

LESSON PLAN

Student:	Lesson #34
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: shop, chop, chomp, chump, thump	Notes
Visual Drill – 2 minutes	
Equipment: Starting pack consonants and vowels written on index cards 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 – 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 (non, fran, fin, eth, ob, cac) and “Syllable #2” cards in the second column (tic, nic, ject, tus, ish, stop).

non	tic
fran	nic
fin	ject
eth	tus
ob	ish
cac	stop

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 (nonstop, frantic, finish, ethnic, object, cactus).
- 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 – 5 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: disgust, extrinsic, intrinsic, discontented, big

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

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

Notes

New Content/New Rule – 10 minutes

Topic: ‘tch’ rule

Equipment: ‘tch’ letter card, rule card, letter cards for blending drill

1. Introduce the ‘tch’ rule using a letter card with ‘tch’ on it. Discuss idea that ‘tch’ is a spelling option for the /ch/ sound.

2. Hand out rule on index card:

Notes

<p>Rule:</p> <ol style="list-style-type: none"> In a one syllable base/root word that ends in /ch/ And the sound directly before the /ch/ is a short vowel Spell the /ch/ sound with 'tch.' <p>3. Complete /c/ and /tch/ word sort to practice applying the rule. Ask the student to sort out the words under the correct headings and then underline the letter that comes before the "ch" and discuss the rule. Have the student close her eyes and listen to the teacher say one the words. Ask the student to repeat the word and point to either the 'ch' or 'tch' column. Show the card so that the student can check her work.</p> <p>'ch' words: chop, lunch, chip, inch, 'tch' words: patch, crutch, sketch hunch</p>	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: pinch, patch, lunch, latch</p>	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
<p>Word list: catch, match, batch, fetch, latch, patch, pitch, hitch, switch, chop, chip, chim, itch, inch, pinch, punch, brunch. Lunch, lanch, ranch, trench</p>	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
"A Bunch of Bugs" story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
<p>Word list: pitch, hunch, brunch, hitch</p>	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
<p>Word list: inch, itch, punch, ranch</p>	Notes
Connected Text – 5 minutes	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work: Sam catches the ball until I switch the pitch. Pam gets a pinch of punch at lunch. The old cabin is at the ranch.</p>	Notes
Wrap-Up/Review – 2 minutes	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> - Consonant digraphs "ch," "sh," "wh," "ph" and "th" - Tch rule <p><u>Homework</u></p> <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.

non	tic
fran	nic
fin	ject
eth	tus
ob	ish
cac	stop



tch rule

- a. In a one syllable base/root word that ends in /ch/
- b. And the sound directly before the /ch/ is a short vowel
- c. Spell the /ch/ sound with 'tch.'

catch

ranch

fetch

bench

ditch

punch

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catch	chim
match	itch
batch	inch
latch	pinch
patch	punch
pitch	brunch
hitch	lunch
switch	lanch
chop	ranch
chip	trench

A Bunch of Bugs

A bunch of bugs sit on a branch.

The branch is on a bush at a cabin.

The cabin is on a big ranch.

A dog from the cabin runs past the bush.

The dog drops a bun.

The bugs think, “Thanks! This bun is lunch.”

The bugs drop to the grass to snack on the bun and then get back up on the branch.

A kid from the cabin runs past the bush.

The kid drops a soft drink.

The bugs think, “Thanks! That drink is a fantastic snack.”

The bugs drop to the grass to snack on the drink and then get back up on the branch.

The man gets in his van. When he backs up, he hits the bush.

The bunch of bugs get shot from the branch and land in a ditch.

The bugs are not mad. A hotdog is in the ditch. The bugs think, “Thanks! A hotdog is a fantastic snack.”

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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Sam catches the ball until I
switch the pitch.

Pam gets a pinch of punch at
lunch.

The old cabin is at the ranch.