

LESSON PLAN

Student:	Lesson #37
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: hat, hut, hunt, hun, hunch, runch, brunch, unch, lunch	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 (sling, wind, cross, cab, shell) and “Syllable #2” cards in the second column (cut, in, fish, mill, shot).

sling	cut
wind	in
cross	fish
cab	mill
shell	shot

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

- read down all the Column #1 words and then all the Column #2 words.
- read across each row (the words will be nonsense words)
- move around words in Column #2 to create real words (slingshot, windmill, crosscut, cabin, shellfish).
- 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 – 10 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: cab, cabin, slingshot, bobsled, bab, cut

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: graph, raph, rash, thrash, rash, ram, wham, whom, them

Topic: ‘tch’ rule

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

1. Use the rule card to review the ‘tch.’ Rule:

- In a one syllable base/root word that ends in /ch/
- And the sound directly before the /ch/ is a short vowel
- Spell the /ch/ sound with ‘tch.’

2. Complete /c/ and /tch/ word sort to practice applying the rule. Ask the student to sort out the words under the correct headings and then underline the letter that comes before the “ch” and discuss the rule. Have the student listen to the teacher say one the words. Ask the student to repeat the word, tap it out, and point to either the ‘ch’ or ‘tch’ column, and then open eyes to see if correct.

Notes

‘ch’ words: munch, crunch, ranch, pinch

‘tch’ words: glitch, latch, witch, switch

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 *bud*. Ask the student to explain why *bud* is a closed syllable.

2. Change the *bud* into *buzz*. 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’

4. Ask the student to sort out the one syllable closed syllable words (which are on index cards) into two columns to illustrate which words need to have a letter doubled at the end and which ones do not. Ask the student to read through the words.

YES	NO
Word ends in “f,” “l,” “s,” or “z” = must double it	
gras	left
stif	tug
jaz	hut
tel	pump
spel	lunch

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: pill, kiss, hiff, gull, fuzz

Notes

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: huff, raff, beff, bell, tell, hill, pass, less, luss, muss, miss, buzz, fuzz, fizz, hiss, sizz, yell, duff, diff, stiff

Notes

Sentences – Oral Reading of Connected Text – 2 minutes

“The Kittens” story (Part 1 of 1)

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: yell, mass, floss, cliff	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: hunch, grill, lull, crutch	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. Jeff will stretch and then go for a run. 2. I swing the bat and miss the ball. 3. Will the cat hiss if I yell?	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - “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.

sling	cut
wind	in
cross	fish
cab	mill
shell	shot

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

ch	tch
munch	glitch
crunch	latch
ranch	witch
pinch	switch

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

gras

left

stif

tug

jaz

hut

tel

pump

spel

lunch

huff	miss
raff	buzz
hiss	fuzz
bell	fizz
tell	hiss
hill	sizz
pass	yell
less	duff
luss	diff
muss	stiff

Lesson 37: Connected Text for Reading

The Kittens (part 1 of 2)

Jeff and Jill are kids.

Jeff and Jill are pals.

Jeff and Jill kick a ball at a wall.

The ball pops up and gets in the tall grass.

Jeff says, "I will find the ball."

Jill grins. "I will find the ball."

Jeff and Jill run in the tall grass.

Jill spots a tan kitten in the grass.

Jill stops and picks up the kitten.

Jeff spots a red kitten in the grass.

Jeff stops and picks up the kitten.

Jill spots a lot of kittens. "Six kittens!" says Jill.

Jeff grins. "This is the best."

Jill says, "I think that the kittens have no mom."

Jeff nods. "I think that the kittens are wild."

Jill says, "Let's be moms for the kittens."

Jeff says, "I am not a mom. I will be a kitten dad."

Jill nods. "I will get a box."

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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Jeff will stretch and then go
for a run.

I swing the bat and miss the
ball.

Will the cat hiss if I yell?