

# LESSON PLAN

Student:	Lesson #96
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: co, coal, coil, boil, boy, boo, you, youth	
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, oy, oo, ou (reminder: use blocking strategies and remove mastered sounds from pack)	<b>After</b> this lesson, add '2' to the OW card that is already in the pack from when you taught this grapheme as a vowel team. From now on, the student will give both sounds.
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 bon, bond, bound, sound, found, hound, round, ground. groun, grout, out, you, youth	
Review of Recent Rules and Concepts – 12 minutes	

**Topic: Pounding Syllables**

Equipment: hands

Word List: soundlessly, boyishness, youthful, awe

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: youthful (youth-ful), boyishness (boy-ish-ness), soundlessly (sound-less-ly)

**Topic: Using suffixes with previously learned syllable types**

Materials: suffixes worksheet

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

**Topic: Review of the second sound of the ‘ou’ vowel diphthong**

Materials: magnetic letter tiles. card sort

1. Place down letter tiles to spell *ou*. Ask the student to say the two sounds of this vowel diphthong. Add a ‘t’ tile. Ask the student to state the sound it makes in ‘out.’ Change the word to *you* and ask the sound the ‘ou’ is making.

2. Ask the student what other vowel diphthong we’ve learned about that makes the same vowel sound as ‘ou’ in *you* (the answer is ‘oo’).

3. Ask the student to tell the sentence that we use to remember when a word is spelled with ‘ou.’ Sentence: Through this route you can get to the youth group. Ask the student to show the picture that they drew to illustrate it.

3. Read cards with ‘ou’ and ‘oo’ words on them to the student. Ask the student to point to the correct heading for the spelling that is being used. Show the card to the student and have them place it under the correct heading.

“oo” words	/ou/ as in <i>you</i>
boo, boom, too, toon, noon	you, youth, group, through, route

**New Content/New Rule – 5 minutes**

**Topic: Introduction to the ‘ow’ vowel diphthong**

Materials: magnetic letter tiles, card sort

1. Place down letter tiles to spell *ow*. Ask the student to take out the spelling chart that they made for “ow.” Ask the student to explain what they know about the “ow” grapheme. They studied it during the lessons on vowel teams. They learned that it makes the long o sound as in “row.”

2. Tell the student that in this lesson, we will be looking at the second sound made by “ow.” When “ow” acts as a diphthong, it makes the same sound as “ou” in *out*.

3. Use letter tiles to make some words that use the vowel diphthong “ow.”

Words: how, now, cow, wow, bow, pow, sow

3. How do we know what sound the ‘ow’ will make? When ‘ow’ makes the same sound as /ou/ as in *out*. This usually happens before ‘n’ or ‘l’. Do card read and sort to prove point.

‘ow’ as a vowel team	‘ow’ as a vowel diphthong
row, mow, flow, grow, low, bow*	owl, howl, fowl, down, town, bow*

<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: owl, howl, rowl, prowl, prawn, drown, crown, clown	
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Word list: row, mow, flow, grow, low, tow, snow, slow, bow, owl, how, howl, fowl, brown, crown, down, town, frown	
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
“Owl and Fox” story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: row, blow, town, clown, howl, you, out	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: howl, fowl, cowl, brown, down	
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. Why did the dog howl? (Give answer orally: he had a ruff day.) 2. What kind of milk do brown cows make? (Give answer orally: chocolate milk.) 3. The owl helped the mice by hiding them from the fox.	
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. - Sounds of ‘au,’ ‘aw,’ ‘oi,’ ‘oy,’ ‘oo,’ ‘ou,’ and ‘ow’ (and patterns in placement) <u>Homework:</u> Practice sight words (reading and writing)	

## Scooping Syllables Worksheet

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

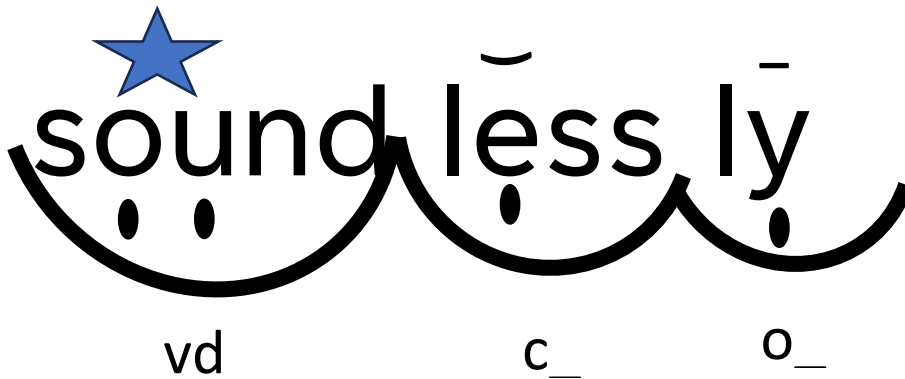
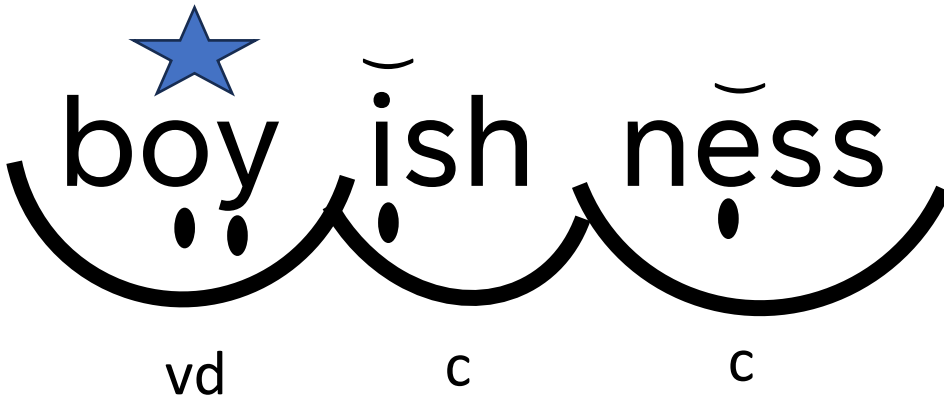
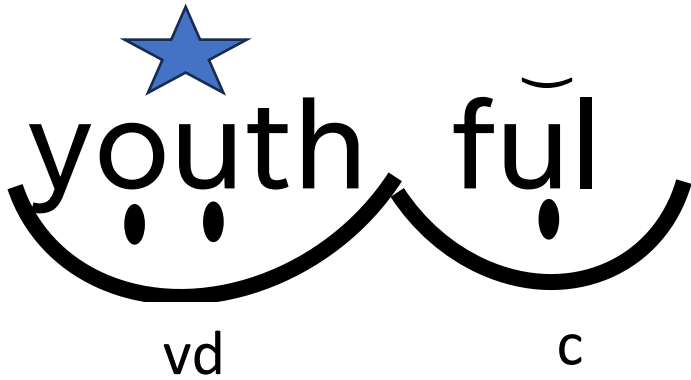
youthful

boyishness

soundlessly

## 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
tip	✓	✓	✓	tipping
yap, pup, swim, end wim				

### **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
begin	✓	✓	✓	✓	beginning
orbit, forbid, open orbid					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
do, pry, shy py		

**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
bake, shine, game, fume lume		

**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
grow, moan, reef, pain heen		

**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
spoil, toy, fault, boot, out, round poon		

**'oo' words**

**'ou' words**

<b>boo</b>	<b>you</b>
<b>boom</b>	<b>youth</b>
<b>too</b>	<b>group</b>
<b>toon</b>	<b>through</b>
<b>noon</b>	<b>route</b>



<b>'ow'</b> vowel team	<b>'ow'</b> vowel diphthong
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<b>row</b>	<b>owl</b>
<b>mow</b>	<b>howl</b>
<b>flow</b>	<b>fowl</b>
<b>grow</b>	<b>Down</b>
<b>low</b>	<b>town</b>
<b>bow*</b>	<b>bow*</b>

'Ow' can make the same sound as /oo/ as in boo. This usually happens before 'n' or 'l'.

<b>row</b>		<b>owl</b>
<b>mow</b>		<b>how</b>
<b>flow</b>		<b>howl</b>
<b>grow</b>		<b>fowl</b>
<b>low</b>		<b>brown</b>
<b>tow</b>		<b>crown</b>
<b>snow</b>		<b>down</b>
<b>slow</b>		<b>town</b>
<b>bow</b> <small>(can be read 2 ways)</small>		<b>frown</b>

# Owl and Fox

A brown owl sat in the tree on a hot June day.

The owl saw most things that went on in the woods.

A group of mice dashed by.

Then Fox came running up.

Fox said, "Owl, did you see mice just now?"

"Who?" asked Owl.

"Mice."

Owl glanced down and spotted the mice hiding behind the tree trunk.

Owl asked, "Why do you want to know?"

"I want to invite them to lunch."

"You mean you want to eat them."

Fox smiled slyly.

"What will you give me if I tell you where they are?"

"I will give you a crown and fetch lots of branches for your nest."

Owl nodded.

Fox made a crown and got branches for Owl.

While this was going on, the mice stayed still as...well, mice.

"Thanks, Fox. I love this crown and these branches will make a fine nest."

"Tell me where the mice are hiding."

Owl pointed to the base of the tree. Fox jumped at the mice.

The mice jumped off the ground and ran up the tree trunk – right at Owl.

Owl put a wing over them to protect them.

Owl called down to Fox. "I just said that I would tell you where they were. I did not say that I would let you eat them."

### 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.



[“spotted-brown-wood-owl-4524594\\_1280”](#) by [vinsky2002](#) is licensed under CC0.

Why did the dog howl?

What kind of milk do brown cows  
make?

The owl helped the mice by hiding  
them from the fox.