

LESSON PLAN

Student:	Lesson #55
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 pictures used in the connected text section comes from pixabay.com and catbird.ai.	

Section 1: Sight Word Study Method and Review Drills

Sight Words – 5 minutes	
Equipment: list of common sight words, instruction sheet, blank index cards, and marker Current sight words: New words added:	Notes
Short Vowel Drill – 3 minutes	
Equipment keyword pictures and sentence. Discontinue drill when sounds are mastered	Notes
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: got, go, po, pe, pi, hi, hit, hint, quint, squint	Notes
Visual Drill – 2 minutes	
Equipment: card pack of graphemes on which the student is currently working consonants: b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z short vowels: a,e,i,o,u 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	Notes
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill consonants: /b/ /c/ /d/ /f/ /g/ /h/ /j/ /k/ /l/ /m/ /n/ /p/ /qu/ /r/ /s/ /t/ /v/ /w/ /x/ /y/ /z/ short vowels: /a/ /e/ /i/ /o/ /u/ beginning 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/ /spr/ /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/ /old/ /ild/ /ind/ consonant digraphs: /ch/ /sh/ /ph/ /wh/ /th/ other: /tch/ /ck/ /ca/ /ce/ /ci/ /co/ /cu/ /cy/ /cl/ /cr/ /ct/ /gl/ /gr/ /ga/ /ge/ /gi/ /go/ /gu/ /gy/ /mb/ /wr/ /kn/ /dge/ /gh/ /que/	Notes

Section 2: New Content and Reading

Blending Card Drill – 2 minutes

Equipment: paper letter cards

Words: he, she, shed, shod, slod, clod, clad, glad, glab, glub, glu, flu

Notes

Review of Recent Rules and Concepts – 15 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: hu, human, basic, rerunning

Instructions: Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.

Notes

Topic: Syllabication

Equipment: letter tiles, syllabication worksheet

1. Give the student the syllable division worksheet and let the student work through the sheet, giving guidance as needed.

Words to use: tundra (tun-dra), humankind (hu-man-kind), reinvent (reinvent)

Topic: Schwa with 'e'

- Ask student what happens to the letter 'e' when it gets schwaed (uh)
- Have the student read each syllable before putting the next card down. Have the student put the schwa symbol on the correct syllable.

Words: problem, celebrate, elephant, item, event, prophet, kitchen

Topic: Schwa with 'o'

- Ask student what happens to the letter 'o' when it gets schwaed (uh)
- Have the student read each syllable before putting the next card down. Have the student put the schwa symbol on the correct syllable.

Words: bot/tom, cus/tom, ran/dom, wis/dom, les/son, but/ton

Topic: Review of the Open Syllable

1. Review the open syllable rule card:

- a. an open syllable has one vowel
- b. It is not followed by one or more consonants
- c. The vowel is long

2. Read and model each step to show the difference between a closed and open syllable using letter cards (example word <got>) showing that the <o> cannot "run away" as it is being closed in by the <t>. Remove the <t> and discuss how the <o> is now free to wander away. When it wanders away, it shouts its name so that its mom can find it.

3. Practice proving the rule card together using letter cards for the following:

bet, be met, me not, no hit, hi	Student will verbalize the difference between closed and open syllables.
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4. Yes/no sort for open syllable: Words: we, can, go, up, in, a, rock, et <u>Questions to ask student about open syllables during sort</u> How many vowels are in the syllable? Is the vowel followed by one or more consonants within the syllable?	
New Content/New Rule – 0 minutes	
No new content. This is a review lesson.	Notes
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: be, began, begun, begin, ba, basic, re, refit	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: dom, dominate, es, estimate, compliment, captivate, elephant, go, going. be, being, re, rerun, refund, refit, he, vo, ja, ji	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
“The Rocket” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: be, being, ego, tempo	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: we, re, result,	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. The chimp said that he wants to go in the van. 2. The dog bumped his back and then he sat on his bed. 3. I will be glad when we get the test results.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - Schwa - Definition of open syllable <u>Homework:</u> Practice sight words (reading and writing)	Note

Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə

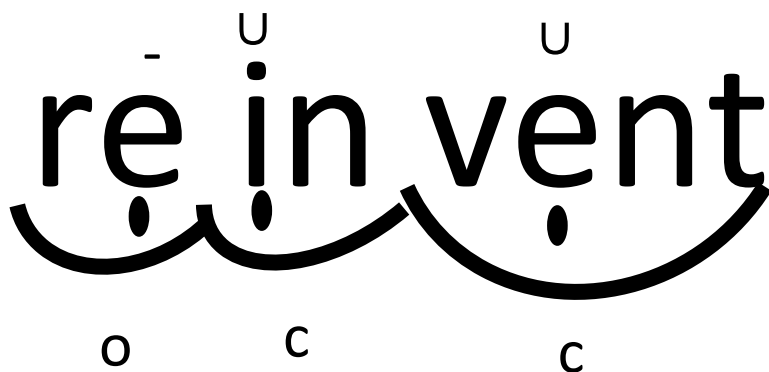
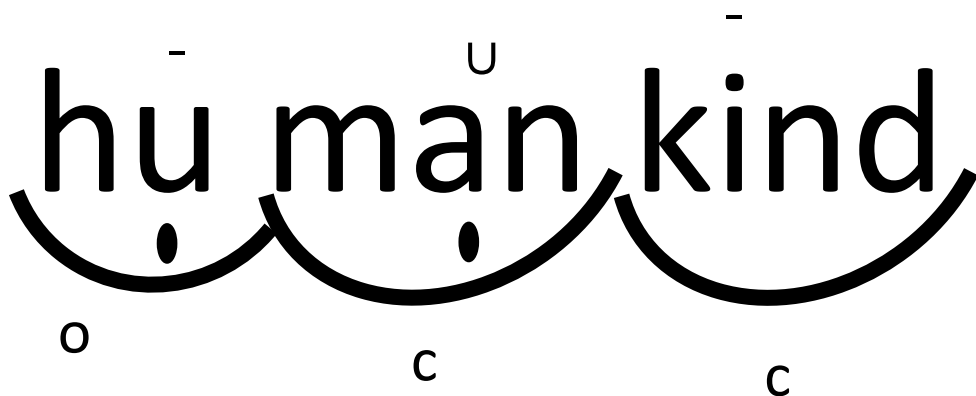
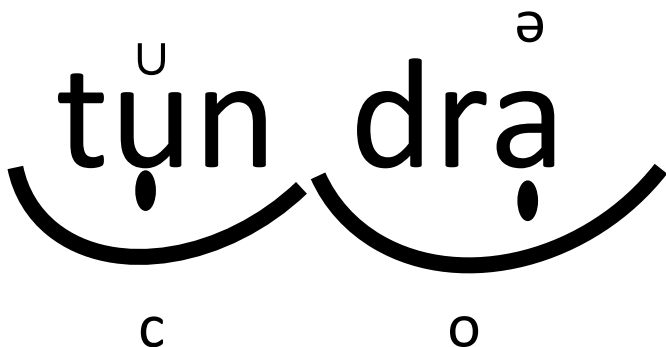
tundra

humankind

reinvent

Scooping Syllables Worksheet

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



YES	NO
we	can
go	up
a	in
	rock
	et

dom	be
dominate	being
es	re
estimate	rerun
compliment	refund
captivate	refit
elephant	he
go	ja
going	ji

The Rocket

A rocket sat on the testing pad.

A human pilot sat drinking a cup of coco with his co-pilot.

The pilot was called Mo. The co-pilot was called Bo.

A black dog called Pi sat by the rocket thinking, “I wish I could be a pilot of a rocket.”

Mo said, “I am going on a long trip in this rocket.”

Bo asked, “Will we go to Pluto?”

Mo said, “No.”

The black dog called Pi sat by the rocket thinking, “I wish I could be the pilot of this rocket.”

Bo asked, “Will we go to Venus?”

Mo said, “No.”

The black dog snuck up into the cockpit of the rocket. He hit random buttons.

Bo said, “I do not think that we are going on a trip at all.”

“Why?” asked Mo.

Bo said, “That black dog in your rocket intends on being a pilot.

Mo sprinted at the rocket, but the rocket blasted off.

Mo said, “That was not what I expected.”

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 chimp said that he wants to go in the van.

The dog bumped his back and then he sat on his bed.

I will be glad when we get the test results.