snatch it.

Tim kept the puck and skated on.

Ben yelled, "Pass, Tim!"

Tim did not pass the puck.

Tim nutmegged a kid when she made a poke for the puck.

"Pass the puck, Tim," yelled the moms from the stands.

Tim did not pass the puck.

Tim wanted to be the one to take the shot.

He was so close.

It was just him and the kid in the net.

Tim did a slapshot.

He was trying to hit the top left side of the net.

The shot went wide. The clock went off. The game was done.

Tim's side lost by one.

Tim's pals were upset.

"Why did we lose, Tim?" asked Ben.

Tim shrugged. "We lost because I did not have time to take more shots."

### 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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The student was careless on his math test.

When he tasted the drink, he noted that it was tasteless.

It is likely that she will contemplate the plan.