

LESSON PLAN

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| Student: | Lesson #93 |
| 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: | |
| Phonemic Awareness Drill – 3 minutes | |
| Equipment: coloured letter tiles Words: took, look, book, boo, boom, boon, soon, sen, sent | |
| 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 paw, pay, pal, pail, fail, foil, foy, boy, boo, book, cook, look, gook, good, goo, go | |

Review of Recent Rules and Concepts – 15 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: relooking, disbanded, roo, roommate

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: relooking (re-look-ing), unschooling (un-school-ing), cookbook (cook-book)

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 from drill used in Lesson #92

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 ‘boo’ and ‘oo’ as ‘boot

Materials: magnetic letter tiles

1. Place letter tiles down for ‘boo.’ Ask the student to read the word and note the sound that the ‘oo’ is making

2. Remind 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.

3. 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.’

4. Mention that there two common exceptions = food, mood

| | |
|---|--|
| 5. Ask the student to use the idea that 'oo' sound like /oo/ as in book when followed by a 'k' or 'd' to complete word sort with the headings and words below | |
| "oo" as in boo | "oo" as in book When followed by 'k' or 'd' |
| boo | book |
| too | took |
| loon | look |
| cool | cook |
| woo | wood |
| soon | stood |
| hoo | hood |
| New Content/New Rule – 0 minutes | |
| This is a review lesson. No new content. | |
| Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes | |
| Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: hoo, hood, too, stood, goo, good, roo, room, groom | |
| Word List – Oral Reading of Isolated Words – 2 minutes | |
| Word list: saw, claw, fault, vault, oil, point, boy, too, shoot, loo, look, roo, rook, woo, wood, good, hood, stood | |
| Sentences – Oral Reading of Connected Text – 2 minutes | |
| "Look Good Shoes" story | |

Section 3: Writing

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|--|--|
| Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes | |
| Word list: boy, join, flaw, fault, too, took, hood | |
| Finger Tapping/Tracing/Writing – individual words – 2 minutes | |
| Word list: boo, book, loo, look, saw, vault | |
| Connected Text – 5 minutes | |
| Ask the student to write the following dictated sentences. Use CHOPS to check work: I saw the boy shoot the toy gun. I got a good look at the loon in the lake. Look at the men in the line and point to the crook. | |
| Wrap-Up/Review – 2 minutes | |
| Student uses multisensory tools to summarize key concepts. - Sounds of 'au,' 'aw,' 'oi,' 'oy,' and 'oo' and patterns in placement <u>Homework:</u> Practice sight words (reading and writing) | |

Scooping Syllables Worksheet

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

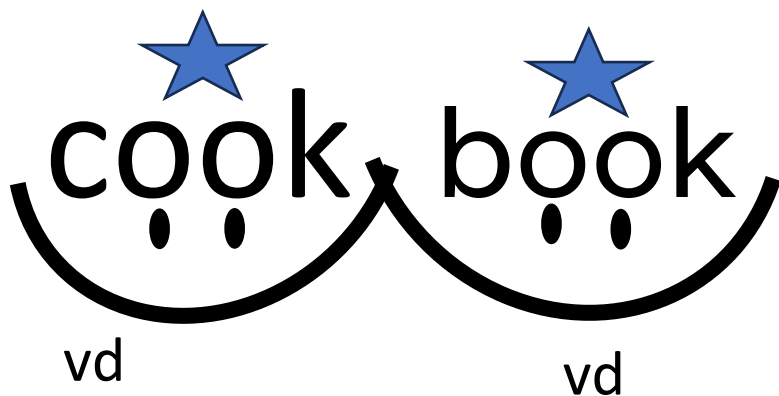
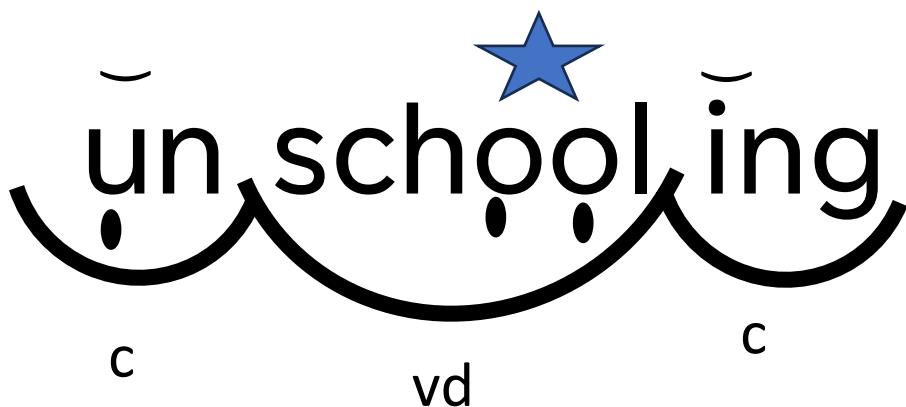
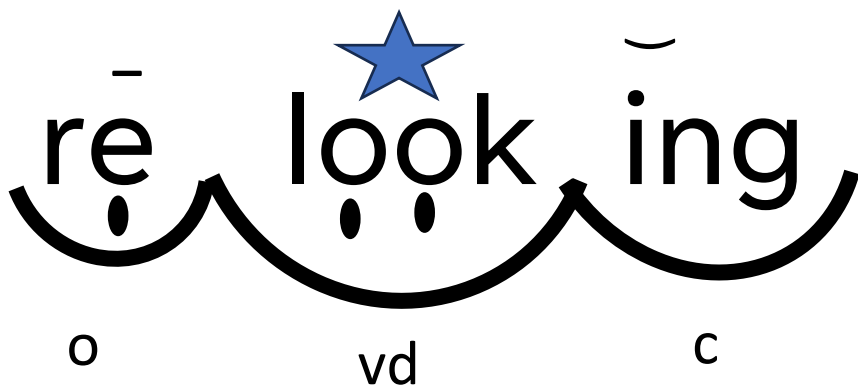
relooking

unschooling

cookbook

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 |
|-----------------------------|---|-------------------------|--|---------|
| red | ✓ | ✓ | ✗ | redness |
| | | | | |
| pink, tip, bug, mad lunt | | | | |

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 |
|------------------------------|--------------------------------|---------------------------|----------------------------|---|-----------|
| begin | ✓ | ✓ | ✓ | ✓ | beginning |
| | | | | | |
| omit, fidget, limit velop | | | | | |

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

| Word | Suffix es, ing, ed, ful, less, er, est, ness | Answer |
|---------------------|--|--------|
| | | |
| go, fly, try, ke | | |

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 |
|---------------------------------|--|--------|
| | | |
| shake, hole, pale, line hine | | |

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 |
|--|--|--------|
| | | |
| mow, float, fleet, treat, pain heen | | |

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 |
|----------------------------------|--|--------|
| | | |
| | | |
| coo, book, coo, cook, joy loy | | |

| | | |
|--------------|--|--------------|
| saw | | loo |
| claw | | look |
| fault | | roo |
| vault | | rook |
| oil | | woo |
| point | | wood |
| boy | | good |
| too | | hood |
| shoot | | stood |

Look Good Shoes

Jake looks in the window of the “Look Good Shoes” shop.

He sees a pair of green and yellow basketball shoes.

“I must have those shoes,” thinks Jake.

Jake goes inside and asks the man at the desk, “Can I try on those basketball shoes?”

“Yes,” says the man. “What is your size?”

Jake tells him and the man goes into the back room.

Soon, the man comes back with the shoes.

Jake tries one shoe on.

“This shoe looks good and feels good,” says Jake.

Jake tries on the second shoe. He makes a strange face.

“What’s wrong?” ask the shoe man.

“The shoe is not right,” says Jake.

“What is not right about it?” asks the man.

“No. It is not right because it is a left. You gave me two left shoes.”

The man goes into the back room and fixes the mistake.

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 saw the boy shoot the toy gun.

I got a good look at the loon in the lake.

Look at the men in the line and point to the crook.