

LESSON PLAN

Student:	Lesson #87
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: met, meet, feet, fee, fed, fad, bad, bid, bide	
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 vowel teams (also known as vowel digraphs): ai, ay, ee, ey, oa, oe, ow, ue	<u>Note</u> After this lesson, add the following vowel diphthongs to the card pack: au, aw
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 (see below).													
<table border="1"> <tr> <td>in</td> <td>dream</td> <td>creet</td> </tr> <tr> <td>ab</td> <td>dis</td> <td>ly</td> </tr> <tr> <td>hol</td> <td>i</td> <td>day</td> </tr> <tr> <td>day</td> <td>sent</td> <td>ing</td> </tr> </table>	in	dream	creet	ab	dis	ly	hol	i	day	day	sent	ing	
in	dream	creet											
ab	dis	ly											
hol	i	day											
day	sent	ing											

g	reed	i	ly
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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 (indiscreet, absently, holiday, daydreaming, greedily).
- Discuss word meanings and ask student to use words in sentences

Review of Recent Rules and Concepts – 15 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: really, ly, carefully, est, unheated

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: greedily (greed-i-ly) the 'i' is schwaed, daydreaming (day-dream-ing), oliday (ol-i-day)

Topic: Using other suffixes such as ful, less, er, est, ment, ness, and y.

Materials: suffixes worksheet

Have the student work through the "Adding Suffixes (Endings)" sheet. The student will not have time to complete the whole sheet so let the student choose 1 or 2 word sums from each syllable type.

New Content/New Rule – 0 minutes

Topic: Introduction to Vowel Diphthong Syllable Type (au, aw)

Materials: rule card, magnetic letter tiles, index cards

1. Use magnetic tiles to make the word 'boat.' Ask the student to state the syllable type (vowel team) and to explain the sound the vowels are making (long o). Say that vowel teams are predictable. We are now studying a new syllable type, the vowel diphthong, in which 2 vowels are sitting side by side but instead of making the expected long vowel sound of the first vowel, they make an unexpected sound (new sound).

2. Give diphthong rule card to student and read the following definition:

Two letters sit next to each other to represent 1 symbol (grapheme) and make an unexpected (new) sound (phoneme).

3. Show all 10 grapheme options (on rule card) and say that there are many different combinations but we will be focusing on <oi> and <oy> today (only introduce grapheme/phoneme combinations one or two at a time depending on student needs).

au as in fault, sauce	aw as in saw, crawl
oi as in oil, point	oy as in boy, joy
oo as in shoot, bloom	oo as in look, shook
ow as in now, crown	

ie as in piece, field**	
ew as in new, stew	ew as in few, skew**
ea as in break, great**	

2. Show the <aw> grapheme card and the <au> grapheme card. Explicitly say <aw> and <au> represent the phoneme /aw/ can you repeat the sound?
3. Sort <aw> vs. <au> words on index cards under the headings below. The purpose is to help the student get used to seeing words that use <aw> and <au> by looking for patterns of when the <aw> is used in words and when the <au> is used in words

au in beginning	au in middle	aw in beginning	aw in middle	aw at end
Autumn	haul	awe	hawk	paw
auction	fault	awesome	crawl	claw
	pause	awful	pawn	saw
	because		yawn	flaw
	sauce		fawn	jaw
	vault		dawn	straw

3. Review with the student what has been discovered through the sorting drill. <aw> and <au> can be found in the beginning, medial, or final position in a base, but <aw> tends to be in the medial and final position in a base and <au> tends to be in the beginning and medial position.
4. Discuss patterns with students
 - all words with <aw> in beginning position come from “awe.” Discuss origin of <awe.> Awe originally meant something that was worth of commanding ones respect or fear. It is easy to see how it evolved to mean something terrible.
 - Ask the student to make observations about patterns:
 - the words that are most commonly used are using <aw> is the medial position
 - Words with a silent e on the end often use <au> except for <awe>.
 - <awn> is a common pattern
 - <aul> is a common pattern
 - <aw> is common for word endings

Remind student that the patterns are just a way to help them mentally sort the <aw> words from the <au> words and that they are not absolute rules by any means

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order
 Words: raw, claw, haul, fawn, dawn, yawn

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: awe, awesome, awful, Autumn, auction, hawk, rawl, crawl, haul, fault, pause, straw, jaw, flaw, fawn, dawn, yawn, cause, law

Sentences – Oral Reading of Connected Text – 2 minutes

“Paul and the Kitten” story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: law, paw, claw, fawn, lawn	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: straw, draw, fault, vault	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: The hawk rose with the sun at dawn. The claw on the paw of the cat is missing. He will haul the cash to the bank vault.	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none">- Definition of vowel diphthong- Sounds of 'au' and 'aw' and patterns in placement <u>Homework:</u> Practice sight words (reading and writing)	

in	dream	creet
ab	dis	ly
hol	i	day
day	sent	ing
greed	i	ly

Scooping Syllables Worksheet

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

greedily

daydreaming

oliday

Scooping Syllables Worksheet

grēēd i l̄y
vt o o

dāy drēām ĩng
vt vt c

ōl i dāy
c o vt

VOWEL DIPHTHONGS

Definition

When a syllable has
2 vowels (side by side) and they make a new sound.

"Two vowels go walking and make a brand new sound."



au fault, sauce	aw saw, raw	ow now, crown
oi oil, join	oy toy, boy	ie piece, field
oo cook, look	oo too, shoot	ew new, dew
ou out, shout	ou youth, group	ea great, break

Unexpected Vowel Sound



au in beginning	au in middle	aw in beginning	aw in middle	aw at end
Autumn	haul	awe	hawk	paw
auction	fault	awesome	crawl	claw
	pause	awful	pawn	saw
	because		yawn	flaw
	sauce		fawn	jaw
	vault		dawn	straw

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
mom	✓	✓	✓	mommy
mind, yap, grip, spin, thank lub				

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, y	Answer
forget	✓	✓	✓	✗	forgetful
pilot, admit, regret, begin untell					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
be, go ba		

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
name, love, wake, tire lome		

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 ful, less, er, est, ness, y	Answer
train, pray, green, fleet, boat loat		

awe		fault
awesome		pause
awful		straw
Autumn		jaw
auction		flaw
hawk		fawn
rawl		dawn
crawl		cause
haul		law

Paul and the Kitten

Paul was sitting on his front step when a small kitten ran up to him and rubbed up against his leg.

“Hello,” said Paul to the kitten. “Where did you come from?”

Paul picked up the kitten to pet it in his lap.

The kitten purred happily.

Paul said, “Wait here, kitten. I will be back.”

Paul went into his home. His mom was in the kitchen. Paul said, “Kittens are awesome. Can we get one?”

Paul’s mom said, “No, kittens cost too much.”

Paul said, “What if the kitten is free?”

“No, kittens cause all kinds of problems.”

“Like what?” asked Paul.

“Kittens scratch up chair legs with their claws.”

Paul wrapped all the chair legs in his home with scraps of rug to protect them.

Paul asked, “Can we get a kitten, Mom?”

“Kittens cause lots of messes. I do not want to clean up cat messes.”

“I will clean up all messes,” said Paul. “Please, Mom.”

Paul’s mom said, “I give up. On Monday, we can go to the pet shop to see if they have kittens.”

Paul went to the front step, picked up the kitten. and went back to his mom. “No need, Mom. Here is the most awesome kitten.”

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 hawk rose with the sun at dawn.

The claw on the paw of the cat is missing.

He will haul the cash to the bank vault.