

LESSON PLAN

Student:	Lesson #39
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: such, much, rich, which 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: tent, bent, sent, spent, spint, spunt, punt	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 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	Notes AFTER this lesson, add ‘ck’ to the card pack:
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/ other: /tch/	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 (ex, cab, kit, hel, gob, in) and “Syllable #2” cards in the second column (ject, lin, in, ten, met, ist)

Syllables:

ex	ject
cab	lin
kit	in
hel	ten
gob	met
in	ist

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

- read down all the Column #1 syllables.
- read down all of the Column #2 syllables.
- read across each row (the words will often be nonsense words)
- move around words in Column #2 to create real words (exist, cabin, kitten, helmet, goblin, inject).
- 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 – 7 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: helmet, magnetic, ject, inject, hotdog, cabinet

Instructions

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

Topic: ‘tch’ rule

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

- Ask the student to explain the ‘tch’ rule. Read the rule card.
- The teacher will say a word from the list below. The student will repeat the word and then point to either the ‘ch’ or ‘tch’ column. The teacher will show the word card so that the student can check to see if she is correct.

‘ch’ words: hunch, lunch, bench, branch

‘tch’ words: itch, glitch, latch, match

Topic: Double f, l, s, and z Rule

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. The student might say that there are a few letters that get doubled when they appear at the end of a one syllable closed syllable word. Ask the student to explain how the keyword phrase is helpful.

Notes

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

1. In a one syllable base/root word that ends in the /f/, /l/, /s/ or /z/ sound
2. And the sound directly before/preceding the /f/, /l/, /s/ or /z/ sound is a short vowel sound
3. Double the 'f', 'l', 's' or 'z'

3. Ask the student to sort the 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.

YES	NO
Word ends in "f," "l," "s," or "z"	
clif+f	rag
wil+l	con
las+s	ject
fuz+z	spect
stil+l	plop

New Content/New Rule – 8 minutes

Topic: 'ck' Rule

1. Introduce 'ck' as another grapheme for the sound of /k/ using an index card with the rule written on it.

Rule:

1. In a one syllable base/root word
2. That ends in the /k/ sound
3. And the sound directly before the /k/ sound is a short vowel sound
4. The /k/ sound will be spelled 'ck.'

2. Hand out the rule and milk truck picture. Discuss how 'milk' does not follow the rule so you use only 'k' and discuss how 'truck' does follow the rule so you use 'ck'.

3. Use index cards that have the beginning of a word (like 'dun'). Ask the student to choose either a 'k' letter card or a 'ck' letter card to make a word that ends in the /k/ sound. Ask the student to explain her reasoning. As the student completes each word, ask her to use a two-column chart to write the words that fit under the two columns. One column will be 'ck' and the other column will be just 'k'.

Words to use: dunk, husk, milk, bonk duck, pack, tuck, back

Notes

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

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

Word list: milk, melk, elk, track, hunk, huck, luck

Notes

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: milk, truck, trick, track, black, bleck, yuck, puck, pluck, rink, tank, tink, twink, crank, flank, plank, plunk, milk, duck, stack, flick

Notes

Sentences – Oral Reading of Connected Text – 2 minutes

"Gus and Jim" story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: buck, tick, tock, yuck	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: clock, milk, truck, dunk	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. The duck swims at dusk. 2. Tim has a pack on his back. 3. Do not bonk Jeff and Rick!	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - “tch” rule - f,l,s,z doubling rule - ‘ck’ rule <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.

ex	ject
cab	lin
kit	in
hel	ten
gob	met
in	ist

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

ch	tch
hunch	itch
lunch	glitch
bench	latch
branch	match

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

YES Word ends in "f," "l," "s," or "z" = need to double it	NO
clif	rag
wil	con
las	ject

f	l	s	z
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Instructions: Cut these cards out and use them for the drill.

k

ck

dun

dů

hus

pǎ

mil

tů

bon

bǎ



ck rule

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

truck

pick

back

milk

risk

pink



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milk	tink
truck	twink
trick	crank
black	flank
bleck	plank
yuck	plunk
puck	milk
pluck	duck
rink	stack
tank	flick

Gus and Jim

Jim is a man. Gus is an elk.

Jim spends the Fall at his cabin hunting elk.

Gus is not a fan of Jim.

When Jim gets his big black gun and trots into the bush, Gus runs fast.

Gus runs past Jim's cabin.

The cabin is not shut.

Gus runs in and jumps up on the bunkbed.

The bed is soft.

Gus has ten more jumps and then zips out and runs to the bushes.

Jim spots Gus and brings his gun up.

Jim wants to get a shot at Gus, but Gus vanishes into the bushes.

Jim drops his gun in the back of his truck and runs into the cabin.

Jim stands in the kitchen and yells, "Yuck! That elk messed up my stuff!"

Gus inches back to the cabin. He thinks, "What is 'messed'?"

Jim yells, "The bed is a mess!"

Gus watches from the bushes. He thinks. "'Mess' is bad. Gun is bad. The gun is a mess."

Gus is not fantastic at thinking, but he has a plan.

Gus runs to the truck.

Gus grabs the gun, brings it to the pond and drops it in the pond.

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 duck swims at dusk.

Tim has a pack on his back.

Do not bonk Jeff and Rick!