

LESSON PLAN

Student:	Lesson #35
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: exceptions to the “tch” rule: such, much, rich, which	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: hat, hatch, hutch, hunch, punch, runch, crunch	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
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 (at, fan, mag, in, bask, ath), “Syllable #2” cards in the second column (net, hab, lan, tas, et, let), and “Syllable #3” cards in the third column (tic, tic, it, ball, ic, ic).

at	net	tic
fan	hab	tic
mag	lan	it
in	tas	ball
bask	et	ic
ath	let	ic

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 (Atlantic, magnetic, fantastic, inhabit, basketball, athletic).
- 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 – 10 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: bask, basketball, fantastic, in, habit, inhabit

Instructions

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

Topic: consonant digraphs

Equipment: magnetic letter tiles

1. Ask the student to define the term *consonant digraph*.

3. Do blending drills to practice working with the different consonant digraphs previously taught:

shop, shap, hap, whap, whip, whep, when, then, phin, chin

Topic: ‘tch’ rule

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

1. Use the rule card to review the ‘tch.’ Rule:

- 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.’

2. 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

Notes

<p>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: chip, lunch, ranch, punch ‘tch’ words: pitch, stitch, hatch, match</p>	
New Content/New Rule – 0 minutes	
This is a review lesson. No new content.	Notes
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: fetch, glitch, branch, ditch</p>	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
<p>Word list: latch, glitch, lunch, ranch, branch, trench, hitch, hunch, switch, chop, chip, punch, ditch, dutch, crutch, match, <i>rich, which, such, much</i></p>	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
“The Pumpkin Patch” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: hunch, witch, which, brunch	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: pinch, pitch, ditch, lunch	Notes
Connected Text – 5 minutes	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work:</p> <ol style="list-style-type: none"> 1. The chimp can pitch a ball. 2. A pig is in the pumpkin patch. 3. <u>Which</u> finch can jump to <u>such</u> a small branch? (exceptions to ‘tch’ rule) 	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.

at	net	tic
fan	hab	tic
mag	lan	it
in	tas	ball
bask	et	ic
ath	let	ic

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

ch	tch
chip	pitch
lunch	stitch
ranch	hatch
punch	match

latch	chip
glitch	punch
lunch	ditch
ranch	dutch
branch	crutch
trench	match
hitch	<i>rich</i>
hunch	<i>which</i>
switch	<i>such</i>
chop	<i>much</i>

***Words in italics are exceptions to the 'tch' rule.**

The Pumpkin Patch

Ned is a pink pig. He is in a pig pen on a big ranch.

Ned's best pal is Pip. Pip is a tan pig.

Ned is in the pen with Pip.

On the ranch, there is a pumpkin patch.

Ned watches the pumpkin patch.

Ned says to Pip, "I wish I was in the pumpkin patch."

Pip nods. "I can't stand this pen. Let's get out."

Ned runs at the wall of the pen to smash it.

Ned hits the wall, but the pen is strong.

Pip lifts the latch on the pen and grins.

Ned grins too.

Ned and Pip run to the pumpkin patch.

Just then, a fox jumps out at them. "Lunch!" he says.

"Run!" yells Pip.

Pip and Ned run back to the pen and lock the latch.

Ned says, "The pumpkin patch is not so fantastic. I am glad to be in the pen."

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 chimp can pitch a ball.

A pig is in the pumpkin patch.

Which finch can jump to such
a small branch?