

# LESSON PLAN

Student:	Lesson #25
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: wed, wid, win, tin, stin, stun, stunt, stant, stand	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 <b>After</b> this lesson, make sure the “s” card is in the pack. In future lessons, 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 (bob, blind, cab, cob, sand) and “Syllable #2” cards in the second column (in, sled, fold, blast, web).

bob	in
blind	sled
cab	fold
cob	blast
sand	web

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

- read down all the Column #1 words, 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 (bobsled, blindfold, cabin, cobweb, sandblast).
- Discuss the meaning of each word and ask student to use each word in a sentence.

Notes

### Review of Recent Rules and Concepts – 5 minutes

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

Equipment: hands

Word List: expect, expecting, dog, dentist, ex, exit

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

#### **Topic: Closed syllable exceptions – “all” “ang,” “ank,” “ing,” “ink,” “old,” “ild” “ind”**

Equipment: sliders for exceptions and magnetic letter tiles

1. Use sliders for all exceptions, having the student read real and nonsense words

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### New Content/New Rule – 10 minutes

#### **Topic: Sounds of “s”**

Explain that in this lesson, the focus will be on the suffix “s.”

1. Use letter tiles to form the word *cat* and ask the student to describe the picture that they have in their mind when they read the word (They will be thinking of **one** cat). Add a letter “s” to make the word *cats* and ask the student to describe the picture that they have in their mind when they read the word (They will be thinking of **more than one** cat).

2. Ask the student to explain the purpose of adding the letter s to a word (to show that there are more than one).

3. Use syllable index cards to show the student closed syllables to which an ‘s’ can be added. Discuss the terms “base” and “suffix.” Discuss how the ‘s’ changes each of the following real and nonsense words: ram, can, cat, map, bed, gulf, dog, bit, *tren*, *julk*

4. Ask the student to put her hands on her throat to feel how the ‘s’ sounds. It sounds like <s>. Explicitly teach that the ‘s’ makes an <s> sound when it is added to a word ends in an

Notes

<p>unvoiced phoneme (f, k, p, t, th). Explicitly teach that the 's' makes an &lt;z&gt; sound when it is added to a word ends in a voiced phoneme (b, d, g, l, m, n, r, v, z).</p> <p>5. Have the student complete a word sort to reinforce the different sounds of 's.' Create two headings: "S sounds like Z" and "S sounds like S." Have the student read each word aloud and then place the index card under the correct heading</p>		
<p>S sounds like Z (when following b, d, g, l, m, n, r, v, z)</p>	<p>S sounds like S (when following f, k, p, t, th).</p>	
rams	cats	
cans	maps	
beds	gulfs	
dogs	bits	
trens	ecks	
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>		
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: claps, swims, finds, rings</p>		Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>		
<p>Word list: grab, grabs, fall, falls, wing, wings, clumps, gram, brams, golfs, clangs, holds, banks, sinks, lap, lasp, bunk, bunks, flings, ranks</p>		Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>		
<p>"Cat and the Rats" story</p>		

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
<p>Word list: pops, winks, fangs</p>	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
<p>Word list: sinks, folds, calls</p>	Notes
<b>Connected Text – 5 minutes</b>	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work: The small rats wink at the big cats. Find the kind moms in the red hats. I can drink if the raft sinks.</p>	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> <li>- rule suffix "s" is that it makes the /s/ like "snake" the last sound in the word is unvoiced and it makes the /z/ sound, if the last sound in the word is voiced</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>- Practice short vowel drill and sight words (reading and writing)</li> </ul>	Notes

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

<b>bob</b>	<b>in</b>
<b>blind</b>	<b>sled</b>
<b>cab</b>	<b>fold</b>
<b>cob</b>	<b>blast</b>
<b>sand</b>	<b>web</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>rams</b>	<b>cats</b>
<b>cans</b>	<b>maps</b>
<b>beds</b>	<b>gulfs</b>
<b>dogs</b>	<b>bits</b>
<b>trens</b>	<b>ecks</b>

<b>grab</b>	<b>clangs</b>
<b>grabs</b>	<b>holds</b>
<b>fall</b>	<b>banks</b>
<b>falls</b>	<b>sinks</b>
<b>wing</b>	<b>lap</b>
<b>wings</b>	<b>lasp</b>
<b>clumps</b>	<b>bunk</b>
<b>gram</b>	<b>bunks</b>
<b>brams</b>	<b>flings</b>
<b>golfs</b>	<b>ranks</b>

# Cat and the Rats

A cat naps in the sun on top of a tall wall.

In the grass, by the wall, sits the cat's cup of milk.

Six rats spot the milk.

The rats want a drink, but they do not want the cat to jump on them.

The fastest rat dashes at the cup of milk.

The cat does not spot the rat. It naps on.

The fastest rat nods to its rat pals.

All the rats run to the milk,

A big fat rat hits the cup when he gets a sip.

The cup falls. Bang!

The cat spots the rats.

The cat jumps from the wall to get the rats.

The six rats run fast to get to a small slit in the wall.

The fastest rat gets to the slit and jumps in.

The other rats jump into the slit too, but the fattest rat is too big and gets stuck.

His rat pals grab him and tug.

Pop! The fat rat gets into the slit in the wall just as cat gets there.

All is well for the rats, but the cat is mad.

The cat lost the milk, and it lost the rats.

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 small rats wink at the big cats.

Find the kind moms in the red hats.

I can drink if the raft sinks.