

# LESSON PLAN

Student:	Lesson #40
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: desk, disk, dusk, dunk, lunk, plunk                      ten, tren, trench	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, ank, ing, ink, old, ild, ind consonant digraphs: ch, sh, ph, wh, th other: tch, ck	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/ /ck/	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 (ad, fin, plan, pump, mis, lim) and “Syllable #2” cards in the second column (ish, et, mit, fit, kin, it)

ad	ish
fin	et
plan	mit
pump	fit
mis	kin
lim	it

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

- read down all the Column #1 syllables and then read all 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 (admit, finish, planet, pumpkin, misfit, limit).
- 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: pumpkin, astonish, fit, misfit, volcanic

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: ranch, pinch, runch, crunch

‘tch’ words: stitch, fetch, ditch, match

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

Equipment: letter cards, rule card, key phrase picture of Jeff and Buzz, index cards

- 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.
- Take out the rule card. Read it to the student and emphasize that the rule is only for one syllable closed syllable words:

Notes

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 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"	
buf+f	zip
wil+l	lish
mes+s	den

**Topic: 'ck' Rule**

1. Review the concept of '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. Ask the student to explain 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: mask, bulk, dusk, hunk                  deck, stack, tuck, flock

**New Content/New Rule – 8 minutes**

1. Introduce syllabication rules by telling student that being able to break words into syllables can help with spelling and reading. Demonstrate the steps to scooping syllables by using the word "him."
2. Give the student the steps for scooping syllables rule sheet and add it to the "Syllable" section of the student's binder.
3. Practice scooping syllables on "Scooping Syllables Worksheet #1"

Notes

**Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes**

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order  
 Word list: stink, clunk, buck, blick, lick, luck

Notes

**Word List – Oral Reading of Isolated Words – 2 minutes**

Word list: hunk, silk, cluck, lick, flick, punk, link, blink, black, flack, flask, milk, stunk, rank, rink, runk, brunk, brink, truck, slick

Notes

**Sentences – Oral Reading of Connected Text – 2 minutes**

“Ted and Fred” story

**Section 3: Writing**

**Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes**

Word list: block, clock, hunk, wick

Notes

**Finger Tapping/Tracing/Writing – individual words – 2 minutes**

Word list: lick, sunk, slunk, pick

Notes

**Connected Text – 5 minutes**

Ask the student to write the following dictated sentences. Use CHOPS to check work:

1. The big buck is back.
2. The black tablet is fantastic.
3. The clock struck ten.

Notes

**Wrap-Up/Review – 2 minutes**

Student uses multisensory tools to summarize key concepts.

- “tch” rule
- f,l,s,z doubling rule
- ‘ck’ rule

Note

**Homework**

- Practice short vowel drill and sight words (reading and writing)

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

<b>ad</b>	<b>ish</b>
<b>fin</b>	<b>et</b>
<b>plan</b>	<b>mit</b>
<b>pump</b>	<b>fit</b>
<b>mis</b>	<b>kin</b>
<b>lim</b>	<b>it</b>

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

<b>ch</b>	<b>tch</b>
<b>ranch</b>	<b>stitch</b>
<b>pinch</b>	<b>fetch</b>
<b>runch</b>	<b>ditch</b>
<b>crunch</b>	<b>match</b>

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

<b>YES</b> Word ends in "f," "l," "s," or "z" = need to double it	<b>NO</b>
<b>buf</b>	<b>zip</b>
<b>wil</b>	<b>lish</b>
<b>mes</b>	<b>den</b>

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

**k**

**ck**

**mas**

**dě**

**bul**

**stă**

**hun**

**tŭ**

**dus**

**flŏ**



# How to Scoop Syllables

1. Identify prefixes, base, and suffix
2. Place a dot under each vowel
3. Scoop word into syllables
4. Identify syllable types
5. Mark each vowel sound
6. Read each syllable
7. Blend the syllables to read the word



him  
c

tablet  
c c

fantastic  
c c c

[www.flyingcatacademy.com](http://www.flyingcatacademy.com)

Scooping Syllables Worksheet #1

Closed Syllable	C
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hit

tas

chat

lish

stop

prob

tablet

submit

fantastic

<b>hunk</b>	<b>flask</b>
<b>silk</b>	<b>milk</b>
<b>cluck</b>	<b>stunk</b>
<b>lick</b>	<b>rank</b>
<b>flick</b>	<b>rink</b>
<b>punk</b>	<b>runk</b>
<b>link</b>	<b>brunk</b>
<b>blink</b>	<b>brink</b>
<b>black</b>	<b>truck</b>
<b>flack</b>	<b>slick</b>

# Ted and Fred

Ted is a black cat.

Fred is Ted's kid.

Fred drops a jug of milk.

"Drat," says Fred.

Fred sets the milk in the sink.

Ted thinks, "It is fantastic when Fred drops stuff."

Ted drinks the milk in the sink.

Fred drops a bag of chips on the rug.

"Drat," says Fred.

Ted thinks, "It is fantastic when Fred drops stuff."

Ted snacks on the chips.

Fred picks up Ted to pet him.

Fred slips and drops Ted.

"Drat," says Fred.

Ted thinks, "It is not fantastic when Fred drops Ted."

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 big buck is back.

The black tablet is fantastic.

The clock struck ten.