

# LESSON PLAN

Student:	Lesson #57
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: not, no, nop, nip, ni, hi, him, hum, hu, fu, flu	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 <y> can now act as a consonant or vowel in the card pack. Visually indicate this on the card.
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 vowels: /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

At this point, you will stop doing the blending drill and start doing the syllable card drill. The reason for this change is that the student is ready to build two syllable words that contain an open syllable and a closed syllable.

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.

ba	mid
hu	sic
ba	lent
ra	sis
si	ven

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

- read down the Column #1 syllables first and then read the Column #2 syllables.
- read across each row (the words will be nonsense words)
- move syllables in Column #2 to make real words (basic, humid, basis, raven, silent).
- Discuss the meaning of each word with the student and ask the student to use each word in a sentence.

Notes

### Review of Recent Rules and Concepts – 15 minutes

#### **Topic: Pounding Syllables**

Equipment: hands

Word List: ba, basic, red, re, rebeing, refit

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: raven (ra-ven), silent (silent), wisdom (wis-dom)

#### **Topic: Schwa with ‘a,’ ‘i,’ and ‘e,’**

1. Ask the student to put syllable cards together to make words, say the word out loud, and then place the schwa symbol on the syllable that is being schwaed

2. 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: along (a-long), lesson (les-son), item (i-tem), kitchen (kit-chen), zebra (ze-bra), pencil (pen-cil)

#### **Topic: Review of the Open Syllable**

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

- a. an open syllable has one vowel

Notes

<ul style="list-style-type: none"> <li>○ b. It is not followed by one or more consonants</li> <li>○ c. The vowel is long</li> </ul> <p>2. Read and model each step to show the difference between a closed and open syllable using letter cards (example word &lt;got&gt;) showing that the &lt;o&gt; cannot “run away” as it is being closed in by the &lt;t&gt;. Remove the &lt;t&gt; and discuss how the &lt;o&gt; is now free to wander away. When it wanders away, it shouts its name so that its mom can find it.</p> <p>3. Practice proving the rule card using letter cards in a Yes/no sort for open syllable. Do not have the student read the words because there are syllable types that they have not learned yet. Instead, tell them to simply apply the rule and sort the cards.</p> <p>Words: cry, be, no, hem, deed, take, bup, mo, we</p> <p style="text-align: center;"><u>Questions to ask student about open syllables during sort</u></p> <p>How many vowels are in the syllable? Is the vowel followed by one or more consonants within the syllable?</p> <p><b>Topic: “y: as a vowel</b></p> <p>Materials: magnetic letter tiles for song and index cards for word sort</p> <p>1. Review when ‘y’ is a consonant by singing the “y” song on ukulele A,E,I,O,U Are vowels that I know you’ve heard But Y is only a vowel, When it’s NOT at the start of a word</p> <p>2. Remind student that ‘y’ can be used as a vowel. Ask student to take out rule card:</p> <ul style="list-style-type: none"> <li>• ‘y’ will be a vowel when it is anywhere in the word other than the first letter</li> <li>• ‘y’ at the end of a syllable base/root words will make the long /i/ sound</li> <li>• ‘y’ at the end of a two or more syllable word will make the long /e/ sound</li> </ul> <p>3. Do a Yes/No word sort with headings: “Y sounds like short I,” “Y sounds like long I” and “Y is a consonant”</p> <p>Word list: yet, sly, by, yes, gym, cry, Fynn, yug, wynn, sym, ply</p>	
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: ba, basic, basis, hu, humid, human	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Words: my, fly, bi, by, ti,, ty, me, he, be, bo no go, humid, silent basic, basis, raven, human	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
“Jess and Bo” story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: we, fly, my, ra, raven	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: by, dry, try, he, be, gin	Notes
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. I will not pretend to begin the task. 2. Get the secret refund. 3. The raven can fly up to the top branch.	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"><li>- Schwa</li><li>- Definition of open syllable</li><li>- 'y' as a vowel</li></ul> <u>Homework:</u> Practice sight words (reading and writing)	Note

<b>ba</b>	<b>mid</b>
<b>hu</b>	<b>sic</b>
<b>ba</b>	<b>lent</b>
<b>ra</b>	<b>sis</b>
<b>si</b>	<b>ven</b>

## Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə

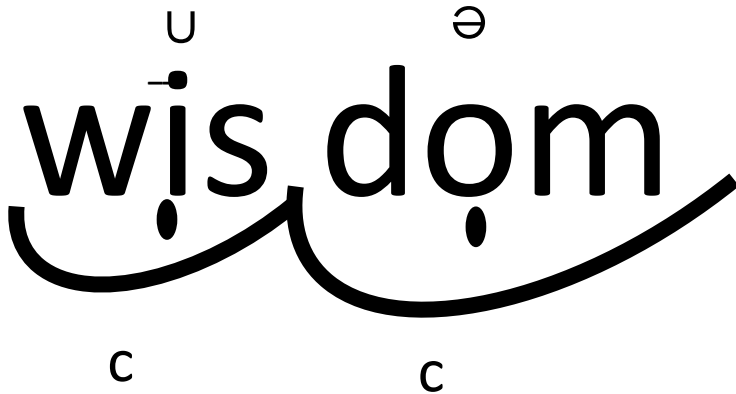
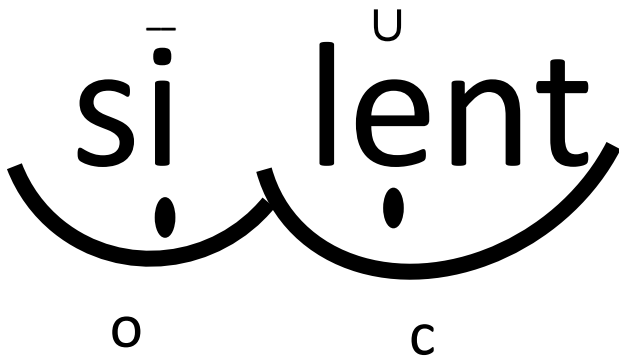
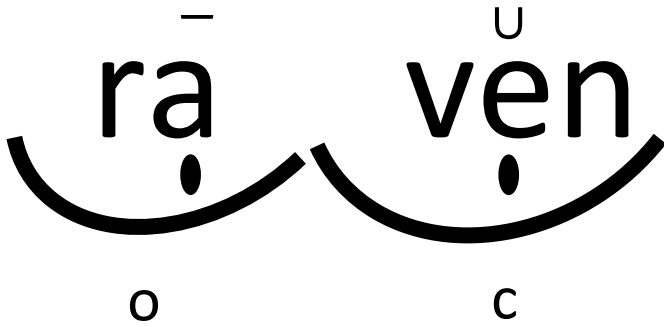
raven

silent

wisdom

Scooping Syllables Worksheet

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



<b>a</b>	<b>long</b>
<b>les</b>	<b>son</b>
<b>i</b>	<b>tem</b>
<b>kit</b>	<b>chen</b>
<b>ze</b>	<b>bra</b>
<b>pen</b>	<b>cil</b>
	<b>ə</b>



<b>Yes</b>	<b>No</b>
<b>cry</b>	<b>hem</b>
<b>be</b>	<b>deed</b>
<b>no</b>	<b>take</b>
<b>mo</b>	<b>bup</b>
<b>we</b>	

<b>y = short i</b>	<b>y = long i</b>	<b>y = consonant</b>
<b>gym</b>	<b>sly</b>	<b>yet</b>
<b>Fynn</b>	<b>by</b>	<b>yes</b>
<b>Wynn</b>	<b>cry</b>	<b>yug</b>
<b>sym</b>	<b>ply</b>	

<b>my</b>	<b>bo</b>
<b>fly</b>	<b>no</b>
<b>bi</b>	<b>go</b>
<b>by</b>	<b>humid</b>
<b>tri</b>	<b>silent</b>
<b>try</b>	<b>basic</b>
<b>me</b>	<b>basis</b>
<b>he</b>	<b>raven</b>
<b>be</b>	<b>human</b>

# Jess and Bo

Jess is a small black rabbit.

Jess spots a kid called Bo.

Jess watches Bo jumping on his pogo stick.

Jess thinks, “What is that thing? It can jump. I can jump. Is it a big rabbit?”

Jess is silent as she sits in the bush and watches Bo.

When Bo’s pals stop by for a visit, Bo runs with them.

Jess thinks, “It can run with its pals. I can run with my pals. It must be a big rabbit.”

When Bo is all by himself, Jess hops into the open.

Bo spots Jess. “Hi,” says, Bo.

Jess is still and silent.

Bo trots up to Jess, sits by her, and pets her.

Jess thinks, “It has hands. I do not have hands. It is not a rabbit.”

Bo says, “I am Bo. Will you be my pet?”

Jess thinks. “It is a Bo. What is a Bo? What is a pet?”

Bo gets a salad snack for Jess. He says, “Have some salad.”

Jess thinks, “Salad is fantastic. Bo is a fantastic pet salad.”

Rabbits are excellent pets, but they are not fantastic thinkers.

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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I will not pretend to  
begin the task.

Get the secret refund.

The raven can fly up to  
the top branch.