

LESSON PLAN

Student:	Lesson #99
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:	After this lesson, add 'great' and 'break.'
Phonemic Awareness Drill – 3 minutes	
Equipment: coloured tiles Words: look, book, bok, bod, bode, bone, boin, coin, coy, cue	
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 (reminder: use blocking strategies and remove mastered sounds from pack)	After this lesson, 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

Blending Drill and Syllable Card Drill – 2 minutes	
Blending Card Drill Equipment: letter cards cow, cowl, howl, how, show, mow, mod, lod, lid, lie, pie, tie	

Syllable Card Drill Equipment: index cards		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.		
en	ploy	
be	joy	
em	lief	
pro	case	
book	nounce	
2. Complete, the drill by asking the student to do the following things:		
a) read down all the Column #1 words first and then read the Column #2 words.		
b) read across each row (the words will be nonsense words)		
c) move around words in Column #2 to create real words (enjoy, employ, belief, pronounce, bookcase). Ask student to use each word in a sentence		

Review of Recent Rules and Concepts – 12 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: nounce, pronounce, em, employing, disbelief

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: employment (em-ploy-ment), briefcase (brief-case), toonish, (toon-ish)

Topic: Using suffixes with previously learned syllable types

Materials: suffixes worksheet

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

Topic: Review of the 'ew' vowel diphthong

Materials: letter tiles, index cards from drill used in Lesson #98

1. Place letter tiles to spell 'ew.' Ask the student to state the two sounds of "ew" (as in *few* and *new*.) Ask student to do card read and sort.

ew	ew
makes long u sound as in <i>few</i>	makes "oo" sound as in <i>new</i>
few, pew, view, nephew, cashew	dew, crew, flew, stew, knew, grew, chew, threw

New Content/New Rule – 5 minutes

Topic: Introduction to the 'ea' vowel diphthong

Materials: letter tiles, index cards

1. Place letter tiles to spell 'ea.' Explain "ea" has three sounds. Ask student to name the sound that 'ea' make when it is a vowel team as in *heat* (long e). Explain the 'ea' can also

two unexpected sounds so it can be a vowel diphthong. It can make the short e sound as in “dead” and it can make the long a sound as in “break” and “great.” It can also work as a vowel team to make 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

1. 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.

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order
Words: sea, head, break, too, group, grew

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: bread, dead, head, read, dread, spread, thread, health, wealth, breath, breast, great, break, steak

Sentences – Oral Reading of Connected Text – 2 minutes

“Ted and Fred” story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes

Word list: read, dread, thread, spread, steak

Finger Tapping/Tracing/Writing – individual words – 2 minutes

Word list: great, head, you, youth, sea

Connected Text – 5 minutes

Ask the student to write the following dictated sentences. Use CHOPS to check work:

1. I will spread jam on the bread.
2. Do you think that it is best to have health or wealth?
3. It is great that you did not hit your head on the beam.

Wrap-Up/Review – 2 minutes

Student uses multisensory tools to summarize key concepts.

- Sounds of ‘au,’ ‘aw,’ ‘oi,’ ‘oy,’ ‘oo,’ ‘ou,’ ‘ow’ and ‘ew’ (and patterns in placement)

Homework: Practice sight words (reading and writing)

en	ploy
be	joy
em	lief
pro	case
book	nounce

Scooping Syllables Worksheet

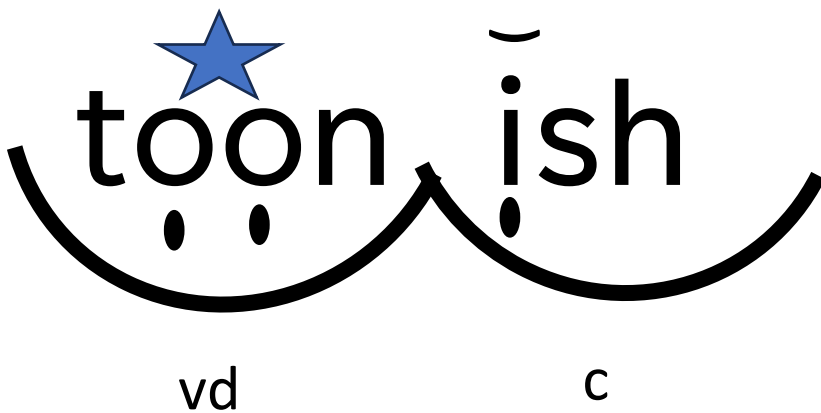
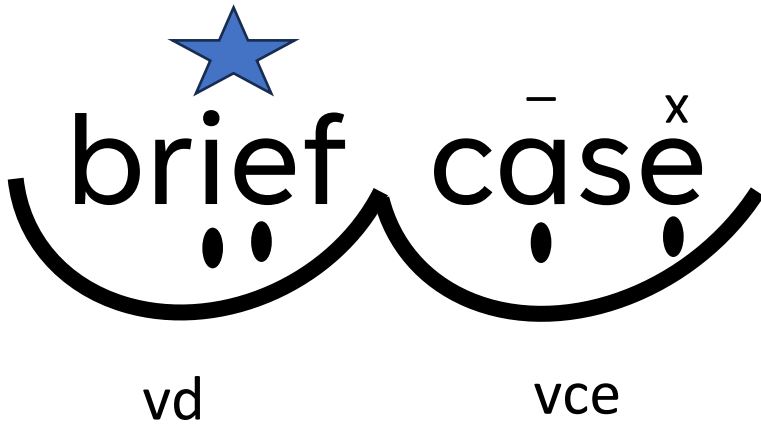
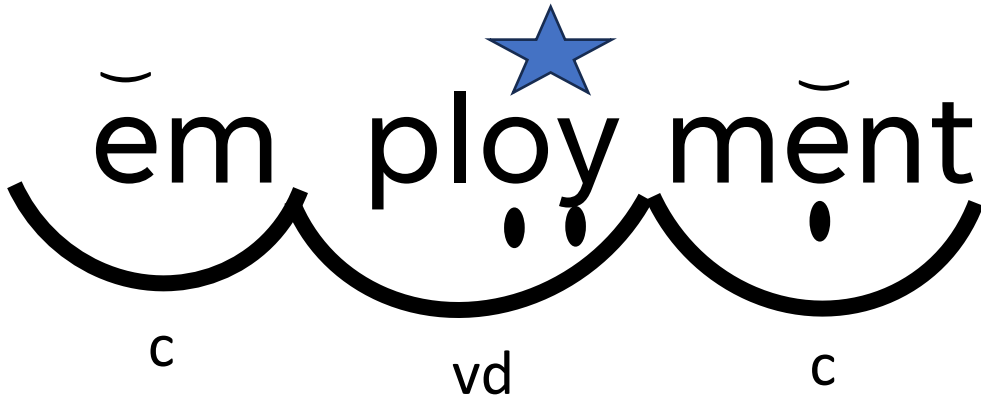
Closed Syllable	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE
Vowel Team	VT
Vowel Diphthong	VD

employment

briefcase

toonish

Scooping Syllables Worksheet



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
pup	✓	✓	✓	puppy
cap, sip, ram, flip bem				

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
open	✓	✓	✗	✓	opening
credit, regret, submit ungret					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
go, dry, cry plo		

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
bake, home, fume, fake hine		

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
mail, steam, coat, row tain		

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
chew, flaw, cook, howl rawl		

ea	ea	ea
long 'e' sound	short 'e' sound	long 'a' sound
vowel team	vowel diphthong	vowel diphthong

sea	bread	great
pea	dead	break
meat	head	steak
seat	read	
beat	health	
bean	wealth	
beam	breath	
team	breast	

sea		spread
seal		thread
team		health
heal		wealth
bread		breath
dead		breast
head		great
read		break
dread		steak

Ted and Fred

Long ago, there were two men named Ted and Fred.

Ted and Fred were out sailing when a pale male whale smacked into their boat.

The boat sank. Ted and Fred jumped into their life raft just in time.

They drifted on the sea for days, but there was no land to see.

“Things are not looking great for us,” said Fred.

“That’s true,” agreed Ted. “I wish we had some food.”

“Me too.”

“I would love a nice big steak,” said Ted.

“I would be happy with jam on bread,” said Fred.

Ted nodded. “I would be happy with a can of beans.”

“I would be happy with a handful of peas.”

“How do you feel about fish?”

“I would love some fish.”

Ted grinned. “Then I will get you some fish now.”

“How?”

“I’ll just ask the man on that fishing boat to give us some.”

Fred followed Ted’s stare. He saw a fishing boat coming their way.

“Do you know what this means?” cried Fred.

“We are going to get some fish?”

“Yes, and we are saved!”

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 spread jam on the bread.

Do you think that it is best to have health or wealth?

It is great that you did not hit your head on the beam.