

LESSON PLAN

Student:	Lesson #65
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 is 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:	
Short Vowel Drill – 3 minutes	
Equipment: keyword pictures and sentence. Discontinue drill when sounds are mastered.	
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: me, te, ta, tap, tump, stump, slump	
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 (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

Syllable Card Drill – 2 minutes	Notes
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 second column.	

- Complete, the drill by asking the student to do the following things:
- read down all the columns and then read across each row (the words will be nonsense words)
 - move syllables to create real words (hero, zero, music, program, hotel).
 - discuss meaning of each word and ask student to use each word in a sentence.

he	gram
ze	sic
mu	ro
pro	ro
ho	tel

Review of Recent Rules and Concepts – 8 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: ro, heroic, program, hotel, musical

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: babying (ba-by-ing), reexited (re-ex-it-ed), ungoing (un-go-ing)

Topic: adding suffixes to open and closed syllables – ‘s’ ‘es’ ‘ed’ and ‘ing’

Equipment: rule cards, magnetic letter tiles

1. Review the concept of adding suffixes to open syllables by saying that the 1:1:1 rule only applies to closed syllables. Each syllable type has its own rules for adding suffixes. Ask student to take out rule card for adding suffixes to open syllables and the “Y Rule” card. Remind student that when adding suffixes to multisyllable words, we use the 2:1:1: rule and “call the word to dinner.”

2. The teacher makes the base and the student and suffixes to make word sums

base	‘s’ or ‘es’	‘ed’	‘ing’
go	goes	gone	going
sun	suns	sunned	sunning
admit	admits	admitted	admitting
try	tries	tried	trying
baby	babies	babied	babying
lemy	lemies	lemied	lemying

New Content/New Rule – 8 minutes

Topic: Schwa in Open Syllables

- Reintroduce concept of schwa by saying that schwa is a way to speed up speaking
- Have student take out the schwa rule card (from Lesson #50). Review:

<ul style="list-style-type: none"> 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 shot ‘u’ It will be the vowel sound in an unstressed syllable in multisyllable words. Symbol for schwa is upside down letter e <p>3. Put down syllable cards for ‘amaze’ and the schwa card. Place the schwa over the letter ‘a’ -then read word. This is the same drill from Lesson #50 so you will use the cards that you cut out for that lesson.</p> <p>4. 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) 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’ Words: ze/bra, so/fa, ex/tra, ul/tra, stig/ma, scu/ba, stan/za, tun/dra</p> <p>6. Tell the student that the schwa makes the short /i/ sound on the letter ‘i.’</p>	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: dry, dries, dried, drying, sofa, ago, tundra	
Word List – Oral Reading of Isolated Words – 2 minutes	
Words: fry, fries, frying, smy, smied, smying, baby, lady, ladies, ago, along, zebra, ultra, stigma, stanza, compliment, multiply, optimistic, condiment	
Sentences – Oral Reading of Connected Text – 2 minutes	
“The Ducklings” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: try, tries, tried, trying, tundra	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: lady, ladies, ultra, sofa	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work:	
<ol style="list-style-type: none"> Long ago, there was a duckling called Penny. The lady compliments the kid as he tries to hit the puck. Will you be happy if he goes to get the extra puppy? 	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts	
<ul style="list-style-type: none"> Adding suffixes to open syllables – including when they end in ‘y’ and schwa 	
Homework: Practice sight words (reading and writing)	

he	gram
ze	sic
mu	ro
pro	ro
ho	tel

Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə

babying

reexited

ungoing

Teacher's Answer Key for Syllabication Worksheet

Scooping Syllables Worksheet

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

bā bŷ ĩng
o o c

rē ex ĩt ěd
o c c c

ŷn gō ĩng
c o c

fry		ago
fries		along
frying		zebra
try		ultra
tried		stigma
trying		stanza
baby		compliment
lady		optimistic
ladies		condiment

The Duckling

Duck babies are called ducklings.

If a duckling can swim and quack, then they are a fantastic duckling.

They do not even have to fly until they are two months old.

Long ago, there was a duckling called Penny.

Penny could quack well, but she did not want to swim at all.

When the other ducklings went swimming on the pond, Penny sat on the bank of the pond to watch them.

As the ducklings swam past Penny one called, "Will you swim today?"

Penny replied, "I am optimistic."

Optimistic was a big word.

"Is she going to swim?" one duckling asked another.

"I think she is opting to miss a tick?" said one duckling

"I think she is calling Tim Ictic?" said another. The ducklings swam off.

Penny watched them go and then stepped into the pond.

It was wet but not too cold.

Penny kicked. She slid across the pond. Swimming was fun.

The other ducklings saw Penny and swam over to her.

"You did it!" one cried. "You are swimming."

"Yes," replied Penny. "You all compelled me to do it."

Compelled was a big word.

"I didn't do it if compelling is bad," said one duckling.

Is she insulting us?" asked one duckling.

"It's a compliment," replied Penny.

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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Long ago, there was a duckling called Penny.

The lady compliments the kid as he tries to hit the puck.

Will you be happy if he goes to get the extra puppy?