

# LESSON PLAN

Student:	Lesson #32
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: win, twin, swin, swun, swum, swump, stump, tump, chump, champ	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 consonant digraphs: ch, sh, ph, wh	Notes  <i>After this lesson, add ‘th’ to the card pack</i>
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/	Notes

## Section 2: New Content and Reading

### Syllable Card Drill – 2 minutes

Equipment: index cards

1. Write each syllable on an index card and write the meanings that are provided on the back. Place the cards in two columns so that all of the “Syllable #1” cards are in the first column (dis, in, sub, hab, bask, mag) and “Syllable #2” cards in the second column (tend, et, it, ject, net, tant).

dis “apart, off”	tend “to stretch”
in	et
sub “under”	it
hab “to live”	ject “to throw”
bask	net
mag	tant “to stand”

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

- read down all of 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 (distant, inject, subject, habit, basket, magnet).
- 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: consonant digraph WH**

Equipment: magnetic letter tiles

- Ask the student to define the term *consonant digraph*.
  - Place down magnetic letter tiles for ‘w’ and ‘h’ and ask the student to state the two new sounds that this consonant digraph can make: /w/ or /h/
  - Do a blending drill to practice working with /wh/.
- Words: hen, when, whep, whip, whap, whamp, whump

#### **Topic: consonant digraph PH**

- Place down magnetic letter tiles for ‘p’ and ‘h’ and ask the student to state the one new sound that this consonant digraph makes: /f/
- Ask the student to share knowledge about the origin of words that contain ‘ph.’ (Words that use ‘ph’ are usually of Greek origin. The Greeks contributed a lot to the fields of math and science so many of those words use ‘ph’)

Notes

### New Content/New Rule – 10 minutes

#### **Topic: consonant digraph TH/th**

Notes

<p>Equipment: magnetic letter tiles and letter cards</p> <p>1. Place magnetic tiles with for the letters ‘t’ and ‘h’ in front of the student. Remind the student that there are certain consonants that do not blend together when they are together. Instead, they form a new sound. These special consonant teams are called consonant digraphs.</p> <p>2. Ask the student to explain the sounds that the letters ‘t’ and ‘h’ make on their own and the 2 new sounds that they make together. /th/ thump (motor-off)            /TH/ the (motor-on)</p> <p>3. Ask the student to make an index card that will be put into the visual/auditory pack. Have the student think of a keyword to help remember the 2 sounds of ‘th.’ Follow the same card making rules that you used in earlier lessons when new phonemes were taught.</p> <p>4. Do blending drills to work with /th/ as the start of words and at the end of words. /th/ Motor-off Words: moth, loth, cloth, sloth            thank, think, thunk /TH/ Motor-on Words: them, then, than</p>	
<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: then, thin, when, graph</p>	Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
<p>Word list: chip, chug, chomp, shed, shim, shod, shag, shan, dish, whip, when, whap, graph, dolphin, phantom, then, them, thug, thump, thin, think</p>	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
<p>“Thin Jim” story</p>	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
<p>Word list: shop, chat, when, them</p>	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
<p>Word list: wish, thud, that</p>	Notes
<b>Connected Text – 5 minutes</b>	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work: I think that the red fish is big. I can thump the ball with the bat. When can I get a thin mint?</p>	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
<p>Student uses multisensory tools to summarize key concepts. - Consonant digraphs “ch,” “sh,” “wh,” “ph” and “th”</p> <p><u>Homework</u> - Practice short vowel drill and sight words (reading and writing)</p>	Note

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

<b>dis</b>	<b>tend</b>
<b>in</b>	<b>et</b>
<b>sub</b>	<b>it</b>
<b>hab</b>	<b>ject</b>
<b>bask</b>	<b>net</b>
<b>mag</b>	<b>tant</b>

<b>chip</b>	<b>when</b>
<b>chug</b>	<b>whap</b>
<b>chomp</b>	<b>graph</b>
<b>shed</b>	<b>dolphin</b>
<b>shim</b>	<b>phantom</b>
<b>shod</b>	<b>then</b>
<b>shag</b>	<b>them</b>
<b>shan</b>	<b>thug</b>
<b>dish</b>	<b>thump</b>
<b>whip</b>	<b>thin</b>

# Thin Jim

Thin Jim is small and long.

Thin Jim is so small that he can fit in a cup.

Thin Jim is as long as a pen.

Thin Jim is as thin as a pen.

When the sun is hot, then Thin Jim is not fantastic.

Thin Jim thinks that a damp path is fantastic.

If you want to fish, then you will want to find Jim.

But Jim will not want to fish with you.

What is Thin Jim?

### 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.



“[worm-4763219\\_1280](#)” by [anaterate](#) is licensed under CC0.

I think that the red fish is big.

I can thump the ball with a  
bat.

When can I get a thin mint?