LESSON PLAN

Student:	Lesson #61
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	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: de, du, da, dam, damp, dimp, limp	
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 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/	

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 three columns with "Syllable #1" cards in first column, "Syllable #2" cards in second column, and "Syllable 3" cards in third.

e	las	tron
e	lec	tic
e	rupt	ment
e	quip	ing
e	vict	ing

2. Complete, the drill by asking the student to do the following things:
   a) read down each column
   b) read across each row (the words will be nonsense words)
   c) move around words in Column #2 to create real words (elastic, electron, erupting, equipment, evicting).
   d) discuss meaning of each word and ask student to use each word in a sentence.

Review of Recent Rules and Concepts – 10 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: e, lec, electic, victing, evicting

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: equipment (e-quip-ment), electing (e-lect-ing), refunded (re=fund=ed

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
   - '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
yad	gym	by	trophy
yump	pyg	cry	lazy
yeg	syn	cy	jumpy

New Content/New Rule – 0 minutes	
No new content. This is a review lesson.	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: try, sun, sunny, try tripod, zero, elastic	
Word List – Oral Reading of Isolated Words – 2 minutes	
Words: lilac, minus, tripod, rodent, protect, electron, electric, banjo, refund, began, secret, rerun, eject, decal, event, fro, glamp, zuny	
Sentences – Oral Reading of Connected Text – 2 minutes	
"The Sky is the Limit" story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: equipment, lazy, funny, tiny	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: candy, crispy, copy, shy, why, try, rusty, zero	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. You can get a refund on the equipment. 2. The rodent did not try to hit the tripod. 3. Ten minus ten is zero.	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - Definition of open syllable - 'y' as a vowel <u>Homework:</u> Practice sight words (reading and writing)	

e	las	tron
e	lec	tic
e	rupt	ment
e	quip	ing
e	vict	ing

Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə

equipment

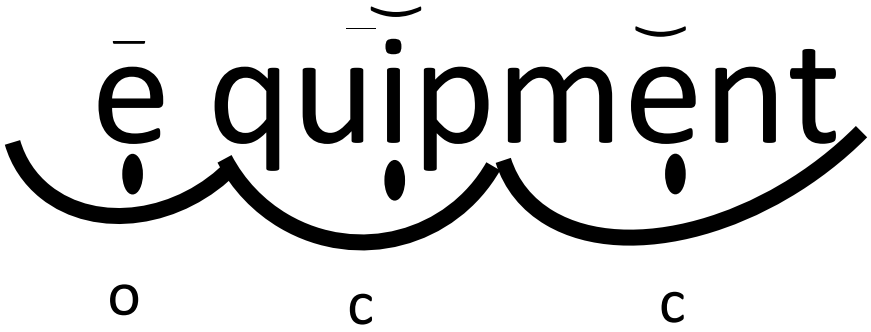
electing

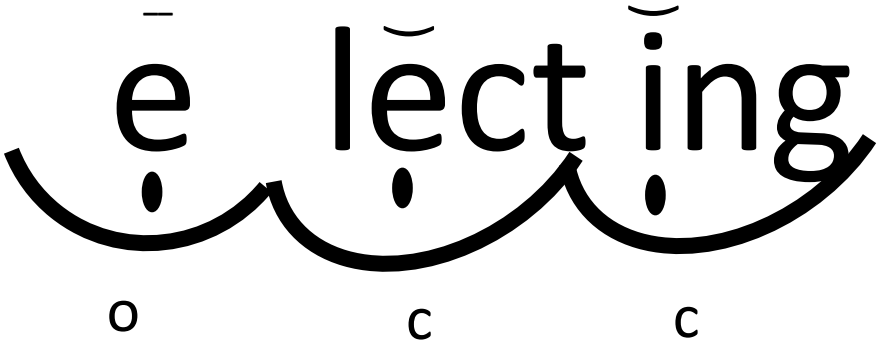
refunded

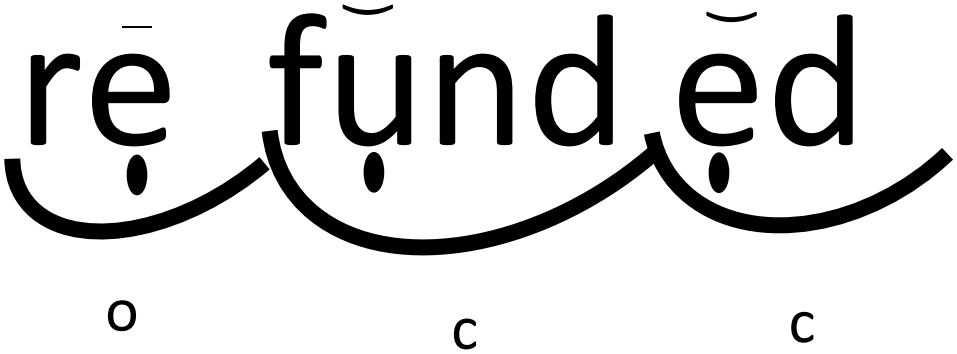
Teacher's Answer Key for Syllabication Worksheet

Scooping Syllables Worksheet

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







y = consonant	y = short i	y = long i	y = long e
yad	gym	by	trophy
yump	pyg	cry	lazy
yeg	syn	cy	jumpy

lilac	began
minus	secret
tripod	rerun
rodent	eject
protect	decal
electron	event
electric	fro
banjo	glamp
refund	zuny

The Sky is the Limit

Fran was a small kid. Fran and her mom were in the kitchen.
Fran's mom told her, "If you try your best, then the sky is the limit."
"The sky is the limit?" asked Fran.
"Yes," said Fran's mom. "The sky is the limit."
Fran's mom hugged Fran and then went back to cutting melons.
Fran ran out to watch the sky.
Fran said, "If the sky is the limit, then what is past the sky?"
Fran grinned. "If I try, then I bet that I can find out what is past the sky."
Fran got equipment from the shed. The equipment was bricks.
"I will construct a tall wall. It will be the tallest wall.
My wall will get me up past the sky."
Fran stacked bricks. The brick stack went up and up.
Fran grabbed the bricks in her hands and attempted to go up the brick stack.
Within ten seconds, the brick stack and Fran crashed.
Fran said, "This is bad, but I must not get upset. I must try if I want to find out what is past the sky."
Fran got planks from the shed.
Fran constructed a ramp from the planks. The ramp went up and up.
Fran grabbed the ramp in her hands and attempted to go up the ramp.
Within ten seconds, the plank ramp snapped, and Fran crashed.
Fran said, "I must not get upset. I will construct a rocket. Yes. That is a fantastic plan. Fran went to the shed to find equipment..."

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.



"baby-1716823_1280" by cuncon is licensed under CC0.

You can get a refund on the equipment.

The rodent did not try to hit the tripod.

Ten minus ten is zero.