

LESSON PLAN

Student:	Lesson #69
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: mat, mate, fate, fat, bat, bit, bite	
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 all 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. Complete, the drill by asking the student to do the following things: <ul style="list-style-type: none"> a) read down all the columns b) read across each row (the words will be nonsense words) 	

- c) move syllables to create real words (pancake, midlife, gravestone, campfire, fireman).
- d) discuss meaning of each word and ask student to use each word in a sentence.

pan	life
mid	stone
grave	cake
camp	man
fire	fire

Review of Recent Rules and Concepts – 8 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: unwise, crimewave, dis, disengage

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: crimewave (crime-wave), reframe (re-frame), disengage (dis-en-gage)

Topic: vowel-consonant-e syllable type

Equipment: letter tiles

1. Review the vowel-consonant-e syllable 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. Put down magnetic letter tiles spelled 'cod.' Ask student to change the word into an open syllable and then a vce syllable while retelling the syllable type stories.

3. Use letter tiles and do blending drill.

Words: give, gave, mave, pave, pate, rate, fate, phate, late, lote, note

Topic: 'e' stops 'v' from ending a word

Materials: letter tiles and index cards

1. Remind student that English words do not end in 'v', so the letter 'e' follows 'v' at the end of words. We say, "The 'e' goes at the end to keep the 'v' company since 'v' is nervous about falling off the end of the word. He is not as brave as 'e.'"
2. Remind the student that 'e' can sometimes do two jobs (keeping 'v' company and make the first vowel long in the vowel-consonant 'e' syllable type. Place down letter tiles to spell the word 'hive' as an example.
3. Do word sort with index cards to prove the rule.

'e' is doing 1 job	'e' is doing 2 jobs
1) Stopping the word from ending in 'v'	1) Make the other vowel long 2) Stopping the word from ending in 'v'
give	gave

have	hive	
solve	rave	
valve	mute	
New Content/New Rule – 8 minutes		
No new content. This is a review lesson.		
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes		
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: flame, race, spice, hire, tame, time		
Word List – Oral Reading of Isolated Words – 2 minutes		
Words: spike, trade, file, crime, drive, slide, shame, rage, joke, globe, ribe, rule, tape, rike, pancake, lifeline, fireman, campfire		
Sentences – Oral Reading of Connected Text – 2 minutes		
“The Cat Chat” story		

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes		
Word list: drove, mile, rope, frame, fume		
Finger Tapping/Tracing/Writing – individual words – 2 minutes		
Word list: cube, lane, grime, plane		
Connected Text – 5 minutes		
Ask the student to write the following dictated sentences. Use CHOPS to check work: You have to phone home. The fireman did not like the campfire. The pilot will fly to all continents on the globe.		
Wrap-Up/Review – 2 minutes		
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> - Definition of v-c-e syllable type - Jobs of ‘e’ when it follows ‘v’ in the vce word <u>Homework:</u> Practice sight words (reading and writing)		

pan	life
mid	stone
grave	cake
camp	man
fire	fire

Scooping Syllables Worksheet

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

crimewave

reframe

disengage

Scooping Syllables Worksheet

crīmē^x wāvē^x
vce vce

rē frāmē^x
o vce

dīs[˘] en[˘] gāgē^x
c c vce

'e' = 1 job 1. Stops the word from ending in 'v'	'e' = 2 jobs 1. Makes the other vowel long 2. Stops the word from ending in 'v'
give	gave
have	hive
solve	rave
valve	mute

spike		globe
trade		ribe
file		rule
crime		tape
drive		rike
slide		pancake
shame		lifeline
rage		fireman
joke		campfire

The Cat Chat

Two cats called, Buddy and Jake, like to sit on top of a fence and chat about life.

Jake says, “Humans are so wise. They can fly in space.”

Buddy shrugs. “Is that being wise? Why go to space at all? It is a big waste of time.”

Jake says, “Humans are kind. They give us lots of snacks.”

Buddy shrugs. “Is that being kind? When my human bakes a cake, she does not give me even a taste. She gives me this dry stuff from a bag. It tastes like stones.”

Jake says, “Humans are inventive. They make lots of useful things.”

Buddy shrugs. “Is that being inventive or wasteful? They fill up the planet with junk.”

Jake says, “Humans are strong. They can strike with nukes.”

Buddy shrugs. “Is that being strong? They run from me when I think I will scratch them.”

Just then, the Buddy’s kid calls, “Buddy! Time to get home.”

Buddy’s face shines with a grin. “It is Finn. He is my kid. I must go.”

Jake is confused. “You made me think that you don’t like humans.”

Buddy shrugs. “Humans are not wise, or kind, or inventive, or strong, but that human is mine and I love him.”

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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You have to phone home.

The fireman did not like the
campfire.

The pilot will fly to all
continents on the globe.