

LESSON PLAN

Student:	Lesson #43
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: step, sep, sap, snap, snup, snip, nip	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 <i>After</i> this lesson, add the following to the card pack: ca,ce,ci,co,cu, cy,c,cl,cr,ct,ck
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 <i>After</i> this lesson, put ‘c’ back into the card pack and put a 2 on the card so that the student gives both sounds.

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 (con, in, sub, dis, ob) and “Syllable #2” cards in the second column (tent, tract, vent, sult, struct).

con “with”	tent “to hold”
in “in” “not”	tract “to draw”
sub “in a lower position”	vent “to assemble”
dis “removal”	tend “to stretch”
ob “blocking” “concealing”	struct “to build”

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

- read down all of the Column #1 syllables and then read the Column #2 syllables.
- read across each row (the words will often be nonsense words)
- Ask the student to put prefixes and bases together to make read words. There are many real words to create. For example, “con” can be a prefix for every base in the second column.
- Discuss the meanings of the prefixes and bases. Let the student lead the discussion to explain how each word makes sense etymologically (the historical root of the word). 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: con, constructing, consult, insult, tract, contract

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

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

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

1. 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.

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

Double f, l, s and z Rule

- In a one syllable base/root word that ends in the /f/, /l/, /s/ or /z/ sound
- And the sound directly before/preceding the /f/, /l/, /s/ or /z/ sound is a short vowel sound
- Double the ‘f’, ‘l’, ‘s’ or ‘z’

3. Ask the student to sort of 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
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Notes

Word ends in "f," "l," "s," or "z"	
luf+f	bend
bel+l	hats (the "s" does not get double because the "s" in <i>cats</i> is a suffix – not a base)
fiz+z	until (the "l" does not get doubled because the rule only applies to 1 syllable words)
nes+s	metal (the "l" does not get doubled because the rule only applies to 1 syllable words)

Topic: Syllabication

Equipment: letter tiles, syllabication worksheet

1. Use letter tiles to review syllabication rules from previous lessons:

- VCV – only one consonant between 2 vowels means divide after the consonant. An example is the word *panic*.
- VCCV – look for digraphs and keep them together. An example is *jacket*.
- VCCCV - look for digraphs and keep them together. An example is *nutshell*.

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

Words to use: topic (top-ic), bracket (brack-et), stepchild (step-child)

New Content/New Rule – 8 minutes

Topic: Sounds of 'c'

1. Introduce the concept of that 'c' has two sounds. Give the student a paper with the rule for the sounds of "c" on it.

Rule:

- 1) 'c' followed by 'e' 'i' or 'y' will make the /s/ sound
- 2) 'c' followed by any other letter or no letter at all will make the /k/ sound

2. Hand out the chart. Have the student use letter tiles to make closed syllable words that start with 'c' and then write them on the correct part of the chart

Words: cat, clip, cell, cent, crust, census

Notes

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order

Word list: cluck, cell, public, contract

Notes

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: cell, cent, census, luff, topic, bracket, content, contract, convent, contend, construct, intent, invent, intend, instruct, subtract, subject, inject, basket, cabin, hotdog, laptop, catnip

Notes

Sentences – Oral Reading of Connected Text – 2 minutes

"The Snack" story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: census, sell, cell, sent, cent	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: cell, cent, panic	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. I can find ten cents in the cell. 2. The fish pops up in the bucket to object 3. Buzz has a fantastic snack of milk, melon, and lemon.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - f,l,s,z doubling rule - syllabication rules - sounds of 'c' and 'c' rule <u>Homework</u> - Practice short vowel drill and sight words (reading and writing)	Note

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

con	tent
in	tract
sub	vent
dis	tend
ob	struct

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

<p>YES</p> <p>Word ends in “f,” “l,” “s,” or “z” = need to double it</p>	<p>NO</p>
<p>luf</p>	<p>bend</p>
<p>bel</p>	<p>hats</p>
<p>fiz</p>	<p>until</p>
<p>nes</p>	<p>metal</p>

<p>f</p>	<p>l</p>	<p>s</p>	<p>z</p>
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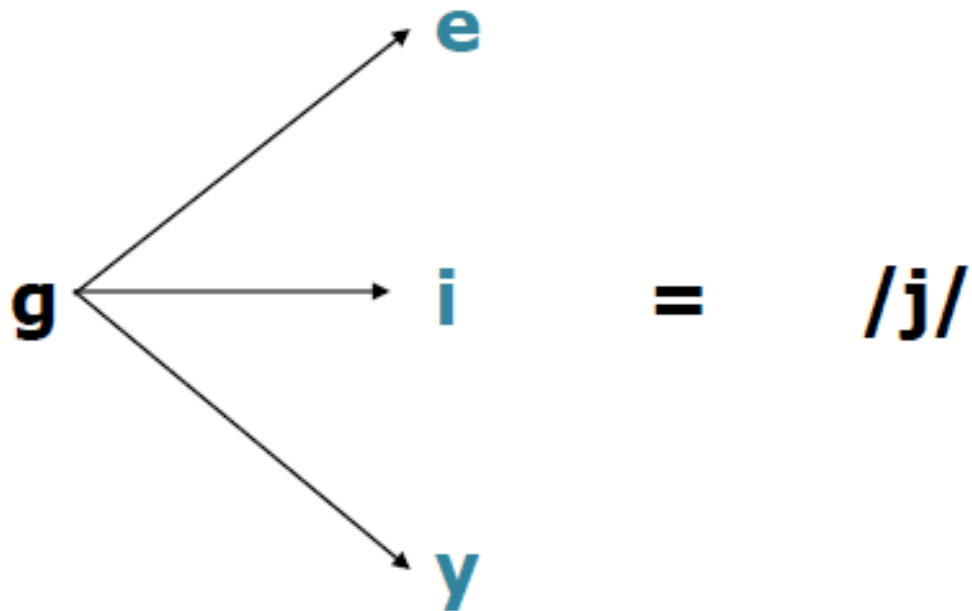
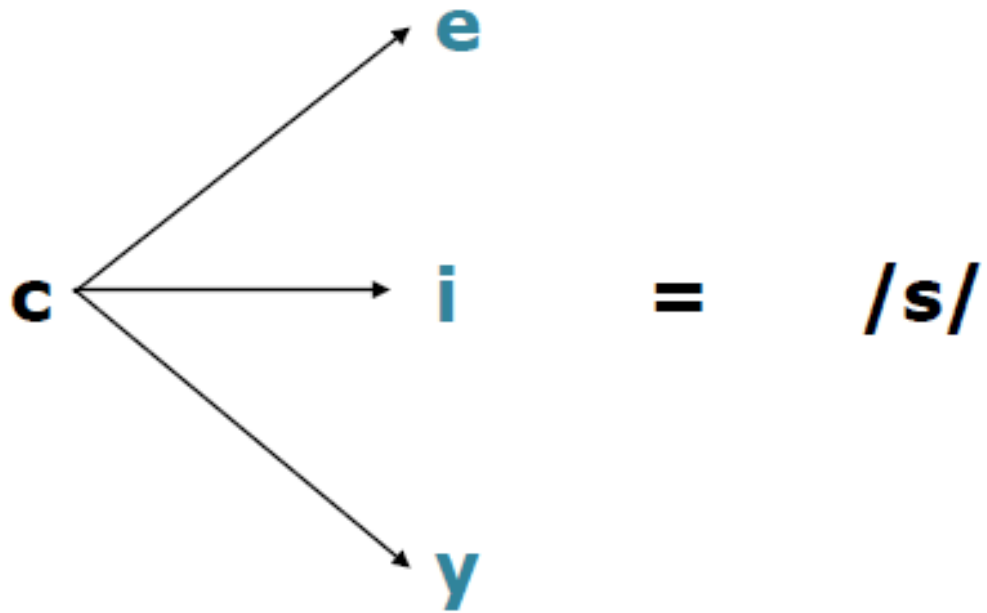
Scooping Syllables Worksheet #4

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

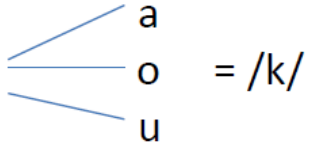
topic

bracket

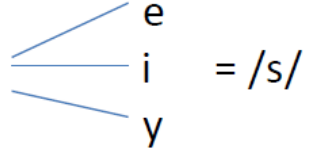
stepchild



Sounds of 'c'

c  = /k/

all consonants
the last letter of the word

c  = /s/

cell	public
cent	instruct
census	subtract
luff	subject
topic	inject
bracket	basket
contend	cabin
construct	hotdog
invent	laptop
intend	catnip

The Snack

Luff is a small black cat and Buzz is a big red dog.

Luff and Buzz are pals. They want a snack.

Luff says, “I contend that a hotdog is a fantastic snack.”

Buzz says, “I cannot snack on a dog. I AM a dog.”

Luff says, “I get the problem with the hotdog. I will invent a snack for us.”

Buzz says, “That is fantastic. I intend on helping.”

Luff trots to the kitchen to grab things.

Buzz trots to the shed to grab things.

Luff finds milk, melon, and a lemon.

Buzz finds a rod and a bucket. Buzz runs to a pond. He catches a fish with the rod and drops it in a bucket.

The fish says, “I am not a snack. Let me get back into the pond.”

Buzz says, “No.” Buzz runs back to Luff. “I got a fish snack.”

The fish pops up in the bucket and says, “I object. I am not a snack.”

Luff grins. “Let’s find out!”

The fish says, “Hold on just a second. Let me invent a snack. If it is fantastic then you will bring me back to the pond.”

Buzz nods.

Luff thinks for a bit and then nods.

The fish mixes the milk, melon, and lemon into a drink for Buzz and Luff.

Buzz says, “This fish invented a fantastic drink.”

Luff says, “Yes, but I still want a fish snack.”

Buzz tosses Luff a bag of fish crackers. “Snack on that. This fish gets to go back to his pond.”

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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I can find ten cents in the cell.

The fish pops up in the bucket
to object.

Buzz has a fantastic snack of
milk, melon, and lemon.