

# LESSON PLAN

Student:	Lesson #72
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: differently coloured blocks of uniform shape Word List: pin, pi, pine, hine, shine, shin, fin, fine	
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	
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"> <li>read down the columns from left to right</li> <li>read across each row (the words will be nonsense words)</li> <li>move syllables to create real words (explode, compose, concrete, confuse, inside)</li> <li>discuss word meanings and ask student to use words into sentences</li> </ol>	

ex	pose
com	crete
con	plode
con	side
in	fuse

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

**Topic: Pounding Syllables**

Equipment: hands

Word List: plode, explode, unconfuse, compose

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: revive (re-vive), unconfuse (un-con-fuse), reexpose (re-ex-pose)

**New Content/New Rule – 8 minutes**

**Topic: 'ive' at the end of multisyllable words**

Materials: index cards

1. Review that 'v' will not end a word in English words
2. 'ive' is a common ending to multi-syllabic words and the /i/ is almost always short
3. Write syllables on index cards and have the student practice reading real and/or nonsense words by putting the cards together

Words: olive (ol-ive), captive (cap-tive), active (ac-tive), impressive (im-pres-sive), proactive (pro-ac-tive). expensive (ex-pen-sive), disruptive (dis-rup-tive)

**Topic: adding suffix 'ing' to vce words**

Materials: magnetic letter tiles

1. Hand out rule card that contains the following information:  
A vce base ends with a silent e. If the suffix starts with a vowel = drop the e on the root word and add the suffix
2. Place down letter tiles that spelling the word *mat*. Ask the student to state the syllable type (closed) and to add the suffix 'ing' to the word (matting).
3. Place down letter tiles that spelling the word *mate*. Ask the student to state the syllable type (mate) and to add the suffix 'ing' to the word (mating).
4. Tell the student that the 1:1:1 rule shows us that we need to read the vowel in the base with its short sound, it lets us know that the base was *mat*. In *mating*, there is only doubling so we know that the base word was *mate*.
5. Ask the student to use letter tiles to prove this rule by spelling *hatting* and *hating*.

**Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes**

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order

Word list: motive, native, time, timing, timming

<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Words: active, captive, festive, native, detective. disruptive, destructive, adjective, effective, make, making, bake, baking, take, taken, safe, safest, brave, bravest	
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
“The Case of the Missing Pencil” story	

**Section 3: Writing**

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: give, giving, active, mate, mating, matting	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: captive, home, homing, fuse, confuse	
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: The active kid is liking baseball. They are taking the captive to the homebase. I will be composing a song for my mom.	
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> <li>- Definition of v-c-e syllable type</li> <li>- Jobs of ‘e’ when is follows ‘v’ in the vce word</li> <li>- Adding suffix ‘ing’ to vce words</li> </ul> <u>Homework:</u> Practice sight words (reading and writing)	

<b>ex</b>	<b>pose</b>
<b>com</b>	<b>crete</b>
<b>con</b>	<b>plode</b>
<b>con</b>	<b>side</b>
<b>in</b>	<b>fuse</b>

## Scooping Syllables Worksheet

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

revive

unconfuse

reexpose

Scooping Syllables Worksheet

rē vīvē<sup>x</sup>  
o vce

ūn cōn fū<sup>x</sup>sē<sup>x</sup>  
c c vce

rē ē<sup>x</sup> pō<sup>x</sup>sē<sup>x</sup>  
o c vce

<b>o</b>	<b>live</b>	
<b>cap</b>	<b>tive</b>	
<b>ac</b>	<b>tive</b>	
<b>im</b>	<b>pres</b>	<b>sive</b>
<b>pro</b>	<b>ac</b>	<b>tive</b>
<b>ex</b>	<b>pen</b>	<b>sive</b>
<b>dis</b>	<b>rup</b>	<b>tive</b>

# ADDING SUFFIXES TO VCE WORDS

Rule

If the suffix starts with a vowel,  
then drop the e on the root  
word and add the suffix



home + ing = homing



mate + ed = matted

base + less = baseless





<b>active</b>		<b>making</b>
<b>captive</b>		<b>bake</b>
<b>festive</b>		<b>baking</b>
<b>native</b>		<b>take</b>
<b>detective</b>		<b>taken</b>
<b>disruptive</b>		<b>safe</b>
<b>adjective</b>		<b>safest</b>
<b>effective</b>		<b>brave</b>
<b>make</b>		<b>bravest</b>

# The Case of the Missing Pencil

Brad is a kid detective.

He likes to spend his time solving cases.

A kid in a black baseball hat, called Pat, comes up to Brad in class.

Pat asks Brad, "Can you take a case?"

"What is it?" Brad asks.

Pat says, "My pencil is missing. I think that it was stolen."

"Why do you think it was stolen?"

"I don't have it."

Brad says, "The pencil does not have to be stolen. What if you lost it?"

"I do not misplace things."

"We all make mistakes from time to time."

Pat says, "Not me."

Brad says, "I have solved the case. Your pencil is not lost or stolen."

Pat asks, "Then, what happened to it?"

Brad grins. "Do you want to find out?"

As Pat nods, a pencil falls out from his hat.

Pat picks up the pencil. His face gets red.

"This is my pencil. I like to tuck it in my hat when I am not using it."

Brad says, "This case is closed."

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 active kid is liking  
baseball.

They are taking the captive to  
the homebase.

I will be composing a song for  
my mom.