

# LESSON PLAN

Student:	Lesson #26
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 sections come 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: host, post, most, bolt, colt, holt 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: mud, mod, mond, mand, land, lend, pend, spend	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 (reminders - use blocking strategies and remove mastered sounds from pack)	Notes Ask the student to give the voiced (/z/) and unvoiced (/s/) sounds of “s”
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/	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 (hum, hot, gum, hot, nut) and “Syllable #2” cards in the second column (dog, meg, drop, bug).

hum	dog
hot	meg
gum	rod
hot	drop
nut	bug

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

- read down all the Column #1 words and then read down all the Column #2 words.
- read across each row (the words will be nonsense words)
- move around words in Column #2 to create real words (humbug, hotdog, gumdrop, hotrod, nutmeg).
- 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: Sounds of “s”

- Ask the student to state the 2 sounds that “s” can make (/s/ and /z/)
- Ask the student to explain how we know which of the 2 sounds the ‘s’ will make when we read a word. (The ‘s’ makes the /s/ when added to a word that ends in an unvoiced phoneme. It sounds like /z/ when added to a word ends in a voiced phoneme.)
- Have the student complete a word sort to reinforce the different sounds of ‘s.’

S sounds like Z (when following b, d, g, l, m, n, r, v, z)	S sounds like S (when following f, k, p, t, th).
beds	hops
wigs	sits
hens	golfs
snobs	milks
tems	luts

Notes

### New Content/New Rule – 5 minutes

#### Topic: Base, Suffix, and Prefix

Equipment: magnetic letter tiles, index cards

- Spell the word *stop* with magnetic tiles, define it, and use it in a sentence.
- Ask the student add a letter ‘s’ to *stop* to form *stops*. Discuss how, in the case of the word *stops*, adding the ‘s’ does not make the word plural. Tell the student that add an ‘s’ to an action word like stops when he/she or a person’s name is the one doing the *stopping*. Provide examples: Ben stops the car. He stops the car. She stops the car.

Notes

<p>3. Ask the student which part of the word <i>stops</i> holds the main meaning of the word. Is it <i>stop</i> or the 's'? It is <i>stop</i>. Tell the student that the part of a word that holds the main meaning is called a "base." The part that you add onto the end of a base (such as an 's') is called a suffix. The meaning of <i>suffix</i> is to "fix under." The part that you add onto the front of a base is called the prefix. The meaning of prefix is to "fix before."</p> <p>4. Introduce the following concepts: base (bound and free), prefix, suffix by writing the following bases, prefixes, suffixes, and headings on index cards and building different words with the students. A free base is a base that is a word on its own. A bound base is a syllable that is not a word on its own. Build words and discuss meanings of the bases and prefix and how they change the meaning of the word when combined.</p>			
Prefix	Base (Bound)	Base (Free)	Suffix
dis (means "away")	rupt (means "to break")	sent	s
	tract (mean "to draw")	trust	
		gust	
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>			
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: trust, gusts, bands, <i>scrumps</i>			Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>			
Word list: dis, rupt, disrupt, dis, tract, distract, dis, sent, dissent, dis, trust, distrust, dis, gust, disgust, disband, dis, cred, it, discredit			Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>			
"Ben's Plan" story			

**Section 3: Writing**

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: disrupts, distract, disbands	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: guns, hands, swings	Notes
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: I distrust small dogs and big frogs. The kid distracts his mom and grabs a bun. Ben did not disrupt the pigs in the pen.	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. - Concepts of base, prefix, and suffix <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>hum</b>	<b>dog</b>
<b>hot</b>	<b>meg</b>
<b>gum</b>	<b>rod</b>
<b>hot</b>	<b>drop</b>
<b>nut</b>	<b>bug</b>

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

<b>s sounds like z</b> (when followed by b,d,g,l,m,n,r,v,z)	<b>s sounds like s</b> (when followed by f,k,p,t,th)
<b>beds</b>	<b>hops</b>
<b>wigs</b>	<b>sits</b>
<b>hens</b>	<b>golfs</b>
<b>snobs</b>	<b>milks</b>
<b><i>tems</i></b>	<b><i>luts</i></b>

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

<b>dis</b>	<b>trust</b>
<b>rupt</b>	<b>gust</b>
<b>tract</b>	<b>s</b>
<b>sent</b>	

<b>dis</b>		<b>trust</b>
<b>rupt</b>		<b>distrust</b>
<b>disrupt</b>		<b>dis</b>
<b>dis</b>		<b>gust</b>
<b>tract</b>		<b>disgust</b>
<b>distract</b>		<b>disband</b>
<b>dis</b>		<b>dis</b>
<b>sent</b>		<b>cred</b>
<b>dissent</b>		<b>it</b>
<b>dis</b>		<b>discredit</b>

# Ben Gets Snacks

Ben is a dog. Sam is a pig.

Ben and Sam are pals.

Ben jumps into Sam's pigpen for a snack.

Ten pigs in the pig pen spot Ben and get mad.

"Do not disrupt us, Ben," yells a pig. "Go get dog snacks – not pig snacks!"

Sam thinks, "I must distract them."

"Is that a fox?" yells Sam.

The pigs all jump. "A fox? Help!"

Sam yells, "Help us, Ben!"

Ben gets the trick. Ben nods at Sam. "I will get the fox."

Ben runs off. He sits at the shed for a bit and then runs back to the pigpen.

The pigs say, "Thanks, for the help, Ben. Have some pig snacks as a gift."



### 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.



“[pig-1531167\\_1280](#)” by [dww259210](#) is licensed under CC0.

I distrust small dogs and big frogs.

The kid distracts his mom and grabs a bun.

Ben did not disrupt the pigs in the pen.