

LESSON PLAN

Student:	Lesson #38
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: such, much, rich, which 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: then, thun, bun, bunch, banch, branch, bran	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, ink, old, ild, ind consonant digraphs: ch, sh, ph, wh, th other: tch	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/	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 (ex, as, fan, in, mag, in), “Syllable #2” cards in the second column (ton, ot, tas, hab, sis, net), and “Syllable #3” cards in the third column (ic, tic, ish, tent, it, ic).

ex	ton	ic
as	ot	tic
fan	tas	ish
in	hab	tent
mag	sis	it
in	net	ic

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

- read down all the Column #1, Column #2, and Column #3 syllables.
- read across each row (the words will often be nonsense words)
- move around words in Column #2 to create real words (exotic, astonish, fantastic, inhabit, insistent, magnetic).
- 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: mag, magnetic, insist, tas, inhabit

Instructions

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

Topic: consonant digraphs

Equipment: magnetic letter tiles

1. Ask the student to define the term *consonant digraph*.

3. Do blending drills to practice working with the different consonant digraphs previously taught: whip, whep, when, then, than, chan, chin, phin, shin

Topic: ‘tch’ rule

Equipment: ‘tch’ letter card, rule card, letter cards for blending drill

1. Ask the student to explain the ‘tch’ rule. Read the rule card.

2. 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: pinch, chop, munch, branch

‘tch’ words: fetch, hutch, match, pitch

Notes

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

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

1. Review the double f, l, s and z rule using letter cards. Use an extra copy of each letter or a letter card with these letters doubled on them. Put down letters for the word *fun*. Ask the student to explain why *fun* is a closed syllable.
2. Change the *fun* into *fuss*. Ask the student to explain what they remember about 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

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. The teacher will say a word from the list below. The student will repeat the word and then point to either the ‘yes’ or ‘no’ column. The teacher will show the word card so that the student can check to see if she is correct. Ask the student to read the words.

YES	NO
Word ends in “f,” “l,” “s,” or “z”	
muzz	plump
less	web
staff	bath
fall	patch
tell	tent

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: pill, kiss, huff, gull, fuzz

Notes

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: buzz, sizz, muzz, fuss, lass, fall, tell, stiff, floss, class, will, well, mell, gill, stiff, huff, mass, nass, ball, razz, moss

Notes

Sentences – Oral Reading of Connected Text – 2 minutes

“The Kittens” story (Part 2 of 2)

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: staff, grass, mull, fuzz	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: glitch, bunch, bless, gruff	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. Which lass will miss brunch on the hill? 2. The boss will tell the man to get lunch. 3. Jill can tell that Jeff is a bit sad.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - Consonant digraphs “ch,” “sh,” “wh,” “ph” and “th” - “tch” rule - f,l,s,z doubling 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.

ex	ton	ic
as	ot	tic
fan	tas	ish
in	hab	tent
mag	sis	it
in	net	ic

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

ch	tch
pinch	fetch
chop	hutch
munch	match
branch	pitch

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

YES Word ends in "f," "l," "s," or "z" = need to double it	NO
muzz	plump
less	web
staff	bath
fall	patch
tell	tent

buzz	will
sizz	well
muzz	mell
fuss	gill
lass	stiff
fall	huff
tell	nass
stiff	ball
floss	razz
class	moss

The Kittens (Part 2 of 2)

Jeff and Jill find six wild kittens in the tall grass.

Jill says, "I will be a kitten mom."

Jeff says, "I will be a kitten dad."

Jill sprints up a hill to get a box from the cabin.

Jeff sits with the kittens.

The kittens are small and fast.

The kittens dash and crash.

Jeff thinks the kittens' kind of fun is fantastic.

Jill gets back with the box.

Jeff says, "Let's get the kittens to the cabin."

Jill nods. "Yes. At the cabin, we can get a snack for them."

Jeff grins. "You are a fantastic kitten mom."

Just then, Jill spots a big tan cat in the grass.

Jill says, "I think this is the mom of the kittens."

The kittens jump from the box and run to the big cat.

The big cat nods at Jeff and Jill as if to say, "Thanks."

Jeff is a bit sad, but he says, "I am glad that the kittens' have got a mom."

Jill is a bit sad, but she nods.

Instructions

Do not show these pictures until AFTER the student reads the story. If you show them before, you are teaching the student to guess at words based on the pictures. We want to teach the student to use decoding skills.



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Which lass will miss brunch on the hill?

The boss will tell the man to get lunch.

Jill can tell that Jeff is a bit sad.