LESSON PLAN

Student:	Lesson #62
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

Sight Words – 5 minutes	Notes
Equipment: list of common sight words, instruction sheet, blank index cards, and marker Current sight words: New words added:	
Short Vowel Drill – 3 minutes	
Equipment: keyword pictures and sentence. Discontinue drill when sounds are mastered	
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: ze, zu, lu, lut, let, le, lo, bo, bog	
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 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/ 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/	

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes

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 second column, and "Syllable 3" cards in third.

de	vel	ing
de	lot	lop
pi	lec	tron
e	pug	dent
re	pen	nant

2. Complete, the drill by asking the student to do the following things:
   a) read down syllables in each of the columns, starting with the column on the left.
   b) read across each row (the words will be nonsense words)
   c) move around words in Column #2 to create real words (dependent, develop, piloting, electron, repugnant).
   d) discuss meaning of each word and ask student to use each word in a sentence.

Notes

Review of Recent Rules and Concepts – 8 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: re, repugnant, devel, development

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: dependent (de-pen-dent), redevelop (re-de-vel-op), rehopping (re-hop-ping)

Topic: "y: as a vowel

Materials: magnetic letter tiles for song and index cards for word sort

1. Ask student to take out 'y' rule card:
   - 'y' will be a vowel when it is anywhere in the word other than the first letter
   - 'y' at the end of a syllable base/root words will make the long /i/ sound
   - 'y' at the end of a two or more syllable word will make the long /e/ sound

Have student do sorting drill to prove the rule by sorting words into these categories:

Y is a consonant	Y makes short I sound	Y makes the long I sound	Y makes the long E sound
yet	gym	sky	navy
yip	Fynn	try	hazy
yub	lym	by	dizzy
yem	ryn	my	nanny

Topic: adding suffixes to closed syllables – 's' 'es' 'ed' and 'ing'

1. Review the concept of the closed syllable doubling rule 1:1:1 by putting down three index cards upon which are written the following words: ship, spot, skip
   Ask the student:
   a. How many syllables does each word have?
   b. What is at the end of each word?
   c. What is before the consonant?
2. Add index cards with suffix 'ed' to make word sum: ship + ed = shipped
3. Ask the student to use the rule to explain what happened (when adding a suffix that beginning with a vowel, you double the last consonant in 1:1:1 words)
4. Make the word sum: ship + ment = shipment
5. Ask the student to use the rule to explain what happened (the ending does not start with a vowel so there is no doubling).
6. Have the student use bases and suffixes to make word sums and ask that to talk through the rule while they do it.

New Content/New Rule – 8 minutes

Topic: adding suffixes to open syllables – 's' 'es' 'ed' and 'ing'

Introduce the concept of adding suffixes to open syllables by saying that the 1:1:1 rule only applies to closed syllables. Each syllable type has its own rules for adding suffixes.
Hand out rule card for adding suffixes to open syllables

- Instead of 's' add es or use a new word
- Instead of 'ed' use a new word
- Slam on 'ing'

base	use 'es' or make new word	'ed' (don't use it)	'ing'
go	goes	gone	going
do	does	done	doing
be	am, are	was, were	being

Use magnetic letter tiles and have the student use bases and suffixes to make word sums and ask that to talk through the rule while they do it.
Words: go, do, be

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order
Word list: done, gone, going, doing, swimming

Word List – Oral Reading of Isolated Words – 2 minutes

Words: compliment, ago, optimistic, tiny, shipped, brimmed, spotted, frat, fratted, go, goes, gone, going, do, does, doing, be, was

Sentences – Oral Reading of Connected Text – 2 minutes

"Tim at Bat" story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: go, goes, going, gone, be was, am, are, were	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: hazy, fly, go, going, be, being	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. He was going to be petting the dog. 2. Tim wished that he was not doing the batting. 3. Does the cat have to be napping on top of van?	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - 'y' as a vowel - Adding suffixes to open syllables <u>Homework:</u> Practice sight words (reading and writing)	

de	vel	ing
de	lot	lop
pi	lec	tron
e	pug	dent
re	pen	nant

Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə

dependent

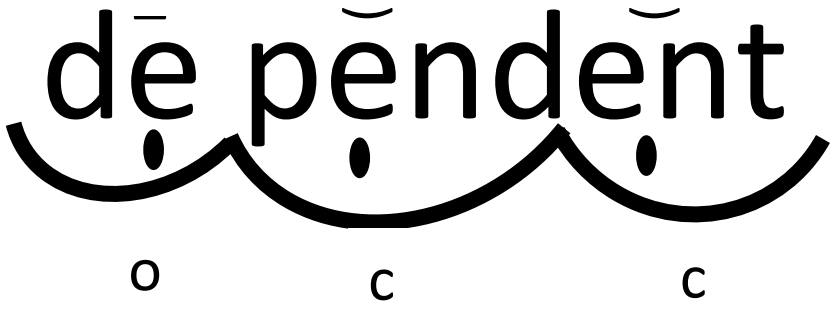
redevelop

rehopping

Teacher's Answer Key for Syllabication Worksheet

Scooping Syllables Worksheet

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



o c c



o o c c



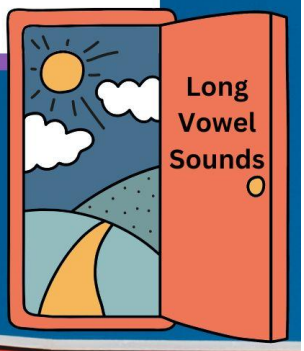
o c c

y = consonant	y = short i	y = long i	y = long e
yet	gym	sky	navy
yip	Fynn	try	hazy
yub	lym	by	dizzy
yem	ryn	my	nanny

ADDING SUFFIXES TO OPEN SYLLABLES

Base	Use 'es' or makes new word	For past, just make new word	For 'ing,' just slam it on
go	goes	gone	going
do	does	done	doing
be	am,are	was,were	being





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compliment		go
ago		goes
optimistic		gone
tiny		going
shipped		do
brimmed		does
spotted		doing
frat		be
fratted		was

Tim at Bat

Tim was up at bat.
Tim was not fantastic at catching or batting, or even running.
He wished that this was chess. Tim was fantastic at chess.
The pitcher called, “This kid cannot get a hit.”
Tim’s mom and dad were in the stands watching.
Tim’s mom called, “You can do it, Tim.”
Tim said to himself, “She is wrong.”
Tim’s pals were on the bench watching.
They called, “You can do it, Tim.”
Tim said to himself, “They are wrong.”
The pitcher called, “This kid cannot hit.”
Tim said to himself, “I cannot do this. I cannot hit the ball. What can I do?”
The pitcher let the pitch fly.
Tim watched the ball zipping at him.
Tim got an odd idea.
Tim did not swing.
Tim let the ball hit him.
When a ball hits the batter, the batter gets to go.
Tim trotted past the pitcher and grinned.
The pitcher shrugged. “Since you can’t hit the ball, that was not a bad plan.”

Picture

for Connected Text for Reading Section

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 pictures. We want to teach students to use decoding skills.



He was going to be petting the dog.

Tim wished that he was not doing the batting.

Does the cat have to be napping on top of van?