

# LESSON PLAN

Student:	Lesson #92
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 picture comes 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: coloured letter tiles Words: con, coin, coy, moy, mo, mod, nod, fod, food	
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 vowel diphthongs: au, aw, oi, oy, oo (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

Blending Drill – 2 minutes	Notes
Equipment: letter cards joy, foy, foo, food, mood, moon, moo, too, boo, bo, bog, log	

Review of Recent Rules and Concepts – 10 minutes

**Topic: Pounding Syllables**

Equipment: hands

Word List: joyful, moonless, toon, reinventing

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: bedroom (bed-room), moonstruck (moon-struck) toothpaste (tooth-paste)

**Topic: Using suffixes with previously learned syllable types**

Materials: suffixes worksheet

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

**Topic: Review of previously learned vowel diphthongs (au, aw, oi, oy)**

Materials: rule card, index cards

1. Ask student to take out diphthong rule card and review the definition:

Two letters sit next to each other to represent 1 symbol (grapheme) and make an unexpected (new) sound (phoneme).

2. Ask the student to listen to the teacher read words from index cards. The student hears a word and then points to a card with the correct grapheme <aw> vs. <au> and <oi> vs <oy> that is being used

3. Ask the student to listen to the teacher read words from index cards. The student hears a word and then hold up a card with the correct grapheme <aw> vs. <au> and <oi> vs <oy> that is being used. Ask student to discuss patterns as they complete the activity:

- the words that are most commonly used are using <aw> is the medial position
- Words with a silent e on the end often use <au> except for <awe>
- When <aw> is at the start of a word it relates in meaning to ‘awe’
- <awl> and <aunt> are common patterns
- <aw> is common for word endings
- <oy> at end of syllable while <oi> is commonly used for middle

Remind student that the patterns are just a way to help them mentally sort the <aw> words from the <au> words and that they are not absolute rules by any means

**Topic: Review of ‘oo’ vowel diphthong as in ‘boot’**

Materials: letter cards

1. Place letter cards down for ‘oo.’ Say /oo/ and ask student to repeat the sound.

2. Remind student that “oo” almost always happens in middle and at end of words

3. Do blending Drill: boo, woo, poo, coo, too, toon, loon, loom, room, groom

<b>New Content/New Rule – 5 minutes</b>	
<p><b>Topic: Introduction to the second sound of ‘oo’ vowel diphthong</b></p> <p>Materials: magnetic letter tiles</p> <ol style="list-style-type: none"> <li>Place letter tiles down for ‘boo.’ Ask the student read the word and note the sound the the ‘oo’ is making</li> <li>Tell the student that ‘oo’ has a second sound. Add a letter ‘k’ to the end of ‘boo’ to spell ‘book.’ Ask the student to explain how /oo/ changed.</li> <li>Tell the student that when ‘k’ or ‘d’ follow ‘oo’ we usually use the second sound. Prove placing tiles to make ‘too’ and then ‘took.’</li> <li>Mention that there two common exceptions = food, mood</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>Words: coo, cook, shoo, shook, roo, rook, crook, hood, wood, stood, good</p>	
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
<p>Word list: moo, boo, book, too, took, coo, cook, shoo, shook, roo, rook, crook, hood, wood, stood, good, *mood, *food</p>	
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
<p>“Ben Cooks” story</p>	

**Section 3: Writing**

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
<p>Word list: loo, look, shoo, shook, coo, cook, woo, wood</p>	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
<p>Word list: too, took, boo, book, hoo, hood</p>	
<b>Connected Text – 5 minutes</b>	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work:</p> <p>I want to find a good book.</p> <p>You can cook on a wood stove.</p> <p>I got wet up to my waist when I stood in the sea.</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>- Definition of vowel diphthong</li> <li>- Sounds of ‘au,’ ‘aw,’ ‘oi,’ ‘oy,’ and ‘oo’ and patterns in placement</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
Vowel Diphthong	VD

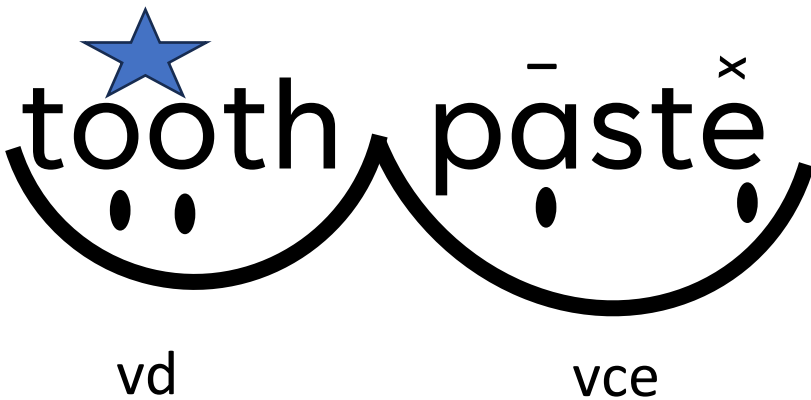
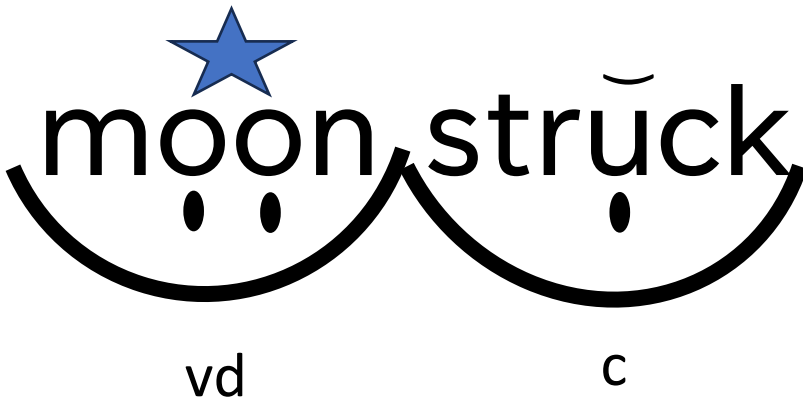
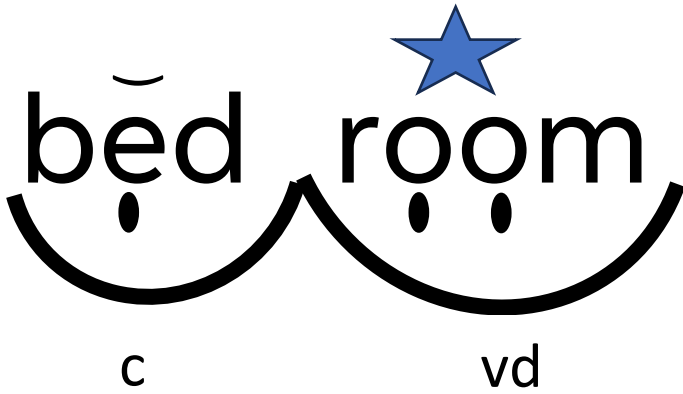
bedroom

moonstruck

toothpaste

## Scooping Syllables Worksheet

Note: I have the student create their own symbol to use to identify the vowel diphthong syllable type. In this case, a star is being used.



## 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
hug	✓	✓	✓	hugging
blunt, gum, rip, sit hin				

### 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
admit	✓	✓	✓	✓	admitting
begin, admit, pilot unbit					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
be, pry, shy te		

### 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
rode, home, smile, bone kane		

### Vowel Teams

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

Word	Suffix s, ing, ed, ful, less, er, est, ness, y	Answer
feet, key, clean, boat rean		

### 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
room, food, coin, root toop		

**au**

**aw**

**oi**

**oy**

**fault**

**oil**

**draw**

**boy**

**saw**

**toy**

**vault**

**point**

**paw**

**joy**

**straw**

**coin**



<b>moo</b>		<b>roo</b>
<b>boo</b>		<b>rook</b>
<b>book</b>		<b>crook</b>
<b>too</b>		<b>hood</b>
<b>took</b>		<b>wood</b>
<b>coo</b>		<b>stood</b>
<b>cook</b>		<b>good</b>
<b>shoo</b>		<b>* <i>mood</i></b>
<b>shook</b>		<b>* <i>food</i></b>

# Ben Cooks

Ben is three.

Ben thinks that he can do anything.

Sometimes, this way of thinking gets Ben into problems.

One time, Ben was standing in the kitchen.

He got a pot and placed it on the stove.

Ben tossed a book in the pot.

Then, Ben switched on the stove.

Ben's mom came into the kitchen.

She yelled, "Ben! Get away from the stove!"

Ben jumped aside.

"You must not go near the stove, Ben," she scolded.

His mom switched off the stove and looked in the pot.

His mom said, "Why are you cooking a book?"

Ben said, "I want to make a cookbook."

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 want to find a good book.

You can cook on a wood stove.

I got wet up to my waist when  
I stood in the sea.