

LESSON PLAN

Student:	Lesson #31
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 sections come 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: in, shin, ship, chip, chop, chup, chump	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	Notes <i>After this lesson, add ph and wh 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/	Notes

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes

Put asyllables on cue cards. On the back of each card, write meaning of prefix or base. Ask student to combine prefix and bases together to make words. Discuss word meanings. Let the student lead the discussion to explain how each word makes sense etymologically (the historical root of the word).

Notes

dis “apart, off”	tant “to stand”
	tend “to stretch”
	tract “to draw”
	band “to bind”
	gust “to taste”
	trict “press together”

Review of Recent Rules and Concepts – 5 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: gust, disgusting, tract, distract, chip, inventing

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

Notes

Topic: consonant digraph SH

Equipment: magnetic letter tiles and letter cards

1. Place magnetic tiles with for the letters ‘s’ and ‘h’ down. Remind the student that there are certain consonants that do not blend when they are together. Instead, they form a new sound. These special consonant teams are called consonant digraphs.

2. Ask the student to explain the sounds that the letters ‘s’ and ‘h’ make on their own and the new sounds that they make together. SH = /sh/ ship

3. Do blending drills to work with /sh/ as the start of words and at the end of a words.

Words: hip, ship, shop, shog, shag, shab, shan, shun

Words: lush, hush, mush, mash, mish, wish, swish

New Content/New Rule – 10 minutes

Topic: consonant digraphs WH and PH

Equipment: magnetic letter tiles

1. Place magnetic tiles with for the letters ‘wh’ in front of the student. Tell the student that ‘wh’ another time when two consonants, side-by-side, represent a single new sound.

2. Discuss the sound that the letters ‘w’ and ‘h’ make on their own and the 2 new sounds that they make together (/w/ as in “whip” or /h/ as in “who”).

Notes

<p>3. Tell the student that ‘wh’ is used in question words (who, what, where, why, when) and often in words then relate to blowing or brisk movement (whirl, whip, whistle, wharf).</p> <p>3. Ask the student to make an index card for visual/auditory pack. Follow the same card making rules that you used in earlier lessons when new phonemes were taught.</p> <p>4. Do a blending drill to practice working with /wh/.</p> <p>Words: hen, when, whep, whip, whit, whap, whamp, whump</p> <p>Repeat steps 1-3 (see above) to teach ‘ph.’</p> <p>In addition, tell student that 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.’</p> <p><i>pharmacy, physician, physics, and graph</i> are some examples.</p>	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order</p> <p>Word list: when, graph, whip</p>	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
<p>Word list: chum, chump, chimp, cham, chap, shin, shep, ship, shut, wish, whip, when, whap, graph, dol, phin, dolphin, phan, tom, phantom</p>	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
<p>“The Dolphin” story</p>	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
<p>Word list: shed, when, graph</p>	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
<p>Word list: lash, shun, whip</p>	Notes
Connected Text – 5 minutes	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work:</p> <p>The dolphin is a phantom.</p> <p>Chum is a fish and a pal.</p> <p>When did you snap the whip?</p>	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,” and “ph” <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.

dis	tant
	tend
	tract
	band
	gust
	trict

chum	whip
chump	when
chimp	whap
cham	graph
chap	dol
shin	phin
shep	dolphin
ship	phan
shut	tom
wish	phantom

The Dolphin

Sam the dog is on a big trip.

Sam and his kid, Ben, are on a ship.

Sam thinks the ship is fantastic.

Sam jumps up on Ben and licks him.

Ben pets Sam.

Sam spots a dolphin when it jumps up.

Sam yips.

The dolphin vanishes.

Ben asks, "Did you spot a fish?"

Sam yips.

Ben pets Sam. "I want to spot a fish."

The dolphin jumps up and Ben yips.

Sam spots the dolphin.

"It is a dolphin!" calls Ben. "Thanks for the yip. It told me that the dolphin was by the ship, Sam."

Sam thinks that he did his job.

Sam has a nap.

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 dolphin is a phantom.

Chum is a fish and a pal.

When did you snap the whip?