

LESSON PLAN

Student:	Lesson #59
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 used in the connected text section comes from pixabay.com.	

Section 1: Sight Word Study Method and Review Drills

Sight Words – 5 minutes	
Equipment: list of common sight words, instruction sheet, blank index cards, and marker Current sight words: New words added:	Notes
Short Vowel Drill – 3 minutes	
Equipment: keyword pictures and sentence. Discontinue drill when sounds are mastered	Notes
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: be, ba, ta, tam, tamp, tramp, ramp, rap, lap, slap	Notes
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	Notes
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill consonants: /b/ /c/ /d/ /f/ /g/ /h/ /j/ /k/ /l/ /m/ /n/ /p/ /qu/ /r/ /s/ /t/ /v/ /w/ /x/ /y/ /z/ single grapheme: /a/ /e/ /i/ /o/ /u/ /y/ beginning 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/ /spr/ /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/ /old/ /ild/ /ind/ consonant digraphs: /ch/ /sh/ /ph/ /wh/ /th/ other: /tch/ /ck/ /ca/ /ce/ /ci/ /co/ /cu/ /cy/ /cl/ /cr/ /ct/ /gl/ /gr/ /ga/ /ge/ /gi/ /go/ /gu/ /gy/ /mb/ /wr/ /kn/ /dge/ /gh/ /que/	Notes

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes

Equipment: index cards

1. Put all syllables on index cards. Place the cards in two columns with “Syllable #1” cards in the first column and “Syllable #2” cards in the second column.

o	lent
e	pen
si	mid
hu	cret
se	ven
com	bo

2. Complete the drill by asking the student to do the following things:

- read down all the Column #1 syllables 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 (open, even, silent, humid, secret, combo).
- discuss meaning of each word and ask student to use each word in a sentence.

Notes

Review of Recent Rules and Concepts – 10 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: evening, si, silently, bo, combo

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. Give the student the syllable division worksheet and let the student work through the sheet, giving guidance as needed.

Words: even (e-ven), open (o-pen), silently (si-lent-ly)

Topic: Review of the Open Syllable

1. Ask student to take out open syllable rule card:

- a. an open syllable has one vowel
- b. It is not followed by one or more consonants
- c. The vowel is long

2. Practice proving the rule card using letter cards in a Yes/no sort for open syllable:

Syllables: e, ven, o, pen, si, lent, ra, ven

Topic: “y: as a vowel

Materials: magnetic letter tiles for song and index cards for word sort

1. Ask student to take out ‘y’ rule card:

- ‘y’ will be a vowel when it is anywhere in the word other than the first letter

Notes

- ‘y’ at the end of a syllable base/root words will make the long /i/ sound
- ‘y’ at the end of a two or more syllable word will make the long /e/ sound

Have student do sorting drill to prove the rule by sorting words into these categories:

Y is a consonant	Y makes short I sound	Y makes the long I sound	Y makes the long E sound
yes	gym	fly	lady
yet	Fynn	cry	tiny
ye	Brynn	dry	baby
yib	Kym	ty	skinny

New Content/New Rule – 0 minutes

No new content. This is a review lesson.

Notes

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order
Word list: baby, babby, lady, laddy, tiny, tinny

Notes

Word List – Oral Reading of Isolated Words – 2 minutes

Words: yum, yet, yab, yend, try, gym, gymnast, gymnastic, fly, ply, cry, muppy, baby, grumpy, crazy, lady, silent, raven

Notes

Sentences – Oral Reading of Connected Text – 2 minutes

“The Best Gymnast” story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes

Word list: raven, baby, crazy, fry, cry

Notes

Finger Tapping/Tracing/Writing – individual words – 2 minutes

Word list: happy, halo, gym, gymnastic

Notes

Connected Text – 5 minutes

Ask the student to write the following dictated sentences. Use CHOPS to check work:

1. The big dog, the small cat, and the tiny raven are pals.
2. A crack is open on the track.
3. The baby was still up in the evening.

Notes

Wrap-Up/Review – 2 minutes

Student uses multisensory tools to summarize key concepts.

- Definition of open syllable
- ‘y’ as a vowel

Note

Homework: Practice sight words (reading and writing)

o	lent
e	pen
si	mid
hu	cret
se	ven
com	bo

Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə

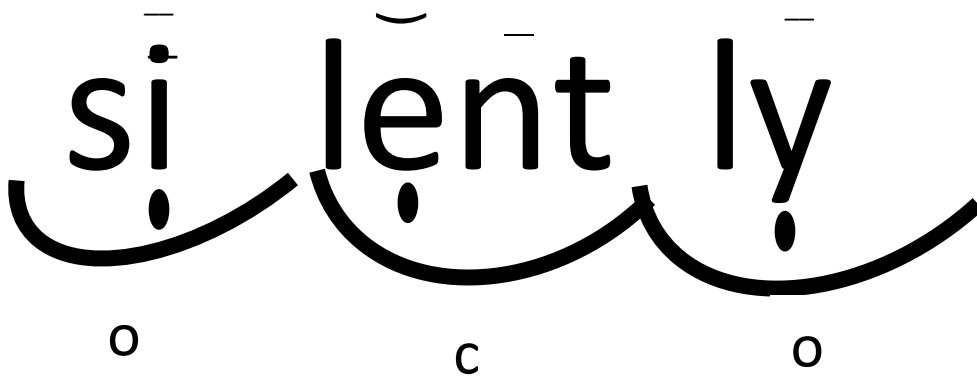
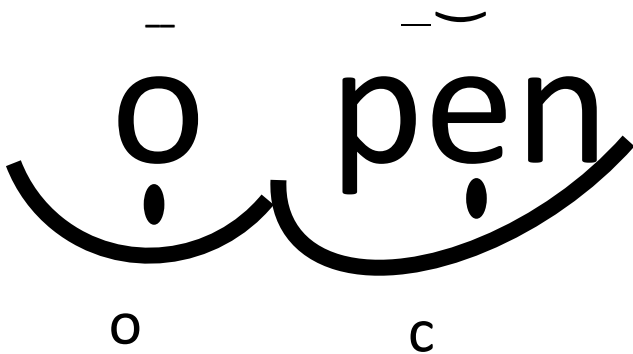
even

open

silently

Scooping Syllables Worksheet

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



Yes	No
e	ven
o	pen
si	lent
ra	ven

y = consonant	y = short <i>i</i>	y = long <i>i</i>	y = long <i>e</i>
yes	gym	fly	lady
yet	Fynn	cry	tiny
ye	Brynn	dry	baby
yib	Kym	ty	skinny

yum	ply
yet	cry
yab	muppy
yend	baby
try	grumpy
gym	crazy
gymnas	lady
gymnastic	silent
fly	raven

The Best Gymnast

It was evening.

A big dog, a small cat, and a tiny raven were at the gym.

Fynn, the dog, was doing pushups.

Brynn, the cat, was jumping on the tramp.

Ralph, the raven was watching them and snacking on chips.

Fynn called, "Ralph, you must try to do pushups."

Brynn called, "Ralph, you must try to do tricks on the tramp."

Ralph grinned at them. "Why? I am the best gymnast."

"I am the best gymnast," said Fynn.

"I am the best gymnast," said Brynn.

"Let's have a contest," said Ralph.

"Yes!" said Fynn and Brynn.

"Watch me!" said Fynn. He did one hundred pushups.

"Not bad, Fynn," said Brynn. "Watch me." Brynn did ten flips on the tramp.

"Not bad, Brynn," said Ralph. "Watch me." Ralph's wings shot out. He went up and up and then did one hundred pushups and tens flips in the sky.

Ralph finished and then landed.

"Is flying permitted?" asked Fynn.

"Is flying even gymnastics?" asked Brynn.

"My reply is yes to both of you," said Ralph. "I win."

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 big dog, the fat cat, and
the tiny raven are pals.

A crack is open on the track.

The baby was still up in the
evening.