LESSON PLAN

Student:	Lesson #83	
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 picture 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:	
Phonemic Awareness Drill – 3 minutes	
 Equipment: none Say, "I'm going to say some words. If you hear the long /u/ vowel sound, I want you to touch your earlobe. If you hear a short /u/ vowel sound, keep your hands in your lap. Words: cue, cut, due, clue, blue, clup, statue, glue, gum 	
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 vowel teams (also known as vowel digraphs): ai, ay, ee, ey, oa, oe, ow, ue (reminder: use blocking strategies and remove mastered sounds from pack)	
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill	

Section 2: New Content and Reading

Blending Card Drill and Syllable Card Drill – 2 minutes	
Equipment: letter cards Words: cue, hue, due, blue, clue, glue	Notes
	Notes

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

res	ue
ven	on
cray	low
be	cue

- 2. Complete, the drill by asking the student to do the following things:
 - a) read down all the Column #1 syllables first and then read the Column #2 syllables.
 - b) read across each row (the words will be nonsense words)
 - c) move around words in Column #2 to create real words (rescue, venue, crayon, below). Ask student to use each word in a sentence

Review of Recent Rules and Concepts – 8 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: dismay, ven, revenue, ile, meanwhile

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: crayoning (cray-on-ing), rescue (res-cue), olleyball (ol-ley-ball)

Topic: 'ee' and 'ea' vowel teams (also called vowel digraph)

Materials: magnetic letter tiles, 'ee' and 'ea' flash card pack from Lesson #77

- 1. Take out cards for the following words: heel, heal; reed, read; peek, peak; beet, beat; week, weak; meet, meat; feet, feat; heel, heal.
- 2. Shuffle deck. Lay out a card. Take turns putting words into a story.

Topic: Card Choice Drill for 'oa,' 'oe,' and 'ow' vowel teams (also called vowel digraph) Materials: index cards from drill used in Lesson #81

- 1. Ask student to explain how we know which of the following vowel teams to use: 'oa,' 'oe,' and 'ow.' 'Oa' is almost always used in the middle of words. 'Ow' and 'oe' = almost always found at the end of words.
- 2. Ask student to say the sentences that we use to remember the 'oe' words.
 - "The doe jumped on her foe's toe. The foe felt woe."
- 2. Using words written on index cards (that you used in previous lesson) and the following heading: oa, ow, oe. The teacher reads a word out loud. The student points to the correct heading (oa, ow, oe) card to indicate the correct spelling of the word.

New Content/New Rule – 8 minutes

Topic: adding suffix endings vowel team syllables

Materials: magnetic letter tiles, worksheet

- 1. Ask the student to use magnetic letter tiles to spell "meet." Explain that when we add a suffix (ending) to a vowel team syllable, the rule is that we just slam it on.
- 2. Have the student place letter tiles to spell 'ing." Ask them to add the ending and say "slam it on" as they do it
- 3. Ask the student to add the suffix 's' to meet (meets). Say that regardless of whether the suffix begins with a vowel or a consonant, the rule is that we just "slam it on"
- 4. Have the student place down letter tiles to spell sue. Explain that we need a different rule is when we deal with 'ue.' Having the letter 'e' at the end of the word can cause confusion so for 'ue' we follow the rules of vce syllable type and drop the 'e' and add the ending when adding a suffix that starts with a vowel.
- 5. Ask the student to drop the 'e' on sue and add ing to spell suing.
- 6. Ask the student to place down tiles to spell clueless. The 'e' remains in clueless because the suffix does not start with a vowel.
- 7. Have student work through the "Adding Suffixes (Endings) worksheet provided

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: blue, bluing, due, dues, feed, feeding, boat, boated, boats

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: saying, keyed, train, training, ley, leying, volleying, fleet, fleeting, blue, bluing, due, dues, feed, feeding, boat, boated, boats

Sentences – Oral Reading of Connected Text – 2 minutes

"Tess, Pam, and Finn" story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes Word list: pay, paying, stain, stained, key, key, grow, growing Finger Tapping/Tracing/Writing – individual words – 2 minutes Word list: flow, flowing, meet, meeting, seat, seated Connected Text – 5 minutes Ask the student to write the following dictated sentences. Use CHOPS to check work:

The fleet is floating in the bay.

The man is painting the wall blue.

The kid is feeding and training his dog.

Wrap-Up/Review – 2 minutes

Student uses multisensory tools to summarize key concepts.

- Review of 'ai,' 'ay,' 'ee,' 'ea' 'ey.' 'oa,' 'ow,' 'oe,' and 'ue' vowel teams
- How to add suffixes to vowel team syllable type

<u>Homework:</u> Practice sight words (reading and writing), play 'ee' and 'ea' story card game

res	ue
ven	on
cray	low
be	cue

Scooping Syllables Worksheet

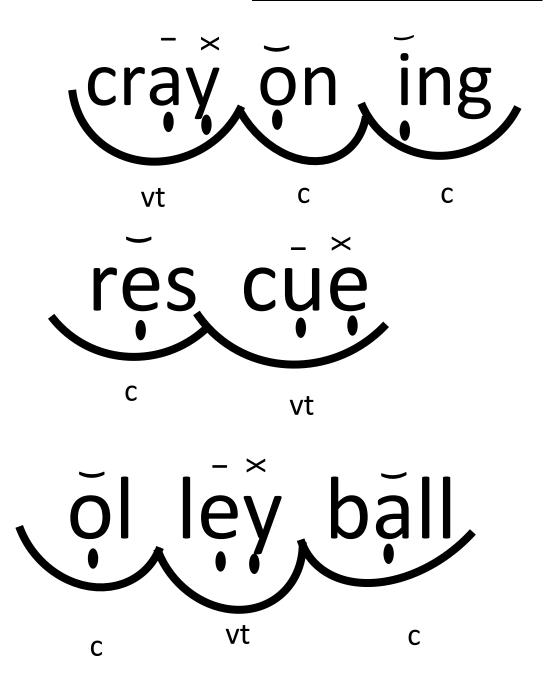
Closed Syllable	С
Open Syllable	0
Schwa	Э
Vowel, Consonant, Silent E	VCE
Vowel Team	VT

crayoning

revenue

olleyball

Scooping Syllables Worksheet



Adding Suffixes (Endings)

Closed Syllable = 1:1:1 rule

1 syllable word	1 short vowel before last consonant	only 1 consonant at end	ending starts with vowel: ing, ed, s, es	Answer
get	✓	✓	✓	getting
sip, dark, wet, grim kimp, lum				

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: ing, ed, s, es	Answer
forget	~	~	✓	~	forgetting
	adn	nit, pilot, beg	in, subtract,	limit	

Open Syllables

Word	Suffix ing, es	Answer
	ing, es	
	do ao	
	do, go fo	
	fo	

Vowel Consonant Silent e (VCE)

Suffix	Answer	
ing, ed, s		
bake, hike, game, home		
hine		
	Suffix ing, ed, s bake, hike, game	

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	Answer
	ing, ed, s	
play, low, hoe, coat, sail, meet, key		
oast		

saying	blue
keyed	bluing
train	due
training	dues
ley	feed
leying	feeding
volleying	boat
fleet	boated
fleeting	boats

Long, Son, and Finn

Long, Son, and Finn are siblings.

Often, they get along just fine.

Today, they are arguing.

It is a nice sunny day, and they are trying to decide what to do.

Long says, "Let's go sailing."

Son says, "No. I want to go biking."

Finn says, "I don't want to go sailing or biking."

Long asks, "Well what do you want to do, Finn?"

Finn says, "Let's go to the beach and go swimming."

Long says, "No. It takes too long to get to the beach."

Son nods.

The triplets spend a long time arguing about what to do.

Finally, Finn says. "None of us is going to get what we want."

Son and Long ask, "Why?"

Finn says, "It is beginning to rain."

Finn asks, "Do you want to do some gaming?"

Son and Long nod.

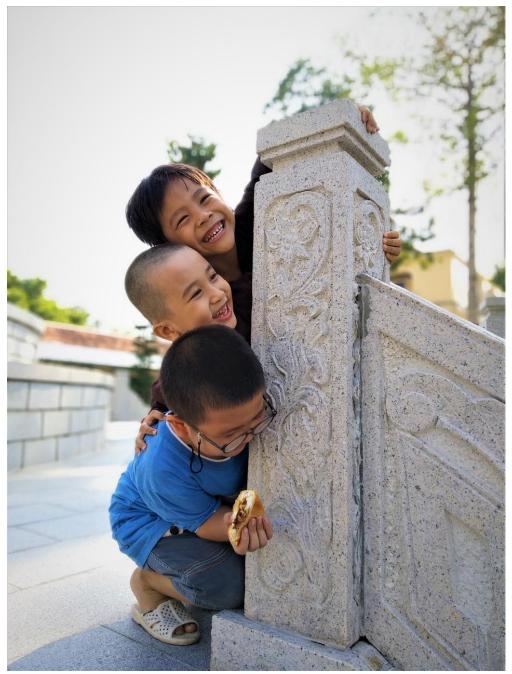
Son says, "Let's play Minecraft."

Long says, "No, I don't want to play Minecraft."

Finn groans.

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 fleet is floating in the bay.

The man is painting the wall blue.

The kid is feeding and training his dog.