

# LESSON PLAN

Student:	Lesson #77
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. "The Pale Male Whale" cartoon was made using the Toontastic app.	

## 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 1. Say, "I'm going to say some words. If you hear long ē sound in a word, I want you to touch your earlobe. If you don't hear the long ē, keep your hands in your lap. Words: mess, cheese, clear, chest, smear, cheer, year, spend, speech, breath, breathe	
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	
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 – 2 minutes	Notes
Materials: letter cards Words: fe, fee, feed, weed, ween, teen, tee, tree, ghee, hee, he	
Review of Recent Rules and Concepts – 8 minutes	

**Topic: Pounding Syllables**

Equipment: hands

Word List: teenage, weakness, hab, uninhabited, piloting

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: teenage (teen-age), faithfulness (faith-ful-ness), unexplain (un-ex-plain)

**Topic: adding suffix endings to closed, opening, and vce syllable types**

Materials: worksheet

1. Have student make word sums on the worksheet provided

**Topic: Review of the vowel team (also called vowel digraph) syllable type**

Materials: magnetic letter tiles,

1. Ask student to take out digraph rule card:

when vowels are side-by-side, the first vowel is long and the second vowel is silent

“When 2 vowels go walking the first 1 does the talking.”

Discuss with student that this is not true for all vowel combinations, but it is true for the ones that we will be studying during the digraph vowel syllable section.

2. Use letter tiles to show how closed syllable changes to open, and then to v-c-e and then to vowel team. pal, pa, pale, pail

3. ale/ail word sort to match the correct meaning and spelling of each word. Begin by showing the “Pale Male Whale” video clip. Tell the student that the story about the pale male whale who got ale on sale is a way to remember the words that are spelled with ‘ale.’ There are ‘ail’ words that sound the same as all of those ‘ale’ words but the words have different meanings. To do the sort, the teacher says the meaning of a word and puts the card face down on the table. The student slides it to the heading that they think is correct and then the student can flip over the card to see if they are correct.

<b>ale</b> vowel consonant e	<b>ail</b> vowel team
pale	pail
male	mail
whale	wail
ale	ail
sale	sail

**New Content/New Rule – 8 minutes**

**Topic: Introduction to ‘ea’ vowel team (also called vowel digraph)**

Materials: magnetic letter tiles, blank index cards

1. Tell the student ‘ea’ is the new vowel team for today’s lesson. The most common way to write the long /e/ sound as a vowel team is ‘ee.’ ‘Ea’ is the second most common.

<p>2. Ask the student to try adding different consonants to the front of 'eak' to form words: beak, leak, peak, weak, squeak</p> <p>3. Tell student that the challenge is to know which words use 'ee' and which use 'ea.' Use flash cards with a word on one side and a picture on the other to teach the meaning of the following words: heel, heal; reed, read; peek, peak; beet, beat; week, weak; meet, meat; feet, feat. For words that are unknown to the student, have the student make a quick sketch of the meaning on the back of the card. (If the student wants to do more than a quick sketch, then assign the drawing part for homework).</p>	
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order</p> <p>Words: pale, pail, pay, meet, meat, reed, read</p>	
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
<p>Word list: deal, heal, peal, meal, beak, peak, weak, squeak, peach, teach, reach, read, lead, team, beam, lean, clean, each, least, sneak</p>	
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
<p>"Pete" story</p>	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
<p>Word list: heal, heel, feet, feat mad, made, maid, may</p>	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
<p>Word list: beat, beet, week, weak, peek, peak</p>	
<b>Connected Text – 5 minutes</b>	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work:</p> <p>Do not eat the red beet.</p> <p>I feel weak this week.</p> <p>I can read about the long reeds in the pond.</p>	
<b>Wrap-Up/Review – 2 minutes</b>	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> <li>- Review of how to remember the different 'ale' and 'ail' words</li> <li>- Review of 'ai,' 'ay,' 'ee,' and 'ea' vowel teams</li> </ul> <p><u>Homework:</u> Practice sight words (reading and writing)</p>	

## Scooping Syllables Worksheet

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

teenage

faithfulness

unexplain

Scooping Syllables Worksheet

tēēn āgē

vt

vce

fāīth fūl nēss

vt

c

c

ūn ēx plāīn

c

c

vce

## Adding Endings to Closed, Open, and VCE syllables

Write a base word	What type of syllable is it? (C,O,VCE)	Choose a suffix (ending). ed, ing, s, es, ish, est, less, ment	Does the suffix begin with a vowel? ✓ X	Write the full word

hop, hope, try, be, tip, whip, flake

nonsense words: rop, ro, hode

<b>ale</b> vowel consonant e	<b>ail</b> vowel team
<b>pale</b>	<b>pail</b>
<b>male</b>	<b>mail</b>
<b>whale</b>	<b>wail</b>
<b>ale</b>	<b>ail</b>
<b>sale</b>	<b>sail</b>

<b>ee</b> vowel team	<b>ea</b> vowel team
<b>heel</b>	<b>heal</b>
<b>reed</b>	<b>read</b>
<b>peek</b>	<b>peak</b>
<b>beet</b>	<b>beat</b>
<b>week</b>	<b>weak</b>
<b>meet</b>	<b>meat</b>
<b>feet</b>	<b>feat</b>



<b>deal</b>		<b>reach</b>
<b>heal</b>		<b>read</b>
<b>meal</b>		<b>lead</b>
<b>beak</b>		<b>team</b>
<b>peak</b>		<b>beam</b>
<b>weak</b>		<b>clean</b>
<b>squeak</b>		<b>each</b>
<b>peach</b>		<b>least</b>
<b>teach</b>		<b>sneak</b>

# Pete

Pete was watching Youtube – again.

“Go outside and play, Pete,” said his mom.

“Why?” asked Pete.

His mom said, “That screen will rot your brain.”

Pete’s mom snatched the Ipad away from Pete.

“Youtube is teaching me stuff,” said Pete. “You should like that.”

“You can learn more from real life than from a screen, Pete.”

“Like what?”

“Anything you want.”

“I want to find out if a cat can fly.”

“No.”

“I want to find out if I can get to China if I dig a deep hole.”

“No.”

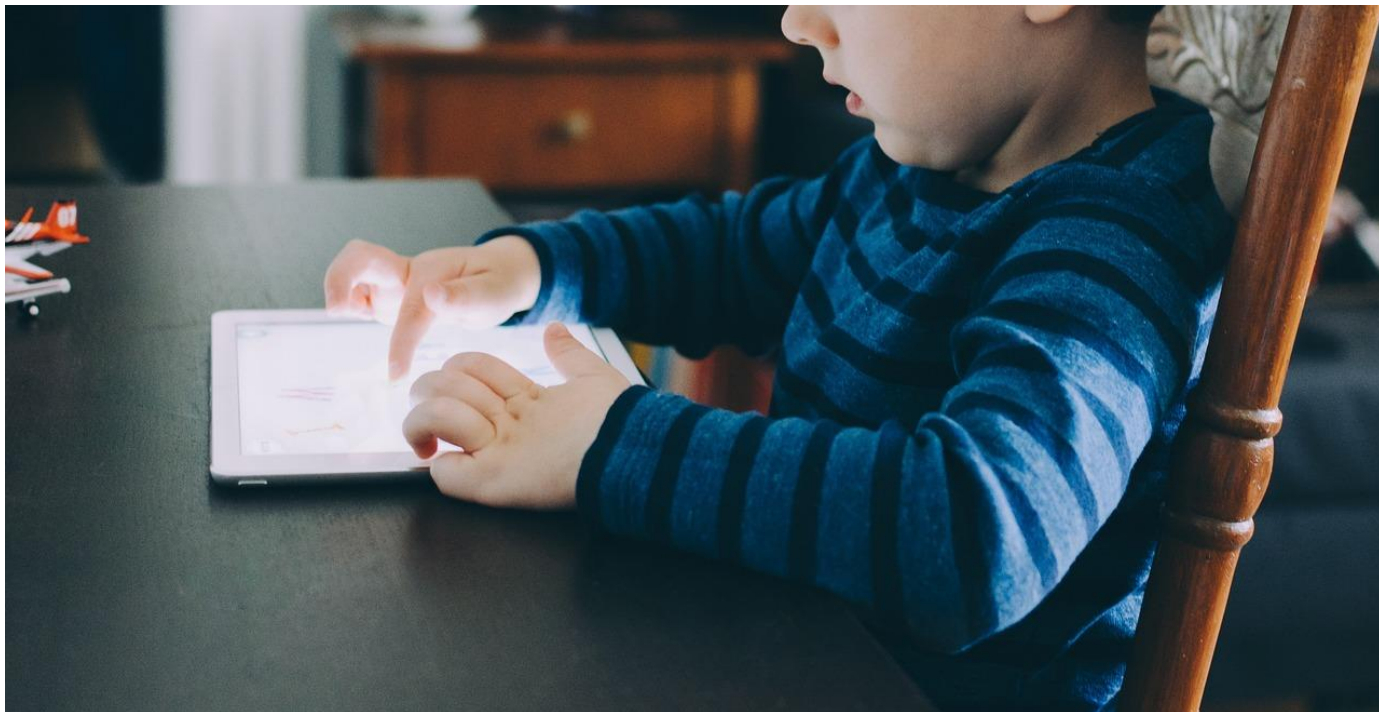
“I want to find out how much meat I can eat before I puke.”

Pete’s mom handed the Ipad back to him.

“You win,” she said.

### 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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Do not eat the red beet.

I feel weak this week.

I can read about the long  
reeds in the pond.