

LESSON PLAN

Student:	Lesson #45
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: got, cot, cat, clat, blat, blit, blint, blin, blink	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 ca, ce, 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 and the final syllables are in the third column.

Syllables:

in	net	it
mag	tas	ic
fan	hab	tic
in	val	ment
in	vest	id

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

- read down all the syllables in Column #1, #2, and #3
- read across each row (the words will often be nonsense words)
- ask the student to put syllables together to make read words. (inhabit, magnetic, fantastic, investment, invalid)
- discuss the meanings of the words
- 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, val, magnetic, inhabit, census, invalid

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. Ask the student to take out the paper with the rule for the sounds of ‘c’ and ‘g’ on it (given out in Lesson #43).

Rule:

- ‘c’ or ‘g’ followed by ‘e’ ‘i’ or ‘y’ will make the soft sound as in *cent* and *gent*.
- ‘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’
gap	gist
cliff	cell
gum	gent
cot	cent

Notes

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: magic (mag-ic), magnetic (mag-net-ic), investment (in-vest-ment)

New Content/New Rule – 8 minutes

New Lesson: Doubling Rule 1-1-1 (for adding suffixes to closed syllables)
 Equipment: Rule card, letter tiles
 1. Discuss how suffixes can begin with a vowel or consonant and that will impact how we add suffixes to words
 2. Review the ‘s’ suffix from the previous step. Introduce that sometimes we add just and ‘s’ and sometimes we add ‘es.’ Review by doing a plural sort.
 3. When adding a suffix, we need to notice if the suffix starts with a consonant or a vowel
 4. Hand out the 1-1-1 rule card. This rule applies to one syllable closed syllable base/root words.
 Rule:
 1. One syllable base/root word
 2. Ends in one consonant
 3. Has one vowel before the consonant (is a closed syllable)
 4. If the suffix begins with a vowel = double the final consonant in the base
 5. Practice applying the 1-1-1 rule to a one syllable read and nonsense words. Ask the student to talk through their thinking as they add the ‘ing’ or ‘ed’ suffixes to bases.

1-1-1 WORDS – doubling or not?	
bat	batting
melt	melting
rot	rotting
tunt	tunting
stop	stopping, stopped
trip	tripping, tripped
tramp	tramping, tramped
drop	dropping, dropped
snap	snapping, snapped

Notes

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order
 Word list: wetting, lunking, rapping,

Notes

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: gent, cent, civil, magic, grand, run, running, stop, stopping, trip, tripped, mot, motting, snap, snapped, tramp, tramping, drink, drinking, camping

Notes

Sentences – Oral Reading of Connected Text – 2 minutes

“Swimming Cats” story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: blinking, stopping, passing	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: humming, camping, begging	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. Swimming and camping are fun. 2. I am running to the cabin at dusk. 3. The gent was not planning on dropping the plant.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - sounds of 'c' and 'g' + rules - 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.

in	net	it
mag	tas	ic
fan	hab	tic
in	val	ment
in	vest	id

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

Hard 'g' and 'c'	Soft 'g' and 'c'
gap	gist
cliff	cell
gum	gent
cot	cent



1:1:1 rule

- a. In a 1 syllable base/root word
 - b. that ends in 1 consonant
 - c. and has 1 vowel before the consonant
- if the suffix begins with a vowel = double the final consonant

pit + ed = pitted dunk + ed = dunked

sun + ing = sunning tent + ing = tenting

www.flyingcatacademy.com

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

bat	stop
melt	trip
rot	tramp
tunt	drop

t	p	ing	ed
----------	----------	------------	-----------

Scooping Syllables Worksheet #6

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

magic

magnetic

investment

gent	tripped
cent	lot
civil	lotting
magic	snap
grand	snapping
run	tramp
running	tramping
stop	drink
stopping	drinking
trip	camping

Swimming Cats

Pam is a big black and red cat.

All of Pam's cat pals think that running, and slinking, and napping are fantastic.

Pam will go running, slinking, and napping with her pals, but Pam thinks that swimming in the pond is fantastic.

Pam asks her pals, "I want to go swimming in the pond. Will you go swimming with me?"

A cat called Gus says, "No. Swimming is wet."

A cat called Matt, says, "No. Swimming is not fun."

Pam's pals all nod. "Swimming is not fun."

Just then, a kitten falls in the pond.

Pam sets off, running to the pond, jumping in, and swimming to get the kitten.

When the kitten is on the bank of the pond, Pam's pals say, "Swimming is wet, but it is fantastic."

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.



"tiger-

2549631 1280" by eliver22 is licensed under CC0.

Swimming and camping are fun.

I am running to the cabin at dusk.

The gent was not planning on dropping the plant.