

LESSON PLAN

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| Student: | Lesson #46 |
| 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

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| 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: sit, slit, slat, slan, slant, slunt, slun, slum cast, bast, blast, blust, blunt | 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,q,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, ck, ci, co, cu, cy, cl, cr, ct, gl, gr, ga, ge, gi, go, gu, gy | 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/ | 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 three columns because in this lesson, we will use 3 syllable words. Keep the order the same as below so that the syllable one words are in the first column, the syllable two words are in the second column etc.

| | | |
|-----|------|------|
| as | cred | it |
| dis | sis | ish |
| con | ton | tent |
| in | tab | it |
| es | hab | lish |

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)
- ask the student to put syllables together to make read words. (astonish, discredit, consistent, inhabit, establish)
- discuss the meanings of the words and ask student to use each word in a sentence

Notes

Review of Recent Rules and Concepts – 10 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: lish, establish, consist, consistent, vol, volcanic

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

Topic: Sounds of ‘c’ and ‘g’

Equipment: index cards, marker

Review the concept of that ‘c’ and ‘g’ have two sounds. Review the rule that ‘c’ or ‘g’ followed by ‘e’ ‘i’ or ‘y’ will make the soft sound as in *cent* and *gent* but ‘c’ or ‘g’ followed by any other letter or no letter at all will make the hard sound as in *cot* or *got*.

Ask the student to a word sort to group words into “hard sound” and soft “sound piles”

| Hard Sounds of ‘c’ and ‘g’ | Soft Sounds of ‘c’ and ‘g’ |
|----------------------------|----------------------------|
| gum | gem |
| consist | cent |
| bug | cell |
| leck | gent |

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: volcanic (vol-can-ic), Atlantic (At-lan-tic), astonish (as-ton-ish)

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

Notes

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| <p>Equipment: Rule card, letter tiles</p> <ol style="list-style-type: none"> 1. State that when adding a suffix, we must notice if the suffix starts with a consonant or a vowel 2. Ask the student to take out the 1-1-1 rule card. This rule applies to one syllable closed syllable base/root words. Rule: <ul style="list-style-type: none"> • 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 doubling worksheet to practice applying the 1-1-1 rule to one syllable real and nonsense words. Ask the student to talk through thinking as they add vowel suffixes to bases. | |
| New Content/New Rule – 0 minutes | |
| This is a review lesson. No new content. | Notes |
| 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: volcanic, jumping, thinnest</p> | Notes |
| Word List – Oral Reading of Isolated Words – 2 minutes | |
| <p>Word list: glad, gladdest, thin, thinnest, thinnish, self, selfish, red, reddish, reddest, end, ending, spin, spinning, lat, latting, drink, drinking, swim, swimming</p> | Notes |
| Sentences – Oral Reading of Connected Text – 2 minutes | |
| "Fox is Running" story | |

Section 3: Writing

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|---|-------|
| Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes | |
| Word list: astonish, discredit, sitting, finding, padding | Notes |
| Finger Tapping/Tracing/Writing – individual words – 2 minutes | |
| Word list: ram, ramming, bet, betting, fold, folding | Notes |
| Connected Text – 5minutes | |
| <p>Ask the student to write the following dictated sentences. Use CHOPS to check work:</p> <ol style="list-style-type: none"> 1. When the sun gets up the fox cubs are running and jumping. 2. The man with the reddest hat has the gifts. 3. The rabbit is hopping to the basket. | Notes |
| Wrap-Up/Review – 2 minutes | |
| <p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> - doubling rule <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.

| | | |
|------------|-------------|-------------|
| as | cred | it |
| dis | sis | ish |
| con | ton | tent |
| in | tab | it |
| es | hab | lish |

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

| Hard 'g' and 'c' | Soft 'g' and 'c' |
|-----------------------------------|-----------------------------------|
| gum | gem |
| consist | cent |
| bug | cell |
| leck | gent |

Scooping Syllables Worksheet #7

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

volcanic

Atlantic

astonish

1:1:1 Doubling Rule

| Write a base word | 1 syllable? | 1 short vowel? | Word ends in only 1 consonant? | Choose a suffix (an ending): ed, ing, ish, est | Write the full word |
|-------------------|-------------|----------------|--------------------------------|---|---------------------|
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| | | | | | |
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end, spin, flat, drink, swim,
jump, run, flip, kick, sing, grab,
thin, sit, get, pant, plant

| | |
|-----------------|-----------------|
| glad | end |
| gladdest | ending |
| thin | spin |
| thinnest | spinning |
| thinnish | lat |
| self | lating |
| selfish | drink |
| red | drinking |
| reddish | swim |
| reddest | swimming |

Finn is Running

Finn the fox is a dad.

Finn has six fox cubs.

When the sun gets up the fox cubs are running, and jumping, and getting into all kinds of problems.

One fox cub gets his leg stuck in branches.

Instantly, Finn is jumping up and running to fix the problem.

Then, Finn is grabbing the fox cub and getting him out.

When Finn finishes the job, he is thinking, “Six fox cubs is just too much.”

One fox cub wants to go swimming. Finn spots the cub jumping in the pond and then sinking.

Instantly, Finn is running to fix the problem.

Then, Finn is grabbing the fox cub and getting him out.

When Finn finishes the job, his is thinking, “Six fox cubs is just too much.”

At last, the fox cubs have a nap. Finn is thinking, “When they are napping, fox cubs are fantastic. They are not running, jumping, or getting into problems.”

Finn is sitting with his napping cubs, and he is thinking, “Six fox cubs is not too much at 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.



["foxes-5565297 1280"](#) by [imranhussain1343431](#) is licensed under CC0.

When the sun gets up the fox cubs are running and jumping.

The man with the reddest hat has the gifts.

The rabbit is hopping to the basket.