

LESSON PLAN

Student:	Lesson #27
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 sections come 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: 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: sam, stam, stamp, stump, stumps bunk, benk, bank, banks, trunks	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 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, 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	Notes Ask the student to give the voiced (/z/) and unvoiced (/s/) sounds of “s”
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/	Notes

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes

Put syllables on index cards. Write the meaning of the prefix or base on back of cards. Ask student to put a prefix and the base together to make a word. The teacher will read the prefixes that are open syllables since that syllable type has not yet been taught (unless the student can read them). Discuss the meaning of the base and how each prefix makes a new word and changes the meaning of the word. Let the student lead the discussion about how each word makes sense etymologically (the historical root of the word).

Notes

ob "in the way"	ject "to throw"
sub "under"	
in "within"	
re "back" or "again"	
pro "forth"	
de "off"	

Review of Recent Rules and Concepts – 5 minutes

none

Notes

New Content/New Rule – 5 minutes

Topic: Rule for adding the suffix 'es' instead of 's'

1. Ask the student to state the 2 sounds that "s" can make (/s/ and /z/)
2. Ask the student to explain how we know which of the 2 sounds the 's' will make when we read a word. (The 's' makes the /s/ when added to a word that ends in an unvoiced phoneme. It sounds like /z/ when added to a word ends in a voiced phoneme.)
3. Explain the rule for when we add 'es' to a word. We add 'es' to a word when it follows the sounds /j,s,x,z,ch,sh/. An easier way to think of this is that we add 'es' if we have to add an extra syllable to a word to make it plural. The purpose of the letter 'e' in 'es' is because every syllable must have at least one vowel sound.
2. Give the student index cards on which the words written below are listed. Have a pile of papers with 's' or 'es' written on them handy as well. Ask the student to tap and read the word and then make it plural by either adding 's' or 'es' to the base.
3. Have the student complete a word sort to reinforce the different sounds of 's.'

Notes

S sounds like Z (when after b, d, g, l, m, n, r, v, z)	S sounds like S (when after f, k, p, t, th)	S sounds like 'iz' (when after j,s,x,z,ch,sh) (when adding 2 nd syllable)
hen	sip	buzz
wed	rat	fuss
dog	elk	branch
bib	pops	fox

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: rims, grabs, foxes	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: balls, fangs, boxes, grabs, lups, mixes yaks, runs, rats, plans, planks, grips, fixes, crams, clum, clump, trips, steps, blops, flops	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
“Six Foxes” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: foxes, injects, mixes	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: slips, boxes, fixes, rusts	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: Six foxes got in six boxes. Ted mixes the pink drinks. Pat swings the bat and fixes the plank.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> - Concepts of base, prefix, and suffix - Sounds of ‘s’ and when to use the suffix “es” <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.

ob	ject
sub	
in	
re	
pro	
de	

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

<p>s sounds like z when followed by b,d,g,l,m,n,r,v,z</p>	<p>s sounds like s when followed by f,k,p,t,th</p>	<p>s sounds like iz when followed by j,s,x,z,ch,sh</p>
<p>hen</p>	<p>sip</p>	<p>buzz</p>
<p>wed</p>	<p>rat</p>	<p>fuss</p>
<p>dog</p>	<p>elk</p>	<p>branch</p>
<p>bib</p>	<p>pop</p>	<p>fox</p>
	<p>es</p>	<p>s</p>

balls		planks
fangs		grips
boxes		fixes
grabs		crams
lups		clum
mixes		clumps
yaks		trips
runs		steps
rats		blops
plans		flops

Six Foxes

Six foxes run to a hen hut.

Ten hens are in the hen hut.

The foxes want the hens for a snack.

The hens spot the foxes and call for help.

A man jumps up from bed and runs out of his cabin.

The man spots the six foxes.

The man is mad.

He grabs his gun.

The six foxes spot the gun.

The six foxes run from the man.

The six foxes jump into six boxes.

The man runs past the boxes.

Six foxes are glad.

The man checks on the hens.

All ten hens are in the pen.

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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Six foxes got in six boxes.

Ted mixes the pink drinks.

Pat swings the bat and fixes
the plank.