

# LESSON PLAN

Student:	Lesson #80
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 a long vowel sound in a word, touch your earlobe. If you hear a short vowel sound, keep your hands in your lap. Words: tran, tray, met, pain, meet, splat, glade, be, ask, play	
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
Equipment: letter cards Words: grain, train, rain, cain, clain, claim, clay, lay, kay, key	

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.

nine	teen
six	play
ex	teen
dis	plain

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 (nineteen, sixteen, display, explain).
- discuss word meanings and ask student to put some of the words in sentences

Review of Recent Rules and Concepts – 8 minutes

**Topic: Pounding Syllables**

Equipment: hands

Word List: hab, ex, exist, explain, raindrops

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: raindrops (rain-drops), redisplay (re-dis-play), unray (un-ray)

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

Materials: worksheet

1. Have student make word sums by combining bases and suffixes on the worksheet

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

Materials: magnetic letter tiles, index cards, 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. Yes/no sort for syllable types:

Closed Syllable	Open Syllable	Vowel-Consonant-e	Vowel Digraphs
at, pen, sun	me, hi	ate, joke, hide	
met	me	mete	meat
hat	ha	hate	heat

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

Materials: 'ea' and 'ee' homophone cards from Lesson #77

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.
2. Ask the student to take out the index cards with words (and some student drawn 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.
3. Shuffle the deck. Lay out a card and ask the student to put the word into a story. If they have trouble remembering the meaning of the word, show the picture. Keep flipping cards and having the student continue with the story until they get stuck or say it is done.

**New Content/New Rule – 8 minutes**

**Topic: 'oa,' 'oe,' and 'ow' vowel teams (also called vowel digraph)**

Materials: magnetic letter tiles, chart

1. Introduce the 'oa,' 'oe,' and 'ow' vowel teams by telling the student that there are three vowel teams that make the long /o/ sound.
2. Experiment with making words with magnetic letter tiles. Using the 3 headings listed below, have the student discover the positions of each of the vowel teams. 'Oa' is almost always used in the middle of words. 'Ow' and 'oe' are almost always found at the end of words.
3. Have the student record words on their own chart

<b>oa</b> (beginning of word)	<b>oa</b> (middle of word)	<b>oa</b> (end of word)
oat	coat      float      roast boat      coast      loaf toast      soap      coach	

<b>ow</b> (beginning of word)	<b>ow</b> (middle of word)	<b>ow</b> (end of word)
own		grow show flow bow tow know crow low blow slow

<b>oe</b> (beginning of word)	<b>oe</b> (middle of word)	<b>oe</b> (end of word)
		hoe      toe foe      woe doe

**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: boat, loat, float, oast, oap, soap, roach, poach, hoe, toe, foe, doe, flow, low, blow, slow, own	
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
“Crazy Whale” story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: tow, toe, blow, crow, float,	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: feet, feat, read, reed, hay, pale, pail	
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: I ate roast and toast for lunch. The boat just floats when no wind blows in the sail. The foe felt woe when the doe hit her toe.	
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> <li>- Definition of vowel teams (also called vowel digraphs)</li> <li>- Review of ‘ai,’ ‘ay,’ ‘ee,’ ‘ea’ ‘ey.’ ‘oa,’ ‘ow,’ and ‘oe’ vowel teams</li> </ul> <b>Homework:</b> Practice sight words (reading and writing), play ‘ee’ and ‘ea’ story card game	

<b>nine</b>	<b>teen</b>
<b>six</b>	<b>play</b>
<b>ex</b>	<b>teen</b>
<b>dis</b>	<b>plain</b>

## Scooping Syllables Worksheet

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

raindrops

redisplay

unray

Scooping Syllables Worksheet

rāin drōps

vt

c

rē dīs plāy

o

c

vt

ūn rāy

c

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? ✓ X	Write the full word

plug, cry, try, wipe, big, blame, hunt  
nonsense words: wib, mo, mune



<p><b>Closed</b> <i>got, bet</i></p>	<p><b>Open</b> <i>go, be</i></p>	<p><b>VCE</b> <i>bike, rode</i></p>	<p><b>Vowel Teams</b> <i>main, neat</i></p>
<p><b>met</b></p>	<p><b>me</b></p>	<p><b>mete</b></p>	<p><b>meat</b></p>
<p><b>hat</b></p>	<p><b>ha</b></p>	<p><b>hate</b></p>	<p><b>heat</b></p>

# Vowel Teams: oa, oe, ow

<b>oa</b> (beginning of word)		<b>oa</b> (middle of word)		<b>oa</b> (end of word)	

<b>ow</b> (beginning of word)		<b>ow</b> (middle of word)		<b>ow</b> (end of word)	

<b>oe</b> (beginning of word)		<b>oe</b> (middle of word)		<b>oe</b> (end of word)	

<b>boat</b>		<b>hoe</b>
<b>loat</b>		<b>toe</b>
<b>float</b>		<b>foe</b>
<b>oast</b>		<b>doe</b>
<b>coast</b>		<b>flow</b>
<b>oap</b>		<b>row</b>
<b>soap</b>		<b>blow</b>
<b>roach</b>		<b>slow</b>
<b>poach</b>		<b>own</b>

# Crazy Whale

Bill is on a ship.

He is way up on the ship's mast, scanning the sea.

His place up there is called the "crow's nest."

Bill's job is to sit in the crow's nest to spot land or problems.

Bill always hopes for land; he does not like problems.

This is a fine day to be on a sailboat.

The sun is hot, and the wind is filling the sails.

The boat is going fast.

Bill likes his job on days like this.

Just then, Bill spots a shape in the sea.

It is wide and gray and longer than Bill's boat.

"Whale!" calls Bill.

Bill's shipmates like to go to the rail to watch whales.

Whales are rare so it feels like a treat when one swims by.

This pale male whale is zigging and zagging in an odd way.

He swims too close and sends a wave crashing at the boat.

Bill's pals grab the rail so that they don't get swept away.

They watch in shock as the whale swims away.

"That whale was acting crazy," yells one man.

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.



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I ate roast and toast for lunch.

The boat just floats when no wind  
blows in the sail.

The foe felt woe when the doe hit her  
toe.