

# 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

<b>Sight Words – 5 minutes</b>	
Equipment: list of common sight words, instruction sheet, blank index cards, and marker Current sight words: New words added:	Notes
<b>Short Vowel Drill – 3 minutes</b>	
Equipment: keyword pictures and sentence. Discontinue drill when sounds are mastered.	Notes
<b>Phonemic Awareness Drill – 3 minutes</b>	
Equipment: differently coloured blocks of uniform shape Word List: sen, sent, bent, ben, bend, blend, slend, send, end	Notes
<b>Visual Drill – 2 minutes</b>	
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, 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
<b>Auditory Drill – 2 minutes</b>	
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><b>Topic: Pounding Syllables</b>            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><b>Topic: Syllabication</b>            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><b>Topic: Schwa with ‘i’ – same drill used in Lesson #52</b>            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><b>Topic: Schwa with ‘e’ -same drill used in Lesson #53</b>            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><b>Topic: Schwa with ‘o’</b>            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><b>Topic: Introduction to the Open Syllable</b>            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 &lt;got&gt;) showing that the &lt;o&gt; cannot “run away” as it is being closed in by the &lt;t&gt;.</p>	Notes

<p>Remove the &lt;t&gt; and discuss how the &lt;o&gt; 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" data-bbox="207 260 1284 417"> <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?          Is the vowel followed by one or more consonants within the syllable?          If it has one vowel and is followed by one or more consonants, is the vowel sound short or long?</p>				
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>				
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: be, began, begun, ba, re		Notes		
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>				
Word list: amuse, tundra, dominate, compliment, estimate, captivate, elephant, go, be, me, re, refund, refit, he, ve, ja, ba, mo		Notes		
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>				
“The Golf Pro” story				

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>		
Word list: me, go, re, refund		Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>		
Word list: pro, no, pi		Notes
<b>Connected Text – 5 minutes</b>		
Ask the student to write the following dictated sentences. Use CHOPS to check work: <ol style="list-style-type: none"> <li>Jen jumped down to be on the thick mat.</li> <li>No red fox or fat cat is a golf pro.</li> <li>Here is a big red milk truck for me.</li> </ol>		Notes
<b>Wrap-Up/Review – 2 minutes</b>		
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> <li>Schwa</li> <li>Definition of open syllable</li> </ul> <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

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

rē clasp ing

o c c

The word 're clasp ing' is shown with three syllables. The first syllable 'rē' has a long vowel 'ē' with a macron above it and a dot below it. The second syllable 'clasp' has a short vowel 'a' with a dot below it. The third syllable 'ing' has a short vowel 'i' with a dot below it. Curved lines scoop under each syllable. Below the scooped areas are the labels 'o', 'c', and 'c' respectively.

a long

o c

The word 'a long' is shown with two syllables. The first syllable 'a' has a short vowel 'a' with a dot below it. The second syllable 'long' has a long vowel 'o' with a macron above it and a dot below it. Curved lines scoop under each syllable. Below the scooped areas are the labels 'o' and 'c' respectively.

el e phant

c o c

The word 'el e phant' is shown with three syllables. The first syllable 'el' has a short vowel 'e' with a dot below it. The second syllable 'e' has a short vowel 'e' with a dot below it. The third syllable 'phant' has a long vowel 'a' with a macron above it and a dot below it. Curved lines scoop under each syllable. Below the scooped areas are the labels 'c', 'o', and 'c' respectively.

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

<b>bot</b>	<b>tom</b>	<b>ə</b>
<b>cus</b>	<b>tom</b>	
<b>ran</b>	<b>dom</b>	
<b>wis</b>	<b>dom</b>	
<b>les</b>	<b>son</b>	
<b>but</b>	<b>ton</b>	

# OPEN SYLLABLE



Definition

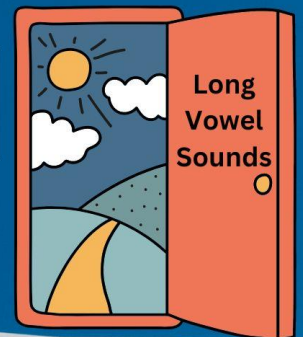
When a syllable has  
1 vowel  
that is at the end of the word  
then the vowel sound is long

no  
cv

we  
vc

me  
cv

pro  
ccv



<b>YES</b>	<b>NO</b>
<b>pro</b>	<b>blink</b>
<b>re</b>	<b>deal</b>
<b>cha</b>	<b>zail</b>
<b>we</b>	<b>stuff</b>



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

# 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.



[“fox-8318961\\_1280”](#) by [ambquinn](#) is licensed under CC0.



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

Jen jumped down 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.