

LESSON PLAN

Student:	Lesson #41
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: fun, bun, bunch, munch, mulch, milch, milk, silk	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, ck	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/	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 (drag, in, trum, rad, sal, con) and “Syllable #2” cards in the second column (test, ish, sect, on, pet, ad).

Syllables:

drag	test
in	ish
trum	sect
rad	on
sal	pet
con	ad

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

- read down all the Column #1 syllables and then read all the Column #2 words.
- read across each row (the words will often be nonsense words)
- move around words in Column #2 to create real words (dragon, contest, insect, trumpet, radish, salad).
- 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 – 13 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: contest, ish, finish, trumpet, trum, salad

Instructions

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

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: branch, lunch, pinch, hunch

‘tch’ words: sketch, scotch, batch, clutch

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.

Notes

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. 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
Word ends in "f," "l," "s," or "z"	
wif+f	ject
bil+l	in
muz+z	lip

Topic: 'ck' Rule

1. Review the concept of 'ck' as another grapheme for the sound of /k/ using an index card with the rule written on it.

Rule:

1. In a one syllable base/root word
2. That ends in the /k/ sound
3. And the sound directly before the /k/ sound is a short vowel sound
4. The /k/ sound will be spelled 'ck.'

2. Ask the student to explain how 'milk' does not follow the rule so you use only 'k' and discuss how 'truck' does follow the rule so you use 'ck'.

3. Use index cards that have the beginning of a word (like 'dun'). Ask the student to choose either a 'k' letter card or a 'ck' letter card to make a word that ends in the /k/ sound. Ask the student to explain her reasoning. As the student completes each word, ask her to use a two-column chart to write the words that fit under the two columns. One column will be 'ck' and the other column will be just 'k'.

Words to use: milk, hulk, sink, tank neck, stick, track, leck

Topic: Syllabication of Multi-syllable Words

1. Review Syllabication Rules by having the student take out the syllabication rules sheet.
2. Ask the student to demonstrate the steps to scooping syllables by using the word "dog."
3. Show the student the word: submit. Explain that this word follows a vccv pattern. In this type of pattern, you usually divide the word between the 2 consonants (sub mit).
4. Give the student the syllable division worksheet #2 and work through the sheet together.

Words to use: admit, subject, rabbit, problem, tablish

New Content/New Rule – 0 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: rocket, cluck, tunk, milk	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: bank, bulk, dock, click, mack, smack, drink, silk, twink, admit, rabbit, problem, es, tab, lish, establish	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
“West Can Swim” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: basket, admit, hunk, dock	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: bulk, trick, muck, problem	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: <ol style="list-style-type: none"> 1. I can admit to the problem. 2. The small black rabbit fell in the pond. 3. The milk truck is at the cabin. 	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> - f,l,s,z doubling rule - ‘ck’ rule - Syllabication <u>Homework</u> <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.

drag	test
in	ish
trum	sect
rad	on
sal	pet
con	ad

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

ch	tch
branch	sketch
lunch	scotch
pinch	batch
hunch	clutch

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
wif	ject
bil	in
muz	lip

f	l	s	z
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Instructions: Cut these cards out and use them for the drill.

k	ck
mil	ně
hul	stĭ
sin	trǎ
tan	lě

Scooping Syllables Worksheet #2

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

admit

subject

rabbit

problem

tablish

bank	ranch
bulk	silk
dock	twink
click	admit
mack	rabbit
smack	problem
drink	es
ditch	tab
hutch	lish
hunch	establish

Jess Can Swim

Jess is a rabbit.

Most rabbits think that it is fun to hop.

Jess thinks that it is fun to swim.

Jess hops to the bank of a pond and jumps in.

A fish says, “Rabbits hop. Fish swim. Jess is an odd rabbit.”

A duck says, “Yes. Jess is an odd rabbit.”

Jess says, “I admit that it is odd for a rabbit to swim, but it is not a problem.”

A bunch of rabbits hop to the pond for a drink.

A small black rabbit falls in.

Jess swims to the rabbit and brings him back to the pond bank.

The small rabbit says, “Thanks, Jess. I am glad that you can swim.”

The fish, ducks, and rabbits all nod.

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 admit to the problem.

The small black rabbit fell in
the pond.

The milk truck is at the cabin.