

# LESSON PLAN

Student:	Lesson #83
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: none 1. Say, "I'm going to say some words. If you hear the long /u/ vowel sound, I want you to touch your earlobe. If you hear a short /u/ vowel sound, keep your hands in your lap. Words: cue, cut, due, clue, blue, clup, statue, glue, gum	
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: cue, hue, due, bue, blue, clue, glue 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.

res	ue
ven	on
cray	low
be	cue

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 (rescue, venue, crayon, below). Ask student to use each word in a sentence

**Review of Recent Rules and Concepts – 8 minutes**

**Topic: Pounding Syllables**

Equipment: hands

Word List: dismay, ven, revenue, ile, meanwhile

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: crayoning (cray-on-ing), rescue (res-cue), olleyball (ol-ley-ball)

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

Materials: magnetic letter tiles, 'ee' and 'ea' flash card pack from Lesson #77

1. Take out cards for the following words: heel, heal; reed, read; peek, peak; beet, beat; week, weak; meet, meat; feet, feat; heel, heal.

2. Shuffle deck. Lay out a card. Take turns putting words into a story.

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

Materials: index cards from drill used in Lesson #81

1. Ask student to explain how we know which of the following vowel teams to use: 'oa,' 'oe,' and 'ow.' 'Oa' is almost always used in the middle of words. 'Ow' and 'oe' = almost always found at the end of words.

2. Ask student to say the sentences that we use to remember the 'oe' words.

"The doe jumped on her foe's toe. The foe felt woe."

2. Using words written on index cards (that you used in previous lesson) and the following heading: oa, ow, oe. The teacher reads a word out loud. The student points to the correct heading (oa, ow, oe) card to indicate the correct spelling of the word.

**New Content/New Rule – 8 minutes**

**Topic: adding suffix endings vowel team syllables**

Materials: magnetic letter tiles, worksheet

<ol style="list-style-type: none"> <li>1. Ask the student to use magnetic letter tiles to spell “meet.” Explain that when we add a suffix (ending) to a vowel team syllable, the rule is that we just slam it on.</li> <li>2. Have the student place letter tiles to spell ‘ing.” Ask them to add the ending and say “slam it on” as they do it</li> <li>3. Ask the student to add the suffix ‘s’ to meet (<i>meets</i>). Say that regardless of whether the suffix begins with a vowel or a consonant, the rule is that we just “slam it on”</li> <li>4. Have the student place down letter tiles to spell <i>sue</i>. Explain that we need a different rule is when we deal with ‘ue.’ Having the letter ‘e’ at the end of the word can cause confusion so for ‘ue’ we follow the rules of vce syllable type and drop the ‘e’ and add the ending when adding a suffix that starts with a vowel.</li> <li>5. Ask the student to drop the ‘e’ on <i>sue</i> and add ing to spell <i>suing</i>.</li> <li>6. Ask the student to place down tiles to spell <i>clueless</i>. The ‘e’ remains in <i>clueless</i> because the suffix does not start with a vowel.</li> <li>7. Have student work through the “Adding Suffixes (Endings) worksheet provided</li> </ol>	
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: blue, bluing, due, dues, feed, feeding, boat, boated, boats	
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Word list: saying, keyed, train, training, ley, leying, volleying, fleet, fleeting, blue, bluing, due, dues, feed, feeding, boat, boated, boats	
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
“Long, Son, and Finn” story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: pay, paying, stain, stained, key, key, grow, growing	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: flow, flowing, meet, meeting, seat, seated	
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: The fleet is floating in the bay. The man is painting the wall blue. The kid is feeding and training his dog.	
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> <li>- Review of ‘ai,’ ‘ay,’ ‘ee,’ ‘ea’ ‘ey.’ ‘oa,’ ‘ow,’ ‘oe,’ and ‘ue’ vowel teams</li> <li>- How to add suffixes to vowel team syllable type</li> </ul> <b>Homework:</b> Practice sight words (reading and writing), play ‘ee’ and ‘ea’ story card game	

<b>res</b>	<b>ue</b>
<b>ven</b>	<b>on</b>
<b>cray</b>	<b>low</b>
<b>be</b>	<b>cue</b>

## Scooping Syllables Worksheet

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

crayoning

revenue

olleyball

Scooping Syllables Worksheet

cray<sup>-</sup>on<sup>x</sup>ing<sup>-</sup>  
vt c c

res<sup>-</sup>cue<sup>-</sup><sup>x</sup>  
c vt

oil<sup>-</sup>ley<sup>-</sup><sup>x</sup>ball<sup>-</sup>  
c vt c

## Adding Suffixes (Endings)

### Closed Syllable = 1:1:1 rule

1 syllable word	1 short vowel before last consonant	only 1 consonant at end	ending starts with vowel: ing, ed, s, es	Answer
get	✓	✓	✓	getting
sip, dark, wet, grim kimp, lum				

### 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: ing, ed, s, es	Answer
forget	✓	✓	✓	✓	forgetting
admit, pilot, begin, subtract, limit					

### Open Syllables

Word	Suffix ing, es	Answer
do, go fo		

### Vowel Consonant Silent e (VCE)

Word	Suffix ing, ed, s	Answer
bake, hike, game, home hine		

### 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 ing, ed, s	Answer
play, low, hoe, coat, sail, meet, key oast		



<b>saying</b>		<b>blue</b>
<b>keyed</b>		<b>bluing</b>
<b>train</b>		<b>due</b>
<b>training</b>		<b>dues</b>
<b>ley</b>		<b>feed</b>
<b>leying</b>		<b>feeding</b>
<b>volleying</b>		<b>boat</b>
<b>fleet</b>		<b>boated</b>
<b>fleeting</b>		<b>boats</b>

# Long, Son, and Finn

Long, Son, and Finn are siblings.

Often, they get along just fine.

Today, they are arguing.

It is a nice sunny day, and they are trying to decide what to do.

Long says, "Let's go sailing."

Son says, "No. I want to go biking."

Finn says, "I don't want to go sailing or biking."

Long asks, "Well what do you want to do, Finn?"

Finn says, "Let's go to the beach and go swimming."

Long says, "No. It takes too long to get to the beach."

Son nods.

The triplets spend a long time arguing about what to do.

Finally, Finn says. "None of us is going to get what we want."

Son and Long ask, "Why?"

Finn says, "It is beginning to rain."

Finn asks, "Do you want to do some gaming?"

Son and Long nod.

Son says, "Let's play Minecraft."

Long says, "No, I don't want to play Minecraft."

Finn groans.

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 fleet is floating in the bay.

The man is painting the wall  
blue.

The kid is feeding and training  
his dog.