

LESSON PLAN

Student:	Lesson #81
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: none 1. Say, "I'm going to say some words. If you hear long /o/ in a word, I want you to touch your earlobe. If you don't hear the long /o/, keep your hands in your lap. Words: show, spot, doe, foe, coat, cot, row, coast	
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 (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

Blending Card Drill and Syllable Card Drill – 2 minutes	Notes
Blending Drill Equipment: letter cards Words: rod, road, load, loan, low, slow, show, hoe, doe, foe, toe	

Syllable Card Drill Equipment: index cards

1. Put all syllables on index cards. Place the cards in two columns with "Syllable #1" cards in first column and "Syllable #2" cards in the second column.

rail	nut
snow	ray
pea	road
sail	man
rain	boat
sun	bow

2. Complete, the drill by asking the student to do the following things:

- read down all the Column #1 words first and then read the Column #2 words.
- read across each row (the words will be nonsense words)
- move around words in Column #2 to create real compound words (railroad, snowman, peanut, rainbow, sunray, sailboat).
- discuss word meanings and ask student to use words in sentences

Review of Recent Rules and Concepts – 8 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: roadside, ish, sunfish, biting, unimpactful

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: daydream (day-dream), degree (de-gree) ainbow (ain-bow)

Topic: adding suffix endings to closed, opening, and vce syllable types

Materials: worksheet

1. Have student make word sums by adding bases and suffixes on the sheet provided

Topic: Review of the vowel team (also called vowel digraph) syllable type

Materials: magnetic letter tiles, rule card

1. Ask student to take out digraph rule card:

when vowels are side-by-side, the first vowel is long and second vowel is silent

"When 2 vowels go walking the first 1 does the talking."

Discuss with student that this is not true for all vowel combinations, but it is true for the ones that we will be studying during the digraph vowel syllable section.

2. Ask student to explain the different syllable types being used in the following words:

rod (closed), ro (open), rode (vowel-consonant-e), road (vowel team), row (vowel team)

Topic: 'ee' and 'ea' vowel teams (also called vowel digraph)

Materials: 'ea' and 'ee' flash cards

<p>1. Remind the student the most common way to write the long /e/ sound as a vowel team is 'ee.' 'Ea' is the second most common.</p> <p>2. Ask the student to take out the index cards with words (and some pictures) for 'ee' and 'ea' words that they made in a previous lesson for the following words: heel, heal; reed, read; peek, peak; beet, beat; week, weak; meet, meat; feet, feat; heel, heal.</p> <p>3. Shuffle the deck. Lay out a card and ask the student to put the word into a story. If the student has trouble remembering the meaning of the word, have the student draw a picture on the card to show the meaning of the word. Keep flipping cards and having the student continue with the story until they get stuck or say it is done.</p> <p>Topic: Card Choice Drill for 'oa,' 'oe,' and 'ow' vowel teams (also called vowel digraph) Materials: index cards, chart</p> <p>1. Review the 'oa,' 'oe,' and 'ow' vowel teams by telling the student that there are three vowel teams that make the long /o/ sound. . 'Oa' is almost always used in the middle of words. 'Ow' and 'oe' are almost always found at the end of words. Ask the student to tell the story that we say to remember the words that use 'oe:' "The doe hit her foe on the toe. The foe welt woe."</p> <p>3. Using words written on cards (cards provided on page 9 this lesson) and three new cards with the following headers: oa, ow, oe. Place the heading (oa, ow, oe) cards on the table. The teacher reads the words on the cards out loud. The student points to the correct heading (oa, ow, oe) card to match the word.</p>	
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 Words: flow, float, low, loaf, hoe Nonsense words: dow, doad	
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: pay, paid, lay, laid, tree, meat, meet, grow, show, flow, know, bow, crow, row, float, loan, toe, doe	
Sentences – Oral Reading of Connected Text – 2 minutes	
"Bill in the Rowboat" story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: woe, foam, row, boat, coat	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: feet, feat, lay, laid, doe, mow, road	
Connected Text – 5 minutes	

<p>Ask the student to write the following dictated sentences. Use CHOPS to check work: I drove on the road until it came to an end. The man felt woe when he hit his toe. Bill will row the boat to land.</p>	
Wrap-Up/Review – 2 minutes	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> - Definition of vowel teams (also called vowel digraphs) - Review of ‘ai,’ ‘ay,’ ‘ee,’ ‘ea,’ ‘ey,’ ‘oa,’ ‘ow,’ and ‘oe’ vowel teams <p><u>Homework:</u> Practice sight words (reading and writing), play ‘ee’ and ‘ea’ story card game, and use flashcards to practice ‘oa,’ ‘ow,’ and ‘oe’ words.</p>	

rail	nut
snow	ray
pea	road
sail	man
rain	boat
sun	bow

Scooping Syllables Worksheet

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

daydream

degree

rainbow

Scooping Syllables Worksheet



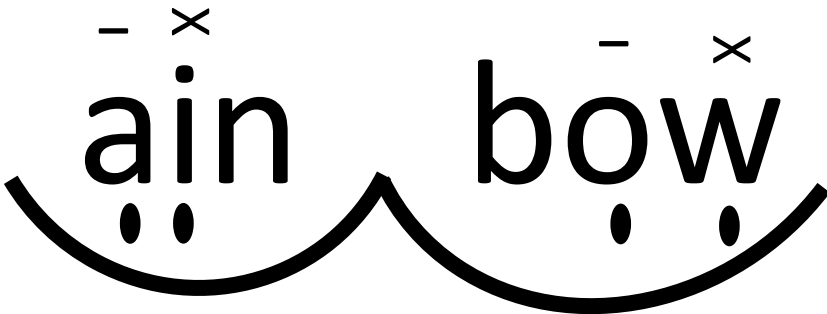
vt

vt



o

vt



vt

vt

Adding Endings to Closed, Open, and VCE Syllables

Write a base word	What type of syllable is it? (C,O,VCE)	Choose a suffix (ending). ed, ing, s, es, ish, est, less, ment	Does the suffix begin with a vowel? ✓ ✗	Write the full word

rip, trim, bump, dry, go, bike, rake

nonsense words: hig, te, rike

oa	ow	oe
-----------	-----------	-----------

oat	float	load	boat
toad	moan	loan	coat
soap	coast	roast	coach
row	tow	blow	crow
bow	flow	mow	low
show	know	show	grow
doe	foe	toe	woe

pay		flow
paid		know
lay		bow
laid		crow
tree		row
meat		float
meet		loan
grow		toe
show		doe

The Rowboat

Bill and his pals are in a rowboat.

They are not happy about this fact.

Their sailboat is on the bottom of the sea.

The pale male whale came back and swam too close to the sailboat again.

This time, his tale smacked the side of the ship and made a big hole.

Bill and his shipmates had to escape in the lifeboat.

This is a fine day to be on a sailboat.

The sun is hot, and the wind is blowing.

It is not good to be in a rowboat if the wind is against you.

Bill's shirt is sticking to his back as he strains on the oars.

One shipmate says, "That was one crazy whale."

Another man says, "I am sure he smelled like ale."

Just then, Bill spots a shape in the sea.

It is wide and gray and many times longer than the rowboat.

"Whale!" calls Bill.

Bill's shipmates watch in dismay as they too spot the gray shape.

It is the pale male whale, still zigging and zagging in an odd way.

Bill's pals grab the sides of the rowboat so that they don't fall into the sea.

What will happen next?

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.



[“mountains-5442851_1280”](#) by [baggeb](#) is licensed under CC0.



[“clouds-808749_1280”](#) by [geralt](#) is licensed under CC0.

I drove on the road until it came to an end.

The man felt woe when he hit his toe.

Bill will row the boat to land.