

LESSON PLAN

Student:	Lesson #29
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: sent, went, tent, tant, stant, stand, stan, stun	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 <i>After this lesson, add ‘ch’ to the card pack</i>
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 all syllables on cue cards. On the back of each cue card, write the meaning of the prefix or base. Ask the student to put a prefix and the base together to make a word. Discuss the meaning of each base and how the prefix changes the meaning of the base. Let the student lead the discussion to explain how each word makes sense etymologically (the historical root of the word).

Notes

con “with”	flict “to strike”
	vent “to assemble”
	coct “to cook”
	vict “to conquer”
	tent “to hold”
	duct “to lead”

Review of Recent Rules and Concepts – 5 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: inhabit, gumdrop, fantastic, object, inspect

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

Topic: Sounds of “s”

1. Ask student to explain how we know which sound the ‘s’ make when we will add it to a base. 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. 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.

3. 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.

S sounds like /z/ (after b, d, g, l, m, n, r, v, z)	S sounds like /s/ (after f, k, p, t, th)	S Sounds like /es/ or /iz/ (if suffix creates 2 nd syllable)
bell	moth	fox
hold	flip	buzz
bun	stuff	miss
lev	hok	pex

Notes

New Content/New Rule – 10 minutes**Topic: consonant digraph CH**

Equipment: magnetic letter tiles

1. Place magnetic tiles with the letters ‘s’ and ‘l’ in front of the student. Tell the student that ‘sl’ is a consonant blend that we covered. Ask the student to explain how consonant blends work (each letter says its normal sound but we say each sound quickly when they are read together so that the two sounds blend together a little).

2. Place magnetic tiles with for the letters ‘c’ and ‘h’ in front of the student. Tell the student that there are certain consonant pairs that do not blend together when they are together. Instead, they form a new sound. These special consonant teams are called consonant digraphs.

3. Explain that a consonant digraph is when two consonants, standing side-by-side, represent a single new sound. Discuss the sound that the letters ‘c’ and ‘h’ make on their own and the new sound that they make together.

CH = /ch/ chin / sh/ machine /sk/school

Ask the student to make an index card that will be put into the visual/auditory pack. Divide the card into 3 parts and have the student think of three key words to represents the 3 different sounds of ‘ch.’ Follow the same card making rules that you used in earlier lessons when you had the student make index cards when new phonemes were taught.

4. Tell the student that even though the CH digraph makes three possible sounds, we will focus on the /ch/ sound as in “chop” because it is the most common sound of ‘ch.’ Place the tiles for ‘ch’ and ‘p’ in front of the student and ask the student to add other tiles to make words that start /ch/.

Examples: chop, chap, chip, chimp, chump

5. Put down the letter tiles to spell “unch” and have the student pull down letters that could go at the start to make words. Examples: crunch, munch, lunch, bunch, brunch, punch

Notes

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order

Word list: chip, chop, lunch

Notes

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: chip, chop, chap, cham, champ, chimp, chump, munch, lunch, hunch, bunch, bunches, punch, punches, runch, scrunch, crunches, tren, trench, trenches

Notes

Sentences – Oral Reading of Connected Text – 2 minutes

“The Chimp and the Chips” story

Section 3: Writing**Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes**

Word list: chap, hunches, benches

Notes

Finger Tapping/Tracing/Writing – individual words – 2 minutes

Word list: chat, chin, punch

Notes

Connected Text – 5 minutes

Ask the student to write the following dictated sentences. Use CHOPS to check work:

The branch springs up.

The chimp munches and crunches on chips.

The cat scrunches up and jumps from the wall.

Notes

Wrap-Up/Review – 2 minutes

Student uses multisensory tools to summarize key concepts.

- Concepts of base, prefix, and suffix
- Sounds of 's' and when to use the suffix "es"
- Consonant digraph "ch"

Homework

- Practice short vowel drill and sight words (reading and writing)

Note

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

con	flict
	vent
	coct
	vict
	tent
	duct

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

s sounds like z (when followed by b,d,g,l,m,n,r,v,z)	s sounds like s (when followed by f,k,p,t,th)	s sounds like iz (when followed by j,s,x,z,ch,sh)
bell	moth	fox
hold	flip	buzz
bun	stuff	miss
<i>lev</i>	<i>hok</i>	<i>pex</i>
	es	s

chip	bunch
chop	bunches
chap	punch
cham	punches
champ	runch
chimp	scrunch
chump	scrunches
munch	tren
lunch	trench
hunch	trenches

The Chimp and the Chips

Glen is a chimp.

Glen munches and crunches on sticks and plants.

A man runs past Glen and drops a bag of chips.

Glen grabs the bag and rips it.

Chips fall on his hands and lap.

Glen picks up a chip.

“Munch.”

Glen thinks, “A chip is not bad.”

“Munch, munch, munch.”

Glen thinks, “Ten chips are fantastic.”

Glen munches until not one chip is left.

Glen is sad.

The man runs back to find his bag of chips.

He spots Glen and the chip bag.

The man is not mad at Glen. He can tell that Glen is sad.

The man says, “I can fix the problem.”

The man runs off. When he gets back to Glen, he brings a bag of chips for Glen and a bag of chips for himself.

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 branch springs up.

The chimp munches and
crunches on chips.

The cat scrunches up and
jumps from the wall.