

LESSON PLAN

Student:	Lesson #100
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: great, break	
Phonemic Awareness Drill – 3 minutes	
Equipment: coloured tiles Words: naked, feem, vog, lep, loy, zay	
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, ie vowel diphthongs: au, aw, oi, oy, oo, ou, ow, ie ew, ea (reminder: use blocking strategies and remove mastered sounds from pack)	Add 'ea' to the card pack.
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	
Equipment: index cards 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.	

be	case
brief	lief
out	ness
great	fast
break	side

2. Complete, the drill by asking the student to do the following things:
- read down all the Column #1 words first and then read the Column #2 words.
 - read across each row (the words will be nonsense words)
 - move around words in Column #2 to create real words (belief, briefcase, outside, greatness, breakfast). Ask student to use each word in a sentence

Review of Recent Rules and Concepts – 12 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: greatness, crew, healthy, 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: unheated (un-heat-ed), breakfast (break-fast), debriefing (de-brief-ing)

Topic: Using suffixes with previously learned syllable types

Materials: suffixes worksheet

Ask student to work on “Adding Suffixes (Endings)” sheet.

Topic: Review the ‘oo,’ ‘ew,’ and ‘ou’ vowel diphthongs

Materials: index cards

1. Teacher and student take turns reading cards with ‘ou,’ ‘ew,’ and ‘oo’ words on them and saying one sentence of a story that they make up together. The idea is not to make a great story, just to keep the story going.

“oo” (too)	“ew” (new)	‘ou’ (you)
too, moo, boo, toon, soon, tool, pool	dew, crew, flew, stew, knew, grew, chew, threw	you, youth, group, through, route

1. Discuss patterns such as ‘ew’ happens at end of word. We can remember ‘ou’ words because of our keyword sentence. “Oo” often is followed by ‘n’ or ‘l.’

Topic: Review the ‘ea’ vowel diphthong

Materials: letter tiles, index cards from drill used in Lesson #99

1. Place letter tiles to spell ‘ea.’ Ask student to name the 3 sounds of <ea> (short e sound as in “dead,” long a sound as in “break” and the long e sound as in “team”).

2. Ask student to read words and sort the cards into the headings below:

ea makes long 'e' sound vowel team	ea makes short 'e' sound vowel diphthong	ea = make long 'a' sound vowel diphthong	
sea, pea, meat, seat, beat, bean, beam, team	bread, dead, head, read, health, wealth, breath, breast	great, break, steak	

Discuss patterns such as the fact that there are only a few words that use 'ea' to make the long 'a' sound. When 'ea' makes the short 'e' sound it is always in the middle.

New Content/New Rule – 5 minutes

Topic: Review the 'igh' exception to the closed syllable rule

Material: Letter tiles, rule card

1. Place letter tiles to spell 'igh.' Tell the student that 'igh' says the long i sound. Put down the tiles for "sigh" and ask the student to say the sounds that are heard (s-i). So why is the 'gh' in this word? Tell the student that when there are silent letters in a words that don't seem to serve a function, that can be a clue to the history of the word. "Igh" has roots in Old English.

2. Give student rule card and read it:

Igh Rule

1. If you have the letter 'i' followed by 'gh'
2. The 'i' says the long /i/ sound
3. The 'gh' is silent

After this lesson, add <igh> to card pack

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

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

Words: sigh, sight, light, might, dead, head, read, bean, great

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: bread, spread, read, head, heavy, pleasant, high, sigh, night, fight right light, bright, tight, might, plight, flight, sight

Sentences – Oral Reading of Connected Text – 2 minutes

"Reading at Night" story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: bread, been, flight, night, right	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: might, beam, health, wealth, steak	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. The duck felt fright at the sight of the dog. 2. That light in your bedroom is very bright. 3. The flight that I took at night was not pleasant.	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none">- Sounds of 'au,' 'aw,' 'oi,' 'oy,' 'oo,' 'ou,' 'ow,' 'ew' and 'ea' (and patterns in placement)- Sound of 'igh' <u>Homework:</u> Practice sight words (reading and writing)	

be	case
brief	lief
out	ness
great	fast
break	side

Scooping Syllables Worksheet

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

unheated

breakfast

debriefing

Scooping Syllables Worksheet

ūn hēat^x ēd
c vt c

★
break fāst
vd c

★
dē briēf īng
o vd c

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
tip	✓	✓	✓	tipped
blast, ship, red, map lep				

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, ment, y	Answer
regret	✓	✓	✓	✓	regretting
inject, admit, disband ontract					

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, fly bry		

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
make, choke, grace, time pode		

Vowel Teams

1. Slam on the ending if the last letter in the base is any letter except 'e.'
2. If the last 'e' in the base is an 'e,' then drop the 'e' and add the vowel ending.
3. When adding 'y' to a word that ends in 'ie,' you change the 'ie' to 'y' (to avoid having the letter 'i' occur twice in a row).

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
heat, feet, row, blow, key leet		

Vowel Diphthongs

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,' drop the 'e' and add the vowel ending.

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
great, brief, dread, health lief		

oo

ew

ou

too

dew

you

moo

crew

youth

boo

flew

group

toon

stew

through

soon

knew

route

tool

grew

pool

chew



sigh

light

flight

sight

right

might

fight

night

igh

1. If <i> is' followed by 'gh'
2. Then <i> says the long /i/ sound
3. The 'gh' is silent

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bread		fight
spread		right
read		light
head		bright
heavy		tight
pleasant		might
high		plight
sigh		flight
night		sight

Reading at Night

It was late at night and Brett was in bed.

It was long past his bedtime, but Brett was not sleeping.

Brett's flashlight was on. He was deep into a good book.

Brett's mom popped her head into his room for the sixth time.

"You need to go to sleep, Brett," she scolded.

"I am almost at the end."

His mom frowned. "That's what you said last time I came in here."

"Please, Mom. This book is so good."

His mom loved the sight of Brett reading, but it was very late.

"Don't fight me on this..."

"Just let me finish this page?"

"All right. You can finish the page."

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.



“at-
night-

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The duck felt fright at the sight of the dog.

That light in your bedroom is very bright.

The flight that I took at night was not pleasant.