

# LESSON PLAN

Student:	Lesson #97
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 pictures come 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: coloured tiles Words: sat, saw, haw, how, howl, hown, town, rown, frown	
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 vowel teams (also known as vowel digraphs): ai, ay, ee, ey, oa, oe, ow, ue vowel diphthongs: au, aw, oi, oy, oo, ou, ow (reminder: use blocking strategies and remove mastered sounds from pack)	<i>After</i> this lesson, add 'ie' card to the pack. From now on, the student will give both sounds (vowel team and vowel diphthong sounds).
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill	

## Section 2: New Content and Reading

Blending Drill – 2 minutes	Notes
Equipment: letter cards how, cow, clow, clown, lown, lawn, law, flaw, fraw, draw, raw, paw	
Review of Recent Rules and Concepts – 12 minutes	

**Topic: Pounding Syllables**

Equipment: hands

Word List: flawless, redrawing, loy, frowning

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: downside (down-side), clownishness (clown-ish-ness) regrouping (re-group-ing)

**Topic: Using suffixes with previously learned syllable types**

Materials: suffixes worksheet

Ask student to work on “Adding Suffixes (Endings)” sheet.

**Topic: Review the ‘ow’ vowel diphthong**

Materials: magnetic letter tiles and card sort from Lesson #96

1. Place down letter tiles to spell *ow*. Ask the student to say the two sounds of this vowel diphthong (as in *row* and *now*).

2. Ask the student how we know what sound ‘ow’ will make? Answer: ‘ow’ usually makes the same sound as /ou/ as in ‘out’ before ‘n’ or ‘l’. Ask student to read cards and do card sort.

‘ow’ as a vowel team	‘ow’ as a vowel diphthong
row, mow, flow, grow, low, bow*	owl, howl, fowl, down, town, bow*

**New Content/New Rule – 5 minutes**

**Topic: Introduction to the ‘ie’ vowel diphthong**

Materials: magnetic letter tiles

1. Place down letter tiles for ‘ie.’ Explain that ‘ie’ can be a vowel team and make the long i sound as in *pie*. Ask student to use tiles to make words: die, tie, lie, pie spies, flies, fries

2. Tell the student there is a second sound made by “ie.” When “ie” acts as a diphthong, it makes the long e sound as in *grief*. Use letter tiles to make some words that use the vowel team ‘ie’: chief, brief, grief, thief, relief, belief, field, shield, movie

4. Ask the student how we know what sound the ‘ie’ will make? When ‘ie’ makes the long ‘e’ sound in chief is followed by an ‘f.’

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

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

Words: lie, pie, fly, flies, brief, grief, thief, chief

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

Word list: die, tie, lie, pie, pie, spies, flies, fries, cries, dries, chief, brief, grief, thief, relief, belief, field, shield, movie

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

“The Spy and Thief” story

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: pie, tie, relief, belief	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: die, lie, chief, brief	
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. He cries when he feels grief. 2. When the pie flies, the thief uses a plate as a shield. 3. My chief belief is that we need to be helpful.	
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. - Sounds of 'au,' 'aw,' 'oi,' 'oy,' 'oo,' 'ou,' 'ow' and 'ie' (and patterns in placement) <u>Homework:</u> Practice sight words (reading and writing)	

## Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE
Vowel Team	VT
Vowel Diphthong	VD

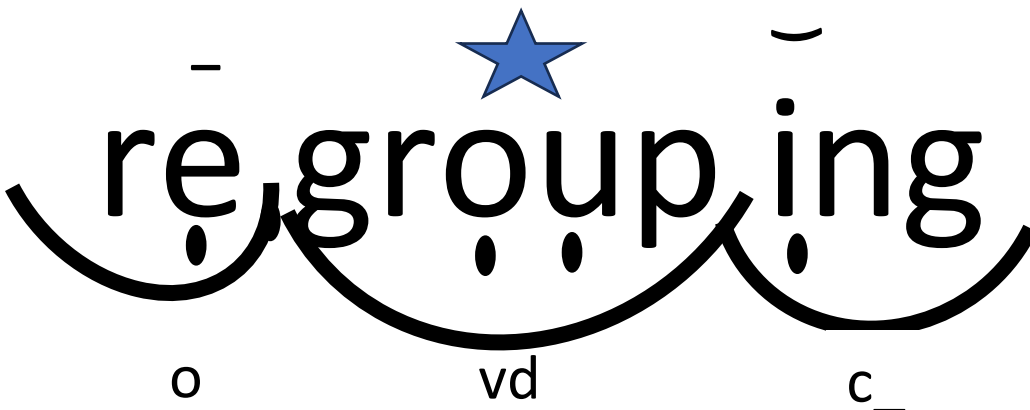
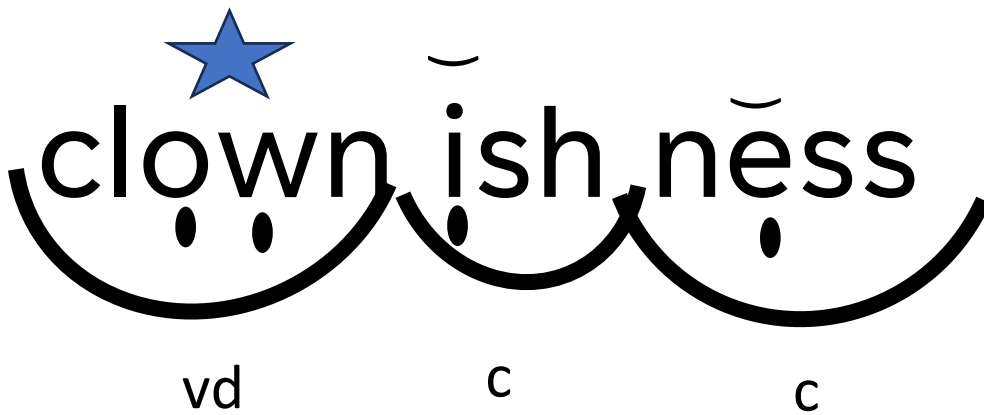
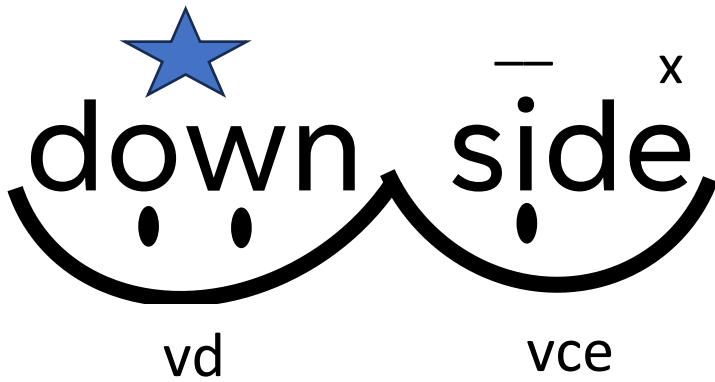
downside

clownishness

regrouping

Scooping Syllables Worksheet

Note: I have the student create their own symbol to use to identify the vowel diphthong syllable type. In this case, a star is being used.



## Adding Suffixes (Endings)

### **Closed Syllable = 1:1:1 rule**

1 syllable word	1 short vowel before the last consonant	only 1 consonant at end	ending starts with vowel: s, ing, ed, ful, less, er, est, ness, y	Answer
hop	✓	✓	✓	hopping
yap, pup, swim, end wim				

### **Closed Syllable = 2:1:1 rule**

2 or more syllables in word	1 short vowel in last syllable	Only one consonant at end	Accent is on last syllable	ending starts with vowel: s, ing, ed, ful, less, er, est, ness, ment, y	Answer
open	✓	✓	✗	✓	opened
regret, admit, visit inish					

### **Open Syllables: (change the y to an i and add the ending)**

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
go, dry, fly mo		

**Vowel Consonant Silent e (VCE):**

drop the e on the base and add the suffix if the suffix starts with a vowel

Note: when adding suffix y, you often drop the e, but not always – *dicey, hokey*)

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
lake, rake, time, fine lume		

**Vowel Teams**

Slam on the ending if the last letter in the base is any letter except 'e'

If the last 'e' in the base is an 'e,' then drop the 'e' and add the vowel ending.

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
float, row, seat, greet reet		

**Vowel Diphthongs**

Slam on the ending if the last letter in the base is any letter except 'e'

If the last 'e' in the base is an 'e,' drop the 'e' and add the vowel ending.

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
toil, draw, pout, ground, howl poon		

When it is a vowel diphthong, 'ie' can make the long e sound. This usually happens before 'f'.

<b>die</b>		<b>chief</b>
<b>tie</b>		<b>brief</b>
<b>lie</b>		<b>grief</b>
<b>pie</b>		<b>thief</b>
<b>spies</b>		<b>relief</b>
<b>flies</b>		<b>belief</b>
<b>fries</b>		<b>field</b>
<b>cries</b>		<b>shield</b>
<b>dries</b>		<b>movie</b>



# The Spy and Thief

A spy and a thief are standing in a kitchen.

The thief is holding a stolen ring.

The spy's job is to stop him.

The spy does not have a gun.

As I watch in astonishment, the spy tosses a pie at the thief.

The thief uses a plate as a shield.

The pie hits the plate and slides to the ground.

Next, the spy tosses fries at the thief.

The fries have no effect.

The thief cries, "You can't catch me!"

The thief begins to run, but slips on a hunk of pie on the ground.

The thief falls and knocks himself out.

The spy takes the ring and smiles.

I have a belief that this would not happen in real life.

Luckily, this was a movie.

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.



[“whipped-cream-814216\\_1280”](#) by [Ben Kerckx](#) is licensed under CC0.

He cries when he feels grief.

When the pie flies, the thief uses a plate as a shield.

My chief belief is that we need to be helpful.