

LESSON PLAN

Student:	Lesson #49
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 picture 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: keyword pictures and sentence. Discontinue drill when sounds are mastered	Notes
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: bin, blink, blink, blunk, clunk, clank	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, ci, co, cu, cy, cl, cr, ct, gl, gr, ga, ge, gi, go, gu, gy, mb, wr, kn, dge, gh, que	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/ /ca/ /ce/ /ci/ /co/ /cu/ /cy/ /cl/ /cr/ /ct/ /gl/ /gr/ /ga/ /ge/ /gi/ /go/ /gu/ /gy/ /mb/ /wr/ /kn/ /dge/ /gh/ /que/	Notes After this lesson, as 'ed' card with a 3 on it so that the student can say the 3 sounds of 'ed'

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes

Equipment: index cards

1. Write each syllable on an index card and place cards in rows (see below).

Syllables:

con	in	fect
dis	sis	ment
pun	pris	tent
im	ish	on

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

- read down all the Column #1, 2, and 3 syllables
- read across each row (the words will often be nonsense words)
- ask the student to put syllables together to make real words. (consistent, disinfect, punishment, imprison)
- discuss the meanings of the words and ask student to use each word in a sentence

Notes

Review of Recent Rules and Concepts – 7 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: im, imprison, consistent, infect, disinfect

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

Topic: Syllabication

Equipment: letter tiles, syllabication worksheet

1. Give the student the syllable division worksheet and let the student work through the sheet, giving guidance as needed.

Words to use: consistent (con-sis-tent), torment (tox-ment), disinfect (dis-in-fect)

Topic: Doubling Rule 1-1-1 (for adding suffixes to closed syllables) and suffix ed

Equipment: Rule card, letter tiles

1. State that when adding a suffix, we must notice if the suffix starts with a consonant or a vowel

2. Show the 1-1-1 rule card. This rule applies to one syllable closed syllable base/root words. Rule:

- One syllable base/root word
- Ends in one consonant
- Has one vowel before the consonant (is a closed syllable)
- If the suffix begins with a vowel = double the final consonant in the base

3. Give student the doubling worksheet to practice applying the 1-1-1 rule to one syllable. Ask the student to talk through their thinking as they work. Review the concept that 'ed' can make 4 different sounds. It will make one of the following sounds when added to a base word: /d/, /t/, /id/ or /ed/. Which sound the 'ed' will make is determined by the sound preceding the 'ed'. If the final sound in the base/root word is a voiced

Notes

consonant, the 'ed' will make the /d/ sound. If the final sound in the base/root word unvoiced consonant, the 'ed' will make the /t/ sound. If the base/root word ends in 't' or 'd' the 'e'd will make the /id/ or /ed/ sound (depending on dialect).	
New Content/New Rule – 8 minutes	
No new content. This is a review lesson.	Notes
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: padded, hummed, handed, mapped	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: kissed, hopped, gripped, bonked, hugged, niggled, filled, sunned, rubbed, mended, handed, padded, rented, nogged, lanted, planted, slanted, ummed, hummed, rimmed	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
"Robin the Goblin" story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: filled, sunned, hunted	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: tented, gripped, kissed, jumped	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: <ol style="list-style-type: none"> 1. Robin the goblin drummed with the pig band. 2. I potted and planted the shrub. 3. I astonished the kids with magic tricks. 	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> - doubling rule - sounds of 'ed' <u>Homework</u> <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.

con	in	fect
dis	sis	ment
pun	pris	tent
im	ish	on

Scooping Syllables Worksheet

VCCV Words: usually divide the word between the two consonants.

consistent

toxi^cment

disinfect

1:1:1 Doubling Rule

Write a base word	1 syllable?	1 short vowel?	Word ends in 1 consonant?	Choose suffix ed	Write the full word

bust, crank, rot, fluff, net, step, hum

kissed	handed
hopped	padded
gripped	rented
bonked	nogged
hugged	lanted
nigged	planted
filled	slanted
sunned	ummed
rubbed	hummed
mended	rimmed

Robin the Goblin

Robin was a goblin.

Robin's goblin pals were vandals and bandits. They hunted pets for snacks.

Robin's goblin pals were fantastic goblins.

Robin's mom said, "Trust the goblin gang. Mimic your pals."

When his goblin pals left, Robin did not act like them at all.

In a sunlit pond, Robin the goblin splashed with the fish.

In the long grass, Robin passed a bun to some ants for a picnic.

In a pen with the pigs, Robin drummed with the pig band.

On top of a cabin, Robin sat and sunned with the cats.

Robin's goblin gang spotted him on top of the cabin and said, "Robin must be hunting cats."

Just then, a man ran out of the cabin with a gun. "Goblins!" he yelled.

Robin's pals ran off, but Robin was stuck up on top of the cabin.

The fish in the pond jumped to distract the man.

The ants ran up the man's pant legs to distract him.

The pigs ran in front of the man and did a jig to stop him.

The cats sat in front of Robin to stop the man from spotting him.

The man did not spot Robin. He ran off to hunt the goblin gang.

Robin thanked his pet pals for the help.

"You are kind," they told him. "To us, you are the best goblin of all."

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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Robin the goblin drummed
with the pig band.

I potted and planted the
shrub.

I astonished the kids with
magic tricks.