

LESSON PLAN

Student:	Lesson #47
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: gum, glum, glam, gam, tam, stam, stamp, stump	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,q,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	Notes Add the following to card pack: mb, wr, kn, dge, gh, que
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/ /q/ /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/	Notes

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes

Equipment: index cards

1. Write each syllable on an index card. Ask the student to create two syllable words by putting together syllables. Ask the student to use each word in a sentence. Point out that when a word has two letters that are the same, you usually divide between the two same letters. These are *vc/cv* words.

gos	pen
kit	sip
rab	ten
hap	bit

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

- read down all the Column #1 syllables and then read the Column #2 syllables
- read across each row (the words will often be nonsense words)
- put syllables together to make read words. (gossip, kitten, rabbit, happen)
- 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: im, imprison, astonish, un, magnetic, astonishing

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

Topic: Sounds of ‘c’ and ‘g’

Equipment: index cards, marker

Review the concept of that ‘c’ and ‘g’ have two sounds. Review the rule that ‘c’ or ‘g’ followed by ‘e’ ‘i’ or ‘y’ will make the soft sound as in *cent* and *gent* but ‘c’ or ‘g’ followed by any other letter or no letter at all will make the hard sound as in *cot* or *got*.

Ask the student to a word sort to group words into “hard sound” and soft “sound piles”

Hard Sounds of ‘c’ and ‘g’	Soft Sounds of ‘c’ and ‘g’
clup	g ^h ist
gan	cem
gom	cit
cag	gy

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 (mit-tens), ugget (ug-get), happening (hap-pen-ing)

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

Equipment: Rule card, letter tiles

Notes

<ol style="list-style-type: none"> 1. State that when adding a suffix, we must notice if the suffix starts with a consonant or a vowel 2. Show the 1-1-1 rule card. This rule applies to one syllable closed syllable base/root words. Rule: <ol style="list-style-type: none"> 1. One syllable base/root word 2. Ends in one consonant 3. Has one vowel before the consonant (is a closed syllable) 4. 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. 	
New Content/New Rule – 8 minutes	
No new content. This is a review lesson.	Notes
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: hitting, tripping, sending	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: gossip, kitten, happen, happening, bring, bringing, tall, tallest, hin, hining, gunning, rafting, hunt, hunting, red, reddish, reddest, glamp, glamping, lamp	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
"Mittens the Kitten" story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: tallest, banning, wettest	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: hottest, banking, shopping	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: <ol style="list-style-type: none"> 1. The fox was plotting to get the kittens. 2. Mittens is the smallest kitten, but that is not a bad thing. 3. I am getting hot when I am running. 	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> - sounds of 'c' and 'g' + rules - 1:1:1 rule <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.

gos	pen
kit	sip
rab	ten
hap	bit

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

Hard 'g' and 'c'	Soft 'g' and 'c'
clup	gist
gan	cem
gom	cit
cag	gy

Scooping Syllables Worksheet #8

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

mittens

ugget

happening

1:1:1 Doubling Rule

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

fin, hunt, rip, milk, crunch, nag,
pop, hug, flap, pick, ring, find, dip

gossip	gunning
kitten	rafting
happen	hunt
happening	hunting
bring	red
bringing	reddish
tall	reddest
tallest	glamp
hin	glamping
hinning	lamp

Mittens the Kitten

Mittens is a small black kitten.

Mittens inhabits a cabin with six big kittens and a man called Jed.

The kittens go jumping and bumping and crashing in the cabin until Jed says, “Stop it, kittens. Go out until lunch.”

A kitten called Hal says, “Let’s go running to the log.”

Hal bumps Mittens and runs past her. Mittens gets to the log last.

Mittens thinks, “I wish I was tall. Tall legs are fantastic for running. I am just small. A small kitten is not fantastic at all.”

A kitten called Nip says, “Let’s go up to the branches of the hemlock.”

Nip bumps Mittens and pushes past her. Mittens gets up to the top branch last.

Mittens thinks, “I wish had Nip’s skill at getting up to the top branches fast. A small kitten is not fantastic at all.”

As the kittens trot back to the cabin, a fox jumps up in front of them. Mittens is at the back of the pack.

Mittens is small, so the fox cannot spot her. She slips back to the cabin to get Jed.

Jed spots the fox and runs out with a gun.

The fox dashes off. All the kittens are glad that Mittens got Jed.

“Mittens is the most fantastic kitten of all,” the kittens say.

Mittens thinks, “It can be fantastic to be tall, but it can be fantastic to be small.”

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 fox was plotting to get the kittens.

Mitten is the smallest kitten, but that is not a bad thing.

I am getting hot when I am running.