

LESSON PLAN

Student:	Lesson #51
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	
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: jum, jump, lump, slump, slamp, clamp, cramp, scamp	Notes
Visual Drill – 2 minutes	
Equipment: card pack of graphemes on which the student is currently working consonants: b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z short vowels: a,e,i,o,u 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/ short vowels: /a/ /e/ /i/ /o/ /u/ 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. Write each syllable on an index card and places cards in rows (see below).

dis	en	it	ed
in	in	chant	ing
dis	cred	it	ing
dis	hab	fect	ed

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

- Read down syllables in each column, from left to right
- read across each row (the words will often be nonsense words)
- ask the student to put syllables together to make read words. (discredited, disenchanting, disinfecting, inhabiting)
- discuss the meanings of the words and ask student to use each word in a sentence

Notes

Review of Recent Rules and Concepts – 7 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: fect, disinfect, hab, inhabit, discredited

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 to use: amuse (a-muse), along (a-long), amid (a-mid), zebra (ze-bra)

Topic: Doubling Rule 1-1-1 (for adding suffixes to closed syllables) and suffix ed or ing

Equipment: Rule card, letter tiles

1. Give student the doubling worksheet to practice applying the 1-1-1 rule to one syllable. Tell the student that all the words are nonsense words today. Ask the student to talk through their thinking as they work.

Topic: Schwa in 'a' of open syllable

Review the concept of schwa by saying that schwa is a way to speed up speaking

Ask student to take out rule card created in the previous lesson and review the following information about schwa:

- Makes a short vowel sound, but not the short vowel sound of the letter that appears in the word. In most words it will sound like a short 'u'
- It will be the vowel sound in an unstressed syllable in multisyllable words.
- Symbol for schwa is upside down letter e

1. Put down syllable cards for 'amaze' and the schwa card. Show how to do the drill by putting cards together and placing the schwa above the letter 'a' -then reading word

Notes

<p>2. Tell student that all the words will be ones in which the schwa happens on the letter 'a.' Ask student what sound the schwa 'a' will make (uh).</p> <p>3. While the student does the drill, keep asking the student to identify the type of syllable in each word (closed, open, or vowel consonant e)</p> <p>4. Words: amuse, a/maze, a/rose, a/mid, a/side, a/woke, a/line, a/go, a/live, a/long</p> <p>5. do same drill again, but this time use words that end with schwa 'a'</p> <p>6. Words: ze/bra, so/fa, ex/tra, ul/tra, stig/ma, scu/ba, stan/za, tun/dra</p>	
New Content/New Rule – 8 minutes	
No new content. This is a review lesson.	Notes
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: amid, ultra, sofa	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: discredit, disenchant, inhabit, disinfect, astonish, awoke, aline, ago, alive, along, sofa, extra, ultra, stigma, scuba, stanza, tundra, tuba, zebra	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
"The Bug Band" story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: tundra, ago, sofa	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: tuba, zebra, amid	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: <ol style="list-style-type: none"> 1. The big red bug was jamming on a tuba. 2. The zebra munches on a bag filled with grass. 3. There was a black cub amid the rocks on the tundra. 	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> - doubling rule - schwa on letter 'a' Homework <ul style="list-style-type: none"> - Practice short vowel drill and sight words (reading and writing) 	Note

Lesson 51: Cards for Syllable Card Drill

Instructions: Cut these cards out and use them for the drill.

dis	en	it	ed
in	in	chant	ing
dis	cred	it	ing
dis	hab	fect	ed

Scooping Syllables Worksheet

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

amuse

along

amid

zebra

1:1:1 Doubling Rule

Write a base word	1 syllable?	1 short vowel?	Word ends in 1 consonant?	Choose a suffix: ed, ing	Write the full word
som					
rint					
glup					
fump					
nem					

som, rint, glup, fump, nem

discredit	sofa
disenchant	extra
inhabit	ultra
disinfect	stigma
astonish	scuba
awoke	stanza
aline	tundra
alive	tuba
along	zebra

The Bug Band

(Words that contain a schwa are underlined.)

On the bank of a pond, met the Big Bug Band.

Gem, Sam, and Tim were the bugs in the band.

Gem had a drum kit, Sam had a trumpet, and Tim had a sax.

As the bug band jammed, bugs buzzed past on the way to the pond for a drink.

“That band is not bad,” lots of bugs said as they buzzed past.

One bug called Fred said, “Can I be in the band?”

Gem asked, “Do you have drums?”

Fred said, “No.”

One bug called Ned said, “Can I be in the band?”

Gem asked, “Do you have a trumpet?”

Ned said, “No.”

One bug called Jed said, “Can I be in the band?”

Gem asked, “Do you have a sax?”

Jed said, “No.”

The band went back to jamming.

Fred began to sing.

Amid all the jamming, Fred was just too soft.

Ned sang along with Fred. It was still too soft.

Jed sang along with Fred and Ned. They sang well.

Lots of bugs stopped for the music. They were astonished and enchanted by the fantastic band.

Gem, Sam, and Tim stopped for a quick chat with Fred, Jed, and Ned.

Gem said, “The band is extra fantastic with you singing in it. Will you be in the band?”

Fred, Ned, and Jed nodded. “We will be in the Big Bug Band.”

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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The big red bug was jamming
on a tuba.

The zebra munches on a bag
filled with grass.

There was a black cub amid
the rocks on the tundra.