

LESSON PLAN

Student:	Lesson #42
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 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: 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: lap, blap, flap, frap, frep, frup, rup, rupt, rept, lept, slept	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	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/	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 the “Syllable #1” cards are in the first column (rock, men, con, in, lock, pub) and “Syllable #2” cards in the second column (thol, vict, spect, et, lic, et).

rock	thol
men	vict
con	spect
in	et
lock	lic
pub	et

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

- read down all the Column #1 syllables and then read all the Column #2 syllables.
- read across each row (the words will often be nonsense words)
- move around words in Column #2 to create real words (rocket, menthol, convict, inspect, locket, public).
- Discuss word meanings and ask the student to use words in sentences.

Notes

Review of Recent Rules and Concepts – 7 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: et, jacket, rocketing, establishing, convict

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

Topic: Double f, l, s, and z Rule

Equipment: letter cards, rule card, key phrase picture of Jeff and Buzz, index cards

1. Ask the student to explain the “Jeff will pass Buzz” rule. The student might say that there are a few letters that get doubled when they appear at the end of a one syllable closed syllable word. Ask the student to explain how the keyword phrase is helpful.

3. Take out the rule card. Read it to the student and emphasize that the rule is only for one syllable closed syllable words:

Double f, l, s and z Rule

- In a one syllable base/root word that ends in the /f/, /l/, /s/ or /z/ sound
- And the sound directly before/preceding the /f/, /l/, /s/ or /z/ sound is a short vowel sound
- Double the ‘f’, ‘l’, ‘s’ or ‘z’

3. Ask the student to sort words under the headings and then add letters to the words that need a double letter at the end of the word. Ask the student to read the words.

YES	NO
Word ends in “f,” “l,” “s,” or “z”	
stuf+f	tent

Notes

dul+l	cats (the “s” does not get double because the “s” in <i>cats</i> is a suffix – not a base)
pas+s	lish
siz+z	pretzel (the “1” does not get doubled because the rule only applies to 1 syllable words)

Topic: ‘ck’ Rule

1. Review the concept of ‘ck’ as another grapheme for the sound of /k/ using an index card with the rule written on it.

Rule:

1. In a one syllable base/root word
2. That ends in the /k/ sound
3. And the sound directly before the /k/ sound is a short vowel sound
4. The /k/ sound will be spelled ‘ck.’

2. Ask the student to explain how ‘milk’ does not follow the rule so you use only ‘k’ and discuss how ‘truck’ does follow the rule so you use ‘ck’.

3. Use index cards that have the beginning of a word (like ‘blin’). Ask the student to choose either a ‘k’ letter card or a ‘ck’ letter card to make a word that ends in the /k/ sound. Ask the student to explain her reasoning.

Words to use: blink, munk, flask, tusk black, leck, duck, mock

New Content/New Rule – 8 minutes

Topic: Syllabication of Two-syllable Words that Contain Consonant Diphthongs

1. Review Syllabication Rules by having the student take out the syllabication rules sheet.
2. Show the student the word: submit. Explain that this word follows a vccv pattern. In this type of pattern, you usually divide the word between the 2 consonants (sub mit).
3. Introduction the concept that when a word contains a consonant diphthong (such as *ph, sh, ch, wh*) the letter pair must stay together since they are one symbol. Another pair of letters that must stay together is *ck*.
4. Give the student the syllable division worksheet #3 and work through sheet together.

Words to use: jacket, menthol, basket, convict

Notes

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order
Word list: duck, flask, public, inspect, jacket

Notes

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: duck, flask, clunk, pink, tick, stuff, dull, liss, less, until, pretzel, public, inspect, inject, object, jacket, basket, convict, invent, publish, handbag

Notes

Sentences – Oral Reading of Connected Text – 2 minutes

“Jen Gets a Basket” story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: flunk, hack, subject, musket	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: funk, crack, cabin, submit	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. The black hen can invent a gun. 2. Can you toss a shot in the basket? 3. Ben will not run fast until Hank passes him.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - f,l,s,z doubling rule - 'ck' rule - syllabication rules <u>Homework</u> - Practice short vowel drill and sight words (reading and writing)	Note

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

rock	thol
men	vict
con	spect
in	et
lock	lic
pub	et

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

<p>YES</p> <p>Word ends in “f,” “l,” “s,” or “z” = need to double it</p>	<p>NO</p>
<p>stuf</p>	<p>tent</p>
<p>dul</p>	<p>cats</p>
<p>pas</p>	<p>lish</p>
<p>siz</p>	<p>pretzel</p>

<p>f</p>	<p>l</p>	<p>s</p>	<p>z</p>
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Instructions: Cut these cards out and use them for the drill.

k

ck

blin

blă

mun

lě

flas

dŭ

tus

mŏ

Scooping Syllables Worksheet #3

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

When a word contains a consonant diphthong (such as *ph, sh, ch, wh*) the letter pair must stay together since they are one symbol. Another pair of letters that must stay together is *ck*.

jacket

menthol

basket

convict

duck	public
flask	inspect
clunk	inject
pink	object
stuff	jacket
dull	basket
liss	convict
less	invent
until	publish
pretzel	menthol

Jen Gets a Basket

Jen is a small black chicken with a big problem.

The problem is that Jen is small.

Jen is a fan of hen basketball, but she is the smallest of the hens.

Hen basketball is fast and fun.

A big red chicken called Pip jumps up to get a slam dunk.

Jen thinks, “I wish I was big. I want to get a slam dunk.”

“I will invent a thing to help a small hen get a fantastic shot.”

Jen constructs a basketball gun.

Jen calls, “Pass, Pip!”

Jen catches the ball and slams it into her ball gun.

“Bang!” The ball is shot out of the gun. The ball hits Pip.

Pip is sent up and up. He falls in the basket.

Pip hangs from the basket rim. “That was a fantastic shot, Jen.”

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.



“chickenbasketball” generated by catbird.ai image generator tool.



“basketballgun” generated by catbird.ai image generator tool.

The black hen can invent a gun.

Can you toss a shot in the basket?

Ben will not run fast until Hank passes him.