

# LESSON PLAN

Student:	Lesson #33
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: 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: wish, fish, tip, ship, thip, thup, thump, chump, champ	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 consonant digraphs: ch, sh, ph, wh, th	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/	Notes

## Section 2: New Content and Reading

### Syllable Card Drill – 3 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 (pub, lim, pump, drag, pun, mag) and “Syllable #2” cards in the second column (ish, net, on, kin, it, lish).

pub	ish
lim	net
pump	on
drag	kin
pun	it
mag	lish

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

- read the syllables in each of the columns
- read across each row (the words will often be nonsense words)
- move around words in Column #2 to create real words (publish, punish, limit, pumpkin, dragon, magnet).
- 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 – 10 minutes

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

Equipment: hands

Word List: pumpkin, pump, magnetic, lim, limit

Instructions

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

#### **Topic: consonant digraph TH/th**

Equipment: magnetic letter tiles

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

2. Place down magnetic letter tiles for ‘t’ and ‘h’ and ask the student to state the two new sounds that this consonant digraph can make: /th/ (motor-off) as in “thump” or /TH/ (motor-on) as in “the”

3. Do a blending drill to practice working with TH/th/.

/th/ Motor-off words: moth, loth, cloth, sloth      thank, think, thunk

/TH/ Motor-on words: them, then, than

Notes

### New Content/New Rule – 0 minutes

This is a review lesson. No new content.

Notes

### Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

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

Word list: trash, when, moth, graph, chug

Notes

Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: chub, chat, kit, chen, kitchen, dash, lush, blush, flush, graph, dolphin, phant, when, whip, then, them, thank, thud, moth, math	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
“The Moth, Fish, and Cat” story	

**Section 3: Writing**

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: crash, thump, then, graph	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: rash, chip, that, when	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: Admit that the graph is big. When did the fish jump in the tank? The cat did a dash and then went crash.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - Consonant digraphs “ch,” “sh,” “wh,” “ph” and “th” <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.

<b>pub</b>	<b>ish</b>
<b>lim</b>	<b>net</b>
<b>pump</b>	<b>on</b>
<b>drag</b>	<b>kin</b>
<b>pun</b>	<b>it</b>
<b>mag</b>	<b>lish</b>

<b>chub</b>	<b>dolphin</b>
<b>chat</b>	<b>phant</b>
<b>kit</b>	<b>when</b>
<b>chen</b>	<b>whip</b>
<b>kitchen</b>	<b>then</b>
<b>dash</b>	<b>them</b>
<b>lush</b>	<b>thank</b>
<b>blush</b>	<b>thud</b>
<b>flush</b>	<b>moth</b>
<b>graph</b>	<b>math</b>

# The Moth, Fish, and Cat

A moth is on a cloth.

A fish is in a dish.

A cat is on a mat.

The cat thinks, “I will get a fish snack.”

The fish spots the cat and thinks, “I wish I was as big as a dolphin.”

The fish is small, but he has a trick.

The fish jumps up with a splash. Wet from the fish tank splats on the moth on the cloth.

The moth jumps up and dashes in front of the cat.

The moth distracts the cat.

The cat grabs at the moth.

The moth thinks, “I am not a fan of this cat.”

The moth swings to the left.

The cat crashes into a wall.

The fish thinks, “I am a fan of that moth.”

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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Admit that the graph is big.

When did the fish jump in the tank?

The cat did a dash and then went crash.