

LESSON PLAN

Student:	Lesson #70
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 picture comes 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: differently coloured blocks of uniform shape Word List: hat, hate, mate, made, bade, bide, hide, hid	
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 (reminder - use blocking strategies and remove mastered sounds from pack)	Add gn to card pack after this class
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill	

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes	Notes
1. Put all syllables on index cards. Place the cards in three columns with “Syllable #1” cards in first column and “Syllable #2” cards in the second column. Complete, the drill by asking the student to do the following things: <ol style="list-style-type: none"> a) read down the columns from left to right b) read across each row (the words will be nonsense words) c) move cards to create real words (decline, escape, excuse, mistake, dislike, inside). 	

d) discuss word meanings and ask student to use each word in a sentence.

de	cape
es	cline
ex	like
mis	cuse
dis	take

Review of Recent Rules and Concepts – 8 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: incline, unwise, unescaping, ex, excuse, mistaken

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: sunshine (sun-shine), incomplete (in-com-plete), alive (a-live)

Topic: vowel-consonant-e syllable type

Equipment: letter tiles

1. Ask the student to take out the vowel-consonant-e syllable rule card:

- a. has 1 vowel, followed by 1 consonant, following by the letter 'e'
- b. the first vowel is long and the final 'e' is silent

2. Put down magnetic letter tiles spelled 'cod.' Ask student to change the word into an open syllable and then a vce syllable while retelling the syllable type stories.

3. Use letter tiles and do blending drill.

Words: nom, gnom, gnome, nome, home, hame, game, same, slame, slave, blave, brave

Topic: 'e' stops 'v' from ending a word

Materials: letter tiles and index cards

1. Remind student that English words do not end in 'v', so the letter 'e' follows 'v' at the end of words. We say, "The 'e' goes at the end to keep the 'v' company since 'v' is nervous about falling off the end of the word. He is not as brave as 'e'."

2. Remind the student that 'e' can sometimes do two jobs (keeping 'v' company and make the first vowel long in the vowel-consonant 'e' syllable type. Place down letter tiles to spell the word 'hive' as an example and explain.

3. Do word sort with index cards to prove the rule.

'e' is doing 1 job	'e' is doing 2 jobs
1) Stopping the word from ending in 'v'	1) Make the other vowel long 2) Stopping the word from ending in 'v'
have	cave
give	five
live	alive
dove	dove

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 Word list: live, hive, shame, bone, strive	
Word List – Oral Reading of Isolated Words – 2 minutes	
Words: give, have, dove, live, trade, brave, cline, decline, escape, cuse, excuse, mistake, misfire, dislike, inside, sunshine, fireside, complete	
Sentences – Oral Reading of Connected Text – 2 minutes	
“Sam Dislikes Puppies” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: dane, dine, dune, trade, cape, escape	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: take, mile, smile, mole	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: The tiny baby just gave a smile. Red is a tabby cat who had a fine life until a puppy came home with Jan. Will you excuse my mistake?	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> - Definition of v-c-e syllable type - Jobs of ‘e’ when it follows ‘v’ in the vce word <u>Homework:</u> Practice sight words (reading and writing)	

de	cape
es	cline
ex	like
mis	cuse
dis	take

Scooping Syllables Worksheet

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

sunshine

incomplete

alive

Scooping Syllables Worksheet

sūn shīnē^x

The words 'sūn' and 'shīnē' are shown with syllable scooping arcs. Under 'sūn', there is a single arc labeled 'c'. Under 'shīnē', there is a single arc labeled 'vce'. Each vowel has a dot below it, and the final 'ē' has a cross above it.

c vce

īn cōm plētē^x

The words 'īn', 'cōm', and 'plētē' are shown with syllable scooping arcs. Under 'īn', there is a single arc labeled 'c'. Under 'cōm', there is a single arc labeled 'c'. Under 'plētē', there is a single arc labeled 'vce'. Each vowel has a dot below it, and the final 'ē' has a cross above it.

c c vce

ā līvē^x

The words 'ā' and 'līvē' are shown with syllable scooping arcs. Under 'ā', there is a single arc labeled 'o'. Under 'līvē', there is a single arc labeled 'vce'. Each vowel has a dot below it, and the final 'ē' has a cross above it.

o vce

<p>'e' = 1 job</p> <p>1. Stops the word from ending in 'v'</p>	<p>'e' = 2 jobs</p> <p>1. Makes the other vowel long</p> <p>2. Stops the word from ending in 'v'</p>
<p>have</p>	<p>cave</p>
<p>give</p>	<p>five</p>
<p>live</p>	<p>alive</p>
<p>dove</p>	<p>dove</p>

give		cuse
have		excuse
dove		mistake
live		misfire
trade		dislike
brave		inside
cline		sunshine
decline		fireside
escape		complete

Sam Dislikes Puppies

Sam, is a big, old, lazy cat.

Sam is inside, stretched out by the fireside.

He is napping.

Sam is happy with his life.

Sam's kid is called Jan.

Jan gets home and calls, "Sem, I have a present for you."

Sam thinks, "I hope it is a bag of cat snacks. Those are the best."

Jan holds up a puppy.

"That is not a bag of cat snacks," thinks Sam.

Red stares at the puppy with disgust.

The puppy licks Sam on the leg.

"Yuck!" thinks Sam. "You just made a mistake, Puppy."

Sam takes a swipe at the puppy.

The puppy thinks Sam wants to have fun. He steps on Sam and yips

"Get off me and stop yipping," Sam tells the puppy.

The puppy stops yipping and begins licking Sam again.

Sam says, "I dislike puppies."

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 tiny baby just gave a smile.

Red is a tabby cat who had a fine life until a puppy came home with Jan.

Will you excuse my mistake?