

LESSON PLAN

Student:	Lesson #36
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.	

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: such, much, rich, which New words added:	Notes
Short Vowel Drill – 3 minutes	
Equipment: 5 short vowel keyword pictures and the “Fat Ed is not up” handout. Note: Discontinue this drill when the sounds are mastered	Notes
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: in, inch, itch, tich, stich cat, catch, cutch, crutch, cretch, cret, cred	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	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/	Notes

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes

Equipment: index cards

1. Write each syllable on an index card. Place the cards in two columns so that all of the “Syllable #1” cards are in the first column (in, es, in, as, mag, snap), “Syllable #2” cards in the second column (tab, val, ton, net, vest, drag), and “Syllable #3” cards in the third column (id, ish, ment, ic, lish, on).

in	tab	id
es	val	ish
in	ton	ment
as	net	ic
mag	vest	lish
snap	drag	on

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

- read down the syllables in each column
- read across each row (the words will often be nonsense words)
- move around words in Column #2 to create real words (investment, establish, invalid, astonish, magnetic, sanpdragon).
- Discuss the meaning of each word with the student and ask the student to use each word in a sentence.

Notes

Review of Recent Rules and Concepts – 7 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: snap, snapdragon, ton, astonish, investment, ic

Instructions

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

Topic: consonant digraphs

Equipment: magnetic letter tiles

1. Ask the student to define the term *consonant digraph*.

3. Do blending drills to practice working with the different consonant digraphs previously taught: when, whin, thin, shin, shen, chen, chun, chunk, chank, rank, ran, raph, graph

Topic: ‘tch’ rule

Equipment: ‘tch’ letter card, rule card, letter cards for blending drill

1. Use the rule card to review the ‘tch.’ Rule:

- In a one syllable base/root word that ends in /ch/
- And the sound directly before the /ch/ is a short vowel
- Spell the /ch/ sound with ‘tch.’

2. Complete /c/ and /tch/ word sort to practice applying the rule. Ask the student to sort out the words under the correct headings and then underline the letter that comes before the “ch” and discuss the rule. Have the student close her eyes and listen to the

Notes

teacher say one the words. Ask the student to repeat the word, tap it out, and point to either the 'ch' or 'tch' column and
 'ch' words: hunch, punch, ranch, wrench
 'tch' words: hutch, patch, witch, switch

New Content/New Rule – 8 minutes

<p>Topic: Introduction to the Double f, l, s, and z Rule Equipment: letter cards, rule card, key phrase picture of Jeff and Buzz, index cards 1. Introduce the double f, l, s and z rule using letter cards. Use an extra copy of each letter or a letter card with these letters doubled on them. Put down letters for the word <i>stub</i>. Ask the student to explain why <i>stub</i> is a closed syllable. 2. Change the <i>stub</i> into <i>stuff</i>. Tell the student that today's lesson is about a few letters that get doubled when they appear at the end of a one syllable closed syllable word. 3. Hand out the rule card. Read it to the students and emphasize that the rule is only for one syllable closed syllable words:</p> <p style="text-align: center;"><u>Double f, l, s and z Rule</u></p> <ol style="list-style-type: none"> 1. In a one syllable base/root word that ends in the /f/, /l/, /s/ or /z/ sound 2. And the sound directly before/preceding the /f/, /l/, /s/ or /z/ sound is a short vowel sound 3. Double the 'f', 'l', 's' or 'z' <p>4. Ask the student to sort out the one syllable closed syllable words (which are on index cards) into two columns to illustrate which words have letters that are doubled at the end. Ask the student to read through the words.</p> <table border="1" data-bbox="110 1031 1263 1318"> <thead> <tr> <th style="text-align: center;">YES</th> <th style="text-align: center;">NO</th> </tr> <tr> <th style="text-align: center;">Word ends in "f," "l," "s," or "z"</th> <th></th> </tr> </thead> <tbody> <tr> <td>stuff</td> <td>mast</td> </tr> <tr> <td>will</td> <td>send</td> </tr> <tr> <td>muss</td> <td>pun</td> </tr> <tr> <td>class</td> <td>wit</td> </tr> </tbody> </table> <p>5. Hand out the Jeff Will Pass Buzz sheet and explain how the keyword phrase works</p>	YES	NO	Word ends in "f," "l," "s," or "z"		stuff	mast	will	send	muss	pun	class	wit	Notes
YES	NO												
Word ends in "f," "l," "s," or "z"													
stuff	mast												
will	send												
muss	pun												
class	wit												

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: puff, well, kiss, miss, rass, hill</p>	Notes
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Word List – Oral Reading of Isolated Words – 2 minutes

<p>Word list: hench, punch, ditch, match, puff, well, mell, kiss, miss, mass, rass, hill, mill, chess, shell, pell, spell, grass, fuzz</p>	Notes
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Sentences – Oral Reading of Connected Text – 2 minutes

<p>"The Shell" story</p>	
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Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: puff, hill, miss, buzz	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: patch, gruff, fell, slap, fuss	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: <ol style="list-style-type: none"> 1. Jeff will pass buzz. 2. Sam will fall on the hill and drop the shell. 3. <u>Which rich</u> man has <u>such</u> a big ranch? (exceptions to 'tch' rule) 	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> - Consonant digraphs “ch,” “sh,” “wh,” “ph” and “th” - “tch” rule - f,l,s,z doubling rule <u>Homework</u> <ul style="list-style-type: none"> - Practice short vowel drill and sight words (reading and writing) 	Note

Instructions: Cut these cards out and use them for the drill.

in	tab	id
es	val	ish
in	ton	ment
as	net	ic
mag	vest	lish
snap	drag	on

Instructions: Cut these cards out and use them for the drill.

ch	tch
hunch	hutch
punch	patch
ranch	witch
wrench	switch

Double the 'f', 'l', 's' or 'z'

Rule If a one syllable base/word ends in the /f/, /l/, /s/ or /z/ sound
AND
if the sound directly before the /f/, /l/, /s/ or /z/ sound is a short vowel sound
= Double the 'f', 'l', 's' or 'z'



Jeff

Buzz

Jeff

ff

will

ll

pass

ss

Buzz.

zz



Instructions: Cut these cards out and use them for the drill.

YES Word ends in "f," "l," "s," or "z"	NO
stuff	mast
will	send
muss	pun
wrench	switch
class	wit

hench	rass
punch	hill
ditch	mill
match	bell
puff	chess
well	shell
mell	pell
kiss	spell
miss	grass
mass	fuzz

The Shell

Max, the crab, is in the sand. Bob, the dog, naps on a log.

The sun is up, and it is hot.

Max finds a shell.

Max can nap in the shell.

When the sun is not hot, Max will get up and ditch the shell.

Max thinks that his plan is fantastic.

Max sprints to the shell.

“Drat!” says Max. “This shell is inhabited.”

Pat, a red crab, pops up from the shell.

Max grins at Pat. “Pat, I left this shell to swim, but I must get it back.”

Pat says, “This shell is fantastic. The sun is hot.”

Max says, “Pat, this is a bad shell. If you nap in it, Bob the dog will toss it off a cliff.”

Pat runs from the shell. “I will miss this shell, but I will not miss Bob the dog.”

Pat finds a new shell. Max gets his old shell back. Bob the dog will not get the shell if Max is in it. Max and Bob are pals.

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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Jeff will pass Buzz.

Sam will fall on the hill and drop the shell.

Which rich man has such a big ranch?