

# LESSON PLAN

Student:	Lesson #64
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:	
Short Vowel Drill – 3 minutes	
Equipment: keyword pictures and sentence. Discontinue when sounds are mastered	
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: de, re, ri, hi, hit, hat, ha, la, lo	
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 (reminders - 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 second column.	

Complete, the drill by asking the student to do the following things:

- a) read down all the columns
- b) read across each row (the words will be nonsense words)
- c) move syllables to create real words (hotel, ego, photo, hobo, judo).
- d) discuss meaning of each word and ask student to use each word in a sentence.

ho	go
e	tel
pho	bo
ho	to
ju	do

**Review of Recent Rules and Concepts – 8 minutes**

**Topic: Pounding Syllables**

Equipment: hands

Word List: bo, hobo, reinventing, ing, photograph

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: revisited (re-vis-it-ed), admitting (ad-mit-ting), photograph (pho-to-graph)

**Topic: adding suffixes to open and closed syllables – ‘s’ ‘es’ ‘ed’ and ‘ing’**

Equipment: rule card, magnetic letter tiles

1. Review the concept of adding suffixes to open syllables by saying that the 1:1:1 rule only applies to closed syllables. Each syllable type has its own rules for adding suffixes.

Hand out rule card for adding suffixes to open syllables

- a. Instead of ‘s’ add es or use a new word
- b. Instead of ‘ed’ use a new word
- c. Slam on ‘ing’

2. Remind student that when adding suffixes to multisyllable words, when have use use the 2:1:1 rule and “call the word to dinner.” If the closed syllable in the part of the word that touches the suffix is stressed, then double the final consonant.

3. Have the student use bases and suffixes to make word sums and ask that to talk through the rules while they do it.

base	‘s’ or ‘es’	‘ed’	‘ing’
go	goes	gone	going
do	does	done	doing
be	am, are	was, were	being
jump	jumps	jumped	jumping
flip	flips	flipped	flipping
pilot	pilots	piloted	piloting
exit	exits	exited	exiting

<b>New Content/New Rule – 8 minutes</b>	
<p><b>Topic: adding suffixes ‘s’ ‘es’ ‘ed’ and ‘ing’ to words that end in ‘y’</b></p> <p>Equipment: magnetic letter tiles</p> <ol style="list-style-type: none"> <li>Hand out the rule card with the following information on it: Great Rule of “y” Change the ‘y’ to an ‘i’ and add the suffix for ‘es,’ ‘ed,’ and ‘ly’ Slam ‘ing’ on (you must keep the ‘y’ because you can’t have ‘i’ twice in a row)</li> <li>Explain that ‘y’ sits at the end of the word <i>fly</i> because it is helping the letter ‘i,’ which we avoid at the end of English words. When we add a suffix, the ‘y’ is no longer at the end of the word, so the ‘y’ disappears and the ‘i’ steps in to do its job. The ‘y’ must stay in the word when ‘ing’ gets added to avoid having two of the letter ‘i’ in a row.</li> <li>Use index cards with bases and suffixes on them and have student make word sums: cry + es = cries      cry + ed = cried      cry + ing = crying baby + es = babies    baby + ed = babied    baby + ing = babying happy + ly = happily    happy + est = happiest</li> </ol>	
<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>Word list: try, tried, tries, trying, lady, ladies, bunny, bunnies</p>	
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
<p>Words: admitted, piloting, equipped, begin, beginning, limited, repenting, try, tries, trying, fly, flies, flying, happy, happily, happiest, funny, funniest</p>	
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
<p>“Red and the Pup” story</p>	

**Section 3: Writing**

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
<p>Word list: fry, fried, frying, tiny, tiniest</p>	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
<p>Word list: bunny, bunnies, baby, babies</p>	
<b>Connected Text – 5 minutes</b>	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work:</p> <ol style="list-style-type: none"> <li>The robin flies up to the branch.</li> <li>The man dries the red pants in the sun.</li> <li>That is the happiest song in the film.</li> </ol>	
<b>Wrap-Up/Review – 2 minutes</b>	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> <li>- Adding suffixes to open syllables – including when they end in ‘y’</li> </ul> <p><u>Homework:</u> Practice sight words (reading and writing)</p>	

<b>ho</b>	<b>go</b>
<b>e</b>	<b>tel</b>
<b>pho</b>	<b>bo</b>
<b>ho</b>	<b>to</b>
<b>ju</b>	<b>do</b>

## Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə

visiting

admitted

photograph

Teacher's Answer Key for Syllabication Worksheet

Scooping Syllables Worksheet

**VCCV Words: usually divide the word between the two consonants.**

vīs it īng  
c c c

ād mīt tīng  
c c c

phō tō grāph  
o o c

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# Adding Suffixes to Open Syllables

(to words that do NOT end in 'y')

## Instead of 's' add es or use a new word

do + es = does

go + es = goes

## Instead of adding 'ed,' use a new word

do + es = does

go + es = goes

## Slam on 'ing'

do + ing = doing

be + ing = being

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# Y rule

## Change the 'y' to an 'i' and add the suffix for 'es,' 'ed,' and 'ly'

**Slam 'ing' on (you must keep the 'y' in the case because you can't have 'i' twice in a row)**

'Y' sits at the end of the word "fly" because it is helping the letter 'i,' which we avoid at the end of English words. When we add a suffix, the 'y' is no longer at the end of the word, so the 'y' disappears and the 'i' steps in to do its job. The 'y' must stay in the word when 'ing' gets added to avoid having two of the letter 'I' in a row.

dry + es = dries

baby + ed = babied

dry + ing = drying

lazy + ly = lazily

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<b>admitted</b>	<b>trying</b>
<b>piloting</b>	<b>fly</b>
<b>equipped</b>	<b>flies</b>
<b>begin</b>	<b>flying</b>
<b>beginning</b>	<b>happy</b>
<b>limited</b>	<b>happily</b>
<b>repenting</b>	<b>happiest</b>
<b>try</b>	<b>funny</b>
<b>tries</b>	<b>funniest</b>



# Red and the Pup

A robin called Red, flies up and lands on a tall wall.

Red sits on the wall and sings happily.

Red's song is a call to his robin pals.

Ten robins fly up and land on the wall to sing with Red.

"What a fantastic idea, Red," says a small robin called Gem. "I was wishing for a music fest. Let's sing!"

The robins' racket brings a pup to the wall.

The pup cries, "Stop that racket!"

Some of the robins are offended.

Red thinks that the pup is funny.

"Here is a song, just for you," says Red to the pup. Red sings a long song.

All Red's pals sing too.

The pup cries, "Stop that racket!"

The pup is hopping mad. He jumps at the robins, but the wall is tall.

The pup cannot get up the wall.

The pup yips and yaps at the singing robins.

Red calls to the pup, "You are not bad at singing, pup. The yips and yaps add to the song. Thanks for being in the band."

The pup thinks, "I will get that robin, but it will not be at this moment."

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 robin flies up to the  
branch.

The man dries the red pants in  
the sun.

That is the happiest song in  
the film.