

# LESSON PLAN

Student:	Lesson #48
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: 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: hop, nop, cop, clop, clep, clap, clamp, clump, lump, lup, pup	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

### Syllable Card Drill – 2 minutes

Equipment: index cards

1. Write each syllable on an index card and places cards in rows (see below).

pen	drag	on
snap	man	it
in	net	ship
mag	hab	ic

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

- read down all the Column #1, 2, and 3 syllables
- read across each row (the words will often be nonsense words)
- ask the student to put syllables together to make read words. (penmanship, snapdragon, inhabit, magnetic)
- discuss the meanings of the words and ask student to use each word in a sentence

Notes

### Review of Recent Rules and Concepts – 7 minutes

#### **Topic: Pounding Syllables**

Equipment: hands

Word List: hub, snap, snapdragon, dragon, penmanship

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

#### **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: mittens (mag-net-ic), apdragon (ap-drag-on), penmanship (as-ton-ish)

#### **Topic: Doubling Rule 1-1-1 (for adding suffixes to closed syllables)**

Equipment: Rule card, letter tiles

1. State that when adding a suffix, we must see if suffix starts with a consonant or vowel

2. Show the 1-1-1 rule card.

- One syllable base/root word
- Ends in one consonant
- Has one vowel before the consonant (is a closed syllable)
- If the suffix begins with a vowel = double the final consonant in the base

3. Give student the doubling worksheet to practice applying the 1-1-1 rule to one syllable real and nonsense words. Ask the student to talk through their thinking as they work.

Notes

### New Content/New Rule – 8 minutes

#### **Topic: Introduction to sounds of suffix 'ed'**

1. Review the concept of a base. Introduce the concept of adding a suffix 'ed' by adding a card that says, 'ed' to the other drill cards (see step 3 below). Give example using base + 'ed' to show that the doubling rule works just like the suffix 'ing' since both begin with vowels

Notes

<p>2. Introduce idea that ‘ed’ can make 4 different sounds when added to a base word: /d/, /t/, /id/ or /ed/. The sound ‘ed’ makes depends on the sound preceding the ‘ed’. If the final sound in the base/root word is a voiced consonant, the ‘ed’ will make the /d/ sound. If the final sound in the base/root word unvoiced consonant, the ‘ed’ will make the /t/ sound. If the base/root word ends in ‘t’ or ‘d’ the ‘ed’ will make the /id/ or /ed/ sound (depending on dialect).</p> <p>3. Have the student discover the different sounds of ‘ed’ by creating a variety of words (made with letter tiles) and having them read them and say what sound the ‘ed’ is making.</p> <table style="margin-left: 40px;"> <tr> <td><b>/t/</b></td> <td><b>/d/</b></td> <td><b>/id/</b></td> </tr> <tr> <td>kissed</td> <td>hugged</td> <td>mended</td> </tr> <tr> <td>hopped</td> <td>filled</td> <td>banded</td> </tr> <tr> <td>gripped</td> <td>sunned</td> <td>rented</td> </tr> </table>	<b>/t/</b>	<b>/d/</b>	<b>/id/</b>	kissed	hugged	mended	hopped	filled	banded	gripped	sunned	rented	
<b>/t/</b>	<b>/d/</b>	<b>/id/</b>											
kissed	hugged	mended											
hopped	filled	banded											
gripped	sunned	rented											
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>													
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: hugging, hugged, mub, mobbed, huff, huffed, rent, rented	Notes												
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>													
Word list: cap, capping, capped, squint, squinted, lum, lumming, mob, mobbed, cuff, cuffed, mat, matted, wet, wetted, hug, hugged, plant, planting, planted	Notes												
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>													
“Lots of Pets” story													

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: trap, trapped, bump, bumped, gripped	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: band, banded, rubbed, rented, tipped	Notes
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: <ol style="list-style-type: none"> <li>1. The ten hens clucked when the dog yipped.</li> <li>2. I camped on the big hill and sang a song.</li> <li>3. The dog padded to the sink for a drink.</li> </ol>	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> <li>- doubling rule</li> <li>- sounds of ‘ed’</li> </ul> <u>Homework</u> <ul style="list-style-type: none"> <li>- Practice short vowel drill and sight words (reading and writing)</li> </ul>	Note

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

<b>pen</b>	<b>drag</b>	<b>on</b>
<b>snap</b>	<b>man</b>	<b>it</b>
<b>in</b>	<b>net</b>	<b>ship</b>
<b>mag</b>	<b>hab</b>	<b>ic</b>

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

<b>/t/</b>	<b>/d/</b>	<b>/id/ /ed/</b>
<b>kiss</b>	<b>hug</b>	<b>mend</b>
<b>hop</b>	<b>fill</b>	<b>band</b>
<b>grip</b>	<b>sun</b>	<b>rent</b>

<b>s</b>	<b>p</b>	<b>g</b>	<b>n</b>	<b>ed</b>
----------	----------	----------	----------	-----------

Scooping Syllables Worksheet #9

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

magnetic

apdragon

astonish

# 1:1:1 Doubling Rule

Write a base word	1 syllable?	1 short vowel?	Word ends in 1 consonant?	Choose a suffix (an ending) ed, ing, ish, est	Write the full word

trip, mat, rent, shop, hug, big, red, hop,

<b>cap</b>	<b>cuffed</b>
<b>capping</b>	<b>mat</b>
<b>capped</b>	<b>matted</b>
<b>squint</b>	<b>wet</b>
<b>squinted</b>	<b>wetted</b>
<b>lum</b>	<b>hug</b>
<b>lumming</b>	<b>hugged</b>
<b>mob</b>	<b>plant</b>
<b>mobbed</b>	<b>planting</b>
<b>cuff</b>	<b>planted</b>



# Lots of Pets

A man called Fred was in a red truck.

In the truck with Fred was a ram, cat, dog, pig and ten hens.

A cop called Tim was in a cop van.

Tim spotted Fred's truck. He said, "This is odd. Why is a ram, cat, dog, pig, and ten hens in that man's truck?"

Tim stopped Fred's truck. He asked Fred, "Why are lots of pets in this truck?"

Fred said, "I am getting them to the pet shop."

The cop nodded and let Fred and his pets go.

The next month, Tim spotted Fred in his truck with his ram, cat, dog, pig and ten hens.

Tim was mad. He stopped Fred's truck. He asked, "Why are lots of pets in this truck? You said the pets were going to the pet shop."

Fred nodded. "Yes. The pets went to the pet shop. It was fantastic. On this trip I am getting them to the mall. They want to go shopping."

### 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.



[“road-6299524\\_1280”](#) by [TothFI](#) is licensed under CC0.

The ten hens clucked when the dog yipped.

I camped on the big hill and sang a song.

The dog padded to the sink for a drink.