

# LESSON PLAN

Student:	Lesson #28
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: mat, mast, rast, rust, trust      bunk, bunks, banks, binks, rinks	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	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/	Notes

## Section 2: New Content and Reading

### Syllable Card Drill – 2 minutes

Put all syllables on cue cards. On the back of each cue card, write the meaning of the prefix or base. Ask the student to put a prefix and the base together to make a word. The teacher will read the prefixes that are open syllables since that syllable type has not yet been taught (unless the student can read them). Discuss the meaning of the base and how each prefix makes a new word and changes the meaning of the word. Let the student lead the discussion to explain how each word makes sense etymologically (the historical root of the word).

Syllables:

in "within"	tend "to stretch"
con "with"	
dis "apart"	
ex "out"	

Notes

### Review of Recent Rules and Concepts – 10 minutes

#### **Topic: Pounding Syllables**

Equipment: hands

Word List: unfit, grab, unmagnetic, until, basket

Instructions

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

#### **Topic: Sounds of "s"**

1. Ask the student to state the 2 sounds that "s" can make (/s/ and /z/)

2. Ask the student to explain how we know which of the 2 sounds the 's' will add it to a base. (The 's' makes the /s/ when added to a word that ends in an unvoiced phoneme. It sounds like /z/ when added to a word ends in a voiced phoneme. We add 'es' to a word when it follows the sounds /j,s,x,z,ch,sh/. An easier way to think of this is that we add 'es' if we have to add an extra syllable to a word to make it plural. The purpose of the letter 'e' in 'es' is because every syllable must have at least one vowel sound.)

3. Give the student index cards on which the words written below are listed. Have a pile of papers with 's' or 'es' written on them handy as well. Ask the student to tap and read the word and then make it plural by either adding 's' or 'es' to the base.

S sounds like /z/ (after b, d, g, l, m, n, r, v, z)	S sounds like /s/ (after f, k, p, t, th)	S Sounds like /es/ or /iz/ (if suffix creates 2 <sup>nd</sup> syllable)
dog	golf	fix
pal	silk	bash
win	stamp	fizz
vem	rop	nax

Notes

<b>New Content/New Rule – 0 minutes</b>	
This is a review lesson. No new content	Notes
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: sinks, trims, mixes	Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Word list: mix, mixes, hex, hexes, tax, taxes, rax, raxes, in, spect, inspect, suspect, in, ject, inject, object, objects, subject, subjects	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
“Pam Mixes a Drink” story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: taxes, inspect, objects	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: mix, mixes, hangs, slinks	Notes
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. Use CHOPS to check work: Tim mixes a lemon drink. I did not object to the pink foxes. Mom inspects the boxes.	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> <li>- Concepts of base, prefix, and suffix</li> <li>- Sounds of ‘s’ and when to use the suffix “es”</li> </ul> <u>Homework</u> <ul style="list-style-type: none"> <li>- Practice short vowel drill and sight words (reading and writing)</li> </ul>	Note

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

<b>in</b>	<b>tend</b>
<b>con</b>	
<b>dis</b>	
<b>ex</b>	

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

<b>s sounds like z</b> (when followed by b,d,g,l,m,n,r,v,z)	<b>s sounds like s</b> (when followed by f,k,p,t,th)	<b>s sounds like iz</b> (when followed by j,s,x,z,ch,sh)
<b>dog</b>	<b>golf</b>	<b>fix</b>
<b>pal</b>	<b>silk</b>	<b>bash</b>
<b>win</b>	<b>stamp</b>	<b>fizz</b>
<b><i>vem</i></b>	<b><i>rop</i></b>	<b><i>rax</i></b>
	<b>es</b>	<b>s</b>

<b>mix</b>	<b>inspect</b>
<b>mixes</b>	<b>in</b>
<b>hex</b>	<b>ject</b>
<b>hexes</b>	<b>inject</b>
<b>tax</b>	<b>sub</b>
<b>taxes</b>	<b>ject</b>
<b>rax</b>	<b>subject</b>
<b>raxes</b>	<b>subjects</b>
<b>in</b>	<b>object</b>
<b>spect</b>	<b>objects</b>

# Pam Mixes a Drink

Pam and Tim are pals.

Pam has ten lemons and ten cups.

Tim asks, “Can I get a drink?”

Pam grins and nods. “Yes!”

Pam drops a lemon in a cup and hands it to Tim.

Tim says, “It is not a drink yet.”

Pam gets the cup from Tim and runs to the tap.

Pam cuts the lemon.

Pam mixes the drink and hands it to Tim.

Tim has a sip.

Tim grins.

Tim says, “Pam, it is a fantastic drink.”

Pam asks Tim, “Can I get a drink?”

Tim nods. He drops a lemon in a cup and hands it to Pam.

### 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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Tim mixes a lemon drink.

I did not object to the pink  
foxes.

Mom inspects the boxes.