

LESSON PLAN

Student:	Lesson #67
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 is 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: differently coloured blocks of uniform shape Word List: hit, hi, hike, like, lake, rake, brake, broke, troke, stroke	
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, 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 (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

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 and “Syllable #2” cards in the second column. Complete, the drill by asking the student to do the following things: a) read down each column and then read across each row	

- b) move syllables in column #2 to match up with column #1 words that create words (notebook, caveman, grapevine, mudslide, umpire).
- c) Remember to discuss word meanings and ask student to use words in sentences.

note	man
cave	pad
grape	slide
mud	vine
um	pire

Review of Recent Rules and Concepts – 8 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: mudslide, bake, rebaking, cre, create

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: sunshine (sun-shine), unmade (un-made), reupdate (re-up-date)

Topic: vowel-consonant-e syllable type

Equipment: magnetic letter tiles and index cards

1. Review the vowel-consonant-e syllable rule card:

- a. has 1 vowel, followed by 1 consonant, following by the letter 'e'
- b. the first vowel is long and the final 'e' is silent

2. Use magnetic letter tiles to show the difference between a closed and open syllable using letter cards (example word bit) showing that the 'i' cannot "wander away" as it is being closed in by the 't.' Remove the 't' and discuss how the 'i' no longer has its consonant babysitter so it will shout its name. There are other ways that the vowel can say its name if it is not a closed syllable.

Put the 't' back so that the word spells "bit." Add and 'e' to the end of "bit." Tell the student that 'e' has no time to talk to us. He has work to do. His job is to remind vowels that when he is at the end of the word, they can say their name. In a voice so small that only the 'a' can hear, 'e' whispers, "Say your name!" Ask student to read the word, "mate."

3. Use index cards for Yes/no sort for closed, VCE and open syllables:

Closed Syllable	Vowel-Consonant-e	Open Syllable
am, sun	joke, hide	me, hi
hid	hide	hi
nod	node	no
pan	pane	pa
trick	trike	tri
rud	rude	ru

<p><u>Questions to ask student about open syllables during sort</u></p> <p>How many vowels are in the syllable? Are the vowels right next to one another? Is there a vowel followed by a consonant, followed by 'e'? What sound does the 'e' make? What type of syllable is this?</p>	
New Content/New Rule – 8 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: gate, shine, shade, home, stripe	
Word List – Oral Reading of Isolated Words – 2 minutes	
Words: lat, late, shin, shine, shad, shade, home, stripe, rode, rude, cru, crude, bone, swin, swine, wove, pave, game	
Sentences – Oral Reading of Connected Text – 2 minutes	
“Max and the Frog” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: game, hope, wipe, swipe, face	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: hid, hide, nu, nuke, du, duke, race	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: I can ride his bike up the big hill. His face was red at the end of the race. Mom will bake a cake and I will make a drink.	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - Definition of v-c-e syllable type <u>Homework:</u> Practice sight words (reading and writing)	

note	man
cave	pad
grape	slide
mud	vine
um	pire

Scooping Syllables Worksheet

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

sunshine

unmade

reupdate

Scooping Syllables Worksheet

sūn shīnē^x

c vce

ūn māde^x

c vce

rē ūp dāte^x

o c vce

Closed Syllable am, sun	Open Syllable me, hi	Vowel- Consonant-e joke, hide
hid	hi	hide
nod	no	node
pan	pa	pane
trick	tri	trike
rud	ru	rude

lat		rude
late		cru
shin		crude
shine		bone
shad		swin
shade		swine
home		wove
stripe		pave
rode		game

Max and the Frog

Max is a small kid. He is five.

Max likes to find frogs by the lakeside.

The frogs sit on the lily pads in the open.

It is not difficult for Max to spot them.

Max has a bucket with him when he goes to the lake to find frogs.

“Here, Froggy, Froggy,” calls Max.

Max snatches a big frog from a lily pad.

“I got you!” cries Max.

The big frog lets out a sad, “Ribbit.”

Max says, “Don’t be sad. I will take you home and you can be my pet.”

The big frog lets out a sad, “Ribbit.”

Max says, “Don’t be sad. You can trust me. I will take care of you.”

The big frog lets out a sad, “Ribbit.”

Max stares at the lake. He spots tadpoles swimming by the lily pads.

“Are those tadpoles your babies?” Max asks the big frog.

The big frog makes a happy, “Ribbit.”

Max lifts the mommy frog out of the bucket.

“Sorry,” says Max. “You must take care of your tadpoles.”

The frog hops into the lake to be with her tadpoles.

Max sits on the bank and watches them, but he does not try to catch them.

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 can ride his bike up the big hill.

His face was red at the end of the race.

Mom will bake a cake and I will make a drink.