

LESSON PLAN

Student:	Lesson #90
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: coloured letter tiles Words: oi, oil, toil, poil, spoil, spul, spun, span, pan, paw, raw, draw	
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 vowel diphthongs: au, aw, oi (reminder: use blocking strategies and remove mastered sounds from pack)	<u>Note</u> After this lesson, add the following vowel diphthongs to the card pack: oy
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill	

Section 2: New Content and Reading

Blending Drill – 2 minutes	Notes
Equipment: letter cards oi, oil, toil, poil, spoil, spul, spun, span, pan, paw, raw, draw	
Review of Recent Rules and Concepts – 8 minutes	

Topic: Pounding Syllables

Equipment: hands

Word List: inhabitant, tuba, oil, oining, joining

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: re-pointing (re-point-ing), unjoining (un=join=ing), oining (oin-ing)

Topic: Using suffixes with previously learned syllable types

Materials: suffixes worksheet

Ask student to work on “Adding Suffixes (Endings)” sheet.

New Content/New Rule – 7 minutes

Topic: Introduction to ‘oy’ vowel diphthong

Materials: index cards with words and headings for ‘oi’ and ‘oy’ words, chart

1. Place letter tiles down for ‘oi’ and ask the student to say the sound of <oi>.

2. Tell student that there is another grapheme that makes the same sound as <oi>. It is <oy>. We avoid ending English words in ‘i’ so that is why we have ‘oy.’ ‘Oy” can be found in other positions (*oyster*), but it is almost always at the end of words.

2. Ask student to read the cards and then sort them under the correct headings

oi in beginning position	oi in middle position	oi in final position	oy in beginning position	oy in middle position	oy in final position
oil	toil, foil				boy
	coil, spoil				toy
	boil,				joy
	join, coin,				coy
	joint, voice				ploy

3. Ask student to record words on their chart

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order

Words: awe, claw, fault, oil, toil, coin

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: straw, claw, cause, because, awe, awful, awesome, vault, poil, spoil, oint, point, oink, choice, boy, toy, joy, coy

Sentences – Oral Reading of Connected Text – 2 minutes

"The Coin Toss" story	
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Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: awe, crawl, foil, boil, boy, coy	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: toy, soy, join,	
Connected Text – 5 minutes	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work:</p> <p>The snake is in a coil.</p> <p>The boy does not like his toy.</p> <p>The lock is at fault when the vault will not open.</p> <p>The confused child does not get the point of the math problem.</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 diphthong - 'au' and 'aw' - 'oi' and 'oy' <p><u>Homework:</u> Practice sight words (reading and writing)</p>	

Scooping Syllables Worksheet

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

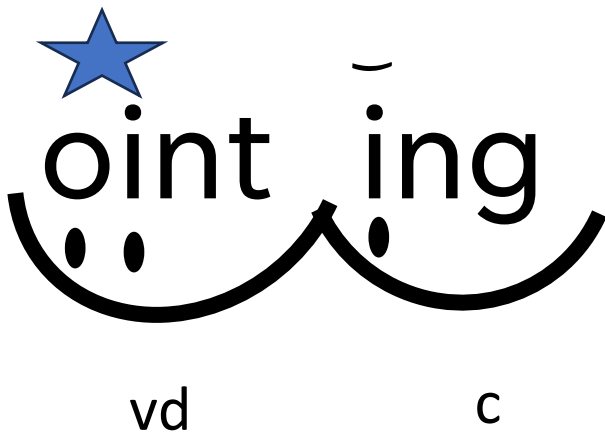
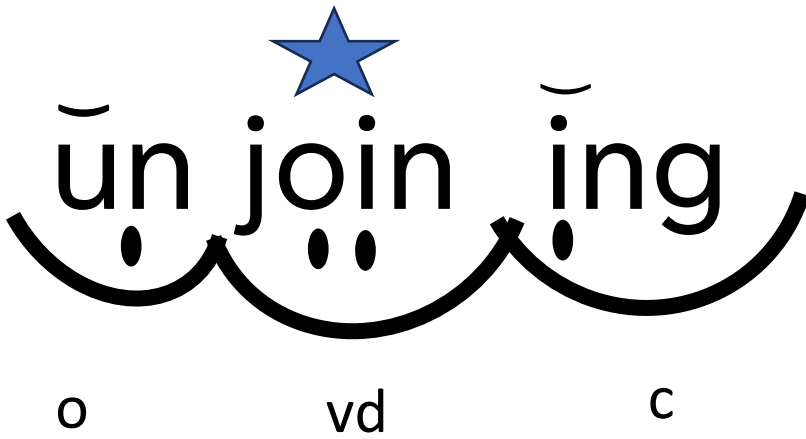
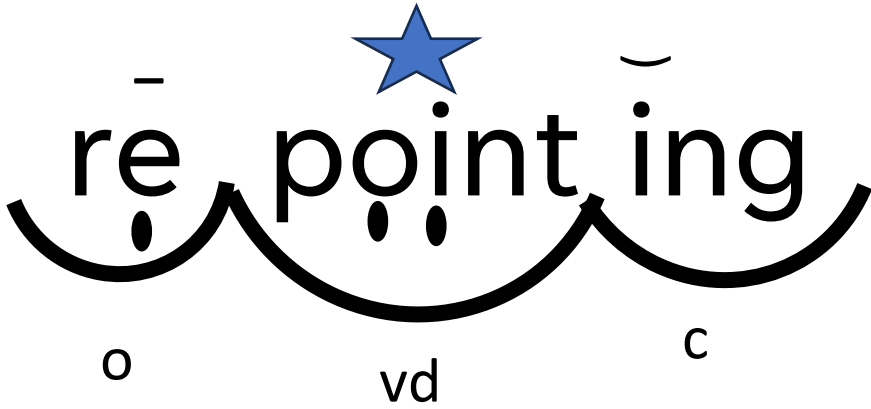
repointing

unjoining

oining

Scooping Syllables Worksheet

Note: I have the student create their own symbol to use to identify the vowel diphthong syllable type. In this case, a star is being used.



Adding Suffixes (Endings)

Closed Syllable = 1:1:1 rule

1 syllable word	1 short vowel before the last consonant	only 1 consonant at end	ending starts with vowel: s, ing, ed, ful, less, er, est, ness, y	Answer
scent	✓	✓	✗	scentless
big, hug, leg, bump lemp				

Closed Syllable = 2:1:1 rule

2 or more syllables in word	1 short vowel in last syllable	Only one consonant at end	Accent is on last syllable	ending starts with vowel: s, ing, ed, ful, less, er, est, ness, ment, y	Answer
forget	✓	✓	✓	✗	forgetful
regret, contrast, unfit unfid					

Open Syllables: (change the y to an i and add the ending)

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
go, do, fry bly		

Vowel Consonant Silent e (VCE):

drop the e on the base and add the suffix if the suffix starts with a vowel

Note: when adding suffix y, you often drop the e, but not always – *dicey, hokey*)

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
game, poke, ride, crime rame		

Vowel Teams

Slam on the ending if the last letter in the base is any letter except 'e'

If the last 'e' in the base is an 'e,' then drop the 'e' and add the vowel ending.

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
heat, mean, raid, row, low learn		

Vowel Diphthongs

Slam on the ending if the last letter in the base is any letter except 'e'

If the last 'e' in the base is an 'e,' drop the 'e' and add the vowel ending.

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
raw, haul, join, toil, point poin		

oi in beginning position	oi in middle position	oi in final position	oy in beginning position	oy in middle position	oy in final position
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oil	coin	boy
toil	join	toy
foil	joint	joy
coil	point	soy
spoil	voice	coy
boil	choice	ploy

**Vowels Diphthongs: “oi” and “oy”
(in one syllable words)**

oi in beginning position	oi in middle position	oi in final position	oy in beginning position	oy in middle position	oy in final position

straw		spoil
claw		oint
cause		point
because		oink
awe		choice
awful		boy
awesome		toy
vault		joy
poil		coy

The Coin Toss

Ming is a ten-year-old boy. He is going to camp next week.

Ming's holds up the camp pamphlet.

"Mom," says Ming, "This pamphlet says that I get do an activity of my choice when I go to camp."

"That's nice, Dear," says Ming's mom. "What activity will you do?"

Ming thinks for a bit. "I want to join the coin tossing team."

His mom checks the pamphlet. "It says that they have swimming, riding, drawing, and voice classes."

"No coin tossing?"

"No."

"It is a bad camp then. I don't want to go," says Ming.

"No, Ming. You will love the camp. Just pick an activity."

Ming takes a dime out of his pocket. "Let's toss. If I win, I stay home."

"We are not doing a coin toss. You are going."

"Fine. But if we did toss the coin, what would you call?"

His mom shrugs. "Tails."

Ming tosses the coin. The coin lands on tails.

"I win!" says his mom.

"No," says Ming, "It was tails, you lose."

"That is not how to play coin toss."

"That is my point. I need a camp that has coin tossing lessons."

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 snake is in a coil.

The boy does not like his toy.

The lock is at fault when the
vault will not open.