

# LESSON PLAN

Student:	Lesson #58
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 pictures used in the connected text section come from pixabay.com.	

## Section 1: Sight Word Study Method and Review Drills

Sight Words – 5 minutes	
Equipment: list of common sight words, instruction sheet, blank index cards, and marker Current sight words: New words added:	Notes
Short Vowel Drill – 3 minutes	
Equipment: keyword pictures and sentence. Discontinue drill when sounds are mastered	Notes
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: get, got, go, ho, hu, hi, hit, bit, bi	Notes
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	Notes
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/	Notes

## 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 two columns with “Syllable #1” cards in the first column and “Syllable #2” cards in the second column.

so	fi
ve	lo
hi	to
wi	lo
ha	fi

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

- read down all the Column #1 syllables first and then read the Column #2 syllables.
- read across each row (the words will be nonsense words)
- move around words in Column #2 to create real words (solo, veto, hifi, wifi, halo).
- discuss meaning of each word and ask student to use each word in a sentence.

Notes

### Review of Recent Rules and Concepts – 1 minutes

#### **Topic: Pounding Syllables**

Equipment: hands

Word List: ve, veto, solo, soloing, elephant

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. Give the student the syllable division worksheet and let the student work through the sheet, giving guidance as needed.

Words: halo (ha-lo), solo (so-lo), retrying (re-try-ing)

#### **Topic: Review of the Open Syllable**

1. Ask student to take out 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. Practice proving the rule card using letter cards in a Yes/no sort for open syllable:

Words: by, go, me, ree, pie, cat, my, boo, ra, hip

#### **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

Notes

New Content/New Rule – 10 minutes				Notes
<b>Topic: When ‘y’ is at the end of a multi-syllable word</b> Rule: “Y” at the end of a 2 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 = consonant	Y = short i sound	Y = long i sound	Y = long e sound	
yes	hymn	sky	happy	
yug	gym	my	lady	
yup	Fynn	fly	yuppy	
yap	sym	gy	tiny	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes				Notes
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: yes, fly, happy, lady, tiny				
Word List – Oral Reading of Isolated Words – 2 minutes				Notes
Word list: yes, yug, sky, my, fly, gy, happy, lady, yuppy, tiny, solo, veto, hifi, wifi, puppy, sunny, bunny				
Sentences – Oral Reading of Connected Text – 2 minutes				
“The Most Fantastic Baby” story				

### Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: halo, tiny, tinny, fly, happy, mommy	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: my, sky, puppy, lady	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. The lady will have a baby. 2. The puppy is happy to be with his mommy. 3. The funny bunny hops in the long grass.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> <li>- Definition of open syllable</li> <li>- ‘y’ as a vowel</li> </ul> Homework: Practice sight words (reading and writing)	Note

<b>so</b>	<b>fi</b>
<b>ve</b>	<b>lo</b>
<b>hi</b>	<b>to</b>
<b>wi</b>	<b>lo</b>
<b>ha</b>	<b>fi</b>

## Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə

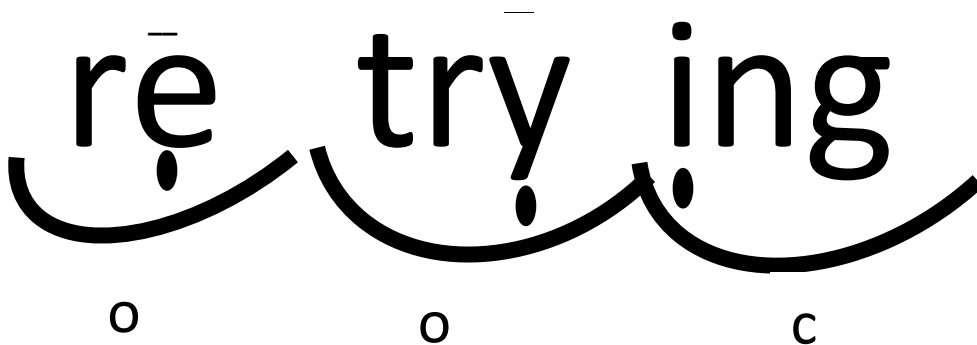
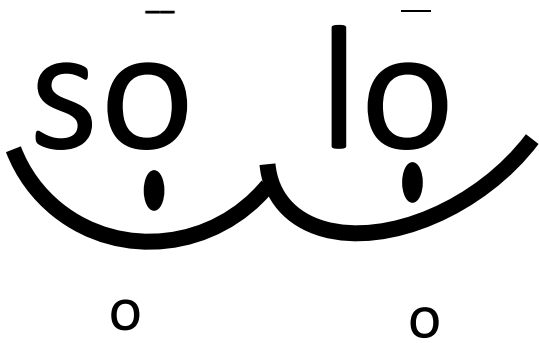
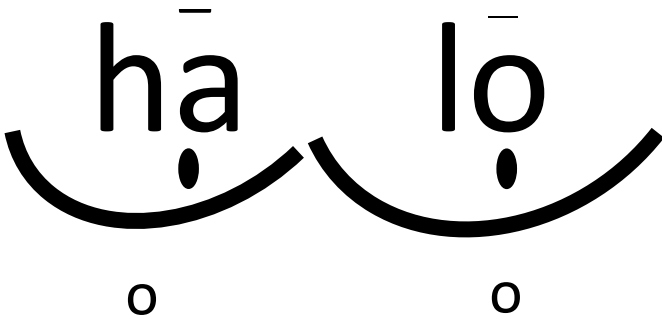
halo

solo

retrying

Scooping Syllables Worksheet

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



<b>Yes</b>	<b>No</b>
<b>by</b>	<b>ree</b>
<b>go</b>	<b>pie</b>
<b>me</b>	<b>cat</b>
<b>my</b>	<b>boo</b>
<b>ra</b>	<b>hip</b>

<b>y = consonant</b>	<b>y = short i</b>	<b>y = long i</b>	<b>y = long e</b>
<b>yes</b>	<b>hymn</b>	<b>dry</b>	<b>happy</b>
<b>yed</b>	<b>gym</b>	<b>my</b>	<b>lady</b>
<b>yim</b>	<b>Fynn</b>	<b>why</b>	<b>yuppy</b>
<b>yap</b>	<b>sym</b>	<b>gy</b>	<b>tiny</b>



<b>yes</b>	<b>yuppy</b>
<b>yug</b>	<b>tiny</b>
<b>yap</b>	<b>solo</b>
<b>sky</b>	<b>veto</b>
<b>my</b>	<b>hifi</b>
<b>fly</b>	<b>wifi</b>
<b>gy</b>	<b>puppy</b>
<b>happy</b>	<b>sunny</b>
<b>lady</b>	<b>bunny</b>

# The Most Fantastic Baby

A lady has a baby.

The baby is tiny. It is two months old.

The baby cannot get up, but it can grab the lady's hand.

The lady thinks, "My baby is the most fantastic baby."

A mommy dog has a puppy.

The puppy is small. It is two months old.

The puppy can run and jump, but it falls a lot.

The mommy dog thinks, "My baby is the most fantastic baby."

A mommy dolphin has a baby.

The baby dolphin is not tiny, but it is small for a dolphin. It is two months old.

The baby dolphin must get milk from its mommy, but it can swim without help.

Which baby is the most fantastic?

That depends on which mommy you ask.

### 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.



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The lady will have a baby.

The puppy is happy to be with his mommy.

The funny bunny hops in the long grass.