

# LESSON PLAN

Student:	Lesson #44
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

<b>Sight Words – 5 minutes</b>	
Equipment: list of common sight words, instruction sheet, blank index cards, and marker Current sight words: New words added:	Notes
<b>Short Vowel Drill – 3 minutes</b>	
Equipment: keyword pictures and sentence. (Discontinue drill when sounds are mastered)	Notes
<b>Phonemic Awareness Drill – 3 minutes</b>	
Equipment: differently coloured blocks of uniform shape Word List: clot, cot, cut, cat, crat, crit, rit, rut, ret, bet	Notes
<b>Visual Drill – 2 minutes</b>	
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 ca, ce, ci, co, cu, cy, cl, cr, ct (reminders - use blocking strategies and remove mastered sounds from pack)	Notes <b>After</b> this lesson, add the following to the card pack: gl, gr, ga, ge, gi, go, gu, gy
<b>Auditory Drill – 2 minutes</b>	
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/	Notes <b>After</b> this lesson, put 'g' back into the card pack and put a 2 on the card so that the student gives both sounds.

## 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 of the “Syllable #1” cards are in the first column (cat, com, cen, ac, ac) and “Syllable #2” cards in the second column (cept, sus, bat, fish, cent).

cat	cept
com	sus
cen	bat
ac	fish
ac	cent

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

- read down all the Column #1 syllables.
- read down all the Column #2 syllables.
- read across each row (the words will often be nonsense words)
- Ask the student to put syllables together to make read words. (catfish, combat, census, accept, accent)
- Discuss the meanings of the prefixes and bases.
- Ask the student to use each word in a sentence.

Notes

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

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

Equipment: hands

Word List: cen, census, combat, accepting, catfish

Instructions

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 and Review of Sounds of ‘c’**

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.

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 of 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.

4. Ask the student to explain how the rules of ‘c’ apply as the student read each word.

YES	NO
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Notes

Word ends in "f," "l," "s," or "z"	
clif+f	cent
cel+l	cabs (the "s" does not get double because the "s" in <i>cats</i> is a suffix – not a base)
buz+z	census (the "s" does not get doubled because the rule only applies to 1 syllable words)
ces+s	civil (the "l" does not get doubled because the rule only applies to 1 syllable words)

**Topic: Syllabication**

Equipment: letter tiles, syllabication worksheet

1. Use letter tiles to review syllabication rules from previous lessons:

- VCV – only one consonant between 2 vowels means divide after the consonant. An example is the word *panic*.
- VCCV – look for digraphs and keep them together. An example is *jacket*.
- VCCCV - look for digraphs and keep them together. An example is *nutshell*.

Give the student the syllable division worksheet and let the student work through the sheet, giving guidance as needed.

Words to use: civil (civ-il vcv), census (cen-sus vccv), solid (sol-id vcv)

**New Content/New Rule – 8 minutes**

**New Lesson: Sounds of "g"**

Introduce the concept of that 'g' has two sounds. Ask the student to take out the paper with the rule for the sounds of "g" on it (given out in Lesson #43).

Rule:

- 1) 'g' followed by 'e' 'i' or 'y' will make the soft 'g' sound as in *gent*.
- 2) 'g' followed by any other letter or no letter at all will make the hard 'g' sound as in *gun*

Hand out the chart and have the student use letter tiles to make words that start with 'g' and then write them on the correct part of the chart

Words: got, gap, glass, dog, gem, gist, gin, magic

Notes

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

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

Word list: gin, glass, gap, gist, magic, cent, class

Notes

**Word List – Oral Reading of Isolated Words – 2 minutes**

Word list: crab, grab, gumdrop, gent, cent, census, civ, civil, mag, magnet, magic, gist, gin, combat, tract, contract, subtract, ac, accept, civ, civil, gem

Notes

**Sentences – Oral Reading of Connected Text – 2 minutes**

"Gus and Rob" story

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: magnet, magic, gist, cell	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: gem, gin, gent, gum	Notes
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. A red gem glints in the black rock. 2. It is a magic trick when I grab the crab. 3. If you want, I will accept the contract.	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. - f,l,s,z doubling rule - syllabication rules - sounds of 'c' and 'g' + 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.

<b>cat</b>	<b>cept</b>
<b>com</b>	<b>sus</b>
<b>cen</b>	<b>bat</b>
<b>ac</b>	<b>fish</b>
<b>ac</b>	<b>cent</b>

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

<p><b>YES</b></p> <p>Word ends in “f,” “l,” “s,” or “z” = need to double it</p>	<p><b>NO</b></p>
<p><b>clif</b></p>	<p><b>cent</b></p>
<p><b>cel</b></p>	<p><b>cabs</b></p>
<p><b>buz</b></p>	<p><b>census</b></p>
<p><b>ces</b></p>	<p><b>civil</b></p>

<p><b>f</b></p>	<p><b>l</b></p>	<p><b>s</b></p>	<p><b>z</b></p>
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Scooping Syllables Worksheet #5

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

civil

census

solid

## Sounds of 'g'

g

a  
o  
u

= hard sound of 'g'

g

e  
i  
y

= soft sound of 'g'

/j/



<b>crab</b>	<b>gin</b>
<b>grab</b>	<b>combat</b>
<b>gumdrop</b>	<b>tract</b>
<b>gent</b>	<b>contract</b>
<b>cent</b>	<b>subtract</b>
<b>census</b>	<b>ac</b>
<b>mag</b>	<b>accept</b>
<b>magnet</b>	<b>civ</b>
<b>magic</b>	<b>civil</b>
<b>gist</b>	<b>gem</b>

# Gus and Rob

Gus is a crab with big black top hat.

When Gus has the top hat on, he thinks that he is a fantastic gent.

“All of the best crabs have top hats,” says Gus to his pal Rob.

Rob is sad. Rob is a crab with no hat at all.

When Gus has a nap, Rob grabs the top hat and runs off.

When Gus gets up and finds that his hat is missing, he is mad.

Gus yells, “My top hat! Help! Help!”

A mob of crabs run to Gus to help.

Gus grabs Rob. “Tell us. Did you snatch my top hat?”

Rob is silent.

Gus yells, “My hat did not vanish by magic!”

Gus runs to Rob’s shell.

In the shell, Gus finds the top hat.

Rob lifts his hands up. “Let’s be civil.”

Gus yells, “Get him!”

The mob yells, “Get Rob!”

The crab mob runs at Rob.

Rob runs off as fast as a crab can run.

Gus sits on a rock and holds his top hat.

Gus grins. “I will not tell the mob that I got this top hat by snatching it from Tim when he was napping.”

### 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.



[“crab-8258856\\_1280”](#) by [Sergio-sq](#) is licensed under CC0.

A red gem glints in the black rock.

It is a magic trick when I grab the crab.

If you want, I will accept the contract.