

LESSON PLAN

Student:	Lesson #30
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: top, rop, chop, chip, chimp, chimps	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 consonant digraphs: ch	Notes <i>After this lesson, add ‘sh’ to the card pack</i>
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	Notes

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes

Put syllables on cue cards. On the back of each cue card, write meaning of prefix or base. Ask the student to combine prefix and the bases to make words. Discuss meanings base and how the prefix changes the word meaning. Let the student lead the discussion to explain how each word makes sense etymologically (the historical root of the word).

Notes

ex "out"	it
	tend "to stretch"
	tract "to draw"
	pect "to look"
	act "to do, to set in motion"
	pand "to spread"

Review of Recent Rules and Concepts – 5 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: exiting, dragon, extending, exits, chipmunk, chop

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

Topic: consonant digraph CH

Equipment: magnetic letter tiles and letter cards

1. Place magnetic tiles for the letters 'c' and 'h' in front of the student. Remind the student that there are certain consonants that do not blend together when they are together. Instead, they form a new sound. These special consonant teams are called consonant digraphs.

2. Ask student to state definition of a consonant digraph. (It is when two consonants, standing side-by-side, represent a single new sound.) Ask student to explain the sounds that the letters 'c' and 'h' make on their own and the 3 new sounds that they can make together.

CH = /ch/ chin / sh/ machine /sk/school

3. Remind the student that even though the CH digraph makes three possible sounds, we will focus on the /ch/ sound as in "chop" because it is the most common sound of 'ch.' Do blending drills to work with /ch/ as the start of words and at the end of a words.

Words: cap, chap, champ, chomp, chump, chimp

Words: much, such, sunch, lunch, bunch, banch, ranch

Notes

New Content/New Rule – 10 minutes

Topic: consonant digraph SH

Equipment: magnetic letter tiles

Notes

<p>1. Place magnetic tiles with for the letters ‘sh’ in front of the student. Tell the student that ‘sh’ is like ‘ch’ because it is a case when two consonants, standing side-by-side, represent a single new sound.</p> <p>2. Discuss the sound that the letters ‘s’ and ‘h’ make on their own and the new sound that they make together (/sh/ as in “ship”).</p> <p>3. Ask the student to make an index card that will be put into the visual/auditory pack. Have the student think of a keyword to help remember the sound of ‘sh.’ Follow the same card making rules that you used in earlier lessons when you had the student make index cards when new phonemes were taught.</p> <p>4. Do a blending drill to practice working with /sh/.</p> <p>Words: shot, shod, shed, shep, shup, shut, shun, shin, ship, hip</p>	
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: shed, chimp, ship</p>	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
<p>Word list: chap, cham, champ, bunch, bunches, trench, trenches, shot, shod, shed, shep, shup, shut, shun, shin, ship, wish, fish, dish, bash</p>	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
<p>“Dash and Fin” story</p>	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
<p>Word list: shop, chip, bunches</p>	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
<p>Word list: shed, chin, wish</p>	Notes
Connected Text – 5 minutes	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work:</p> <p>The chimp is in the shed.</p> <p>Pam can get a bag of chips in the shop.</p> <p>Ben hits his chin and shin on the ball.</p>	Notes
Wrap-Up/Review – 2 minutes	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> - Concepts of base, prefix, and suffix - Sounds of ‘s’ and when to use the suffix “es” - Consonant digraphs “ch” and “sh” <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.

ex	it
	tend
	tract
	pect
	act
	pand

chap	shap
cham	shup
champ	shut
bunch	shun
bunches	shin
trench	ship
trenches	wish
shot	fish
shod	dish
shed	bash

Dash and Fin

Dash is a black fish in a fish tank.

Dash swims past a ship that is sunk in the tank.

A small red fish called Fin pops out of the shipwreck.

“Dash,” calls Fin, “Can I swim with you?”

Dash thinks, “Fin is an odd fish. I do not want to swim with him.”

Dash does not call back to Fin. He swims on.

Fin does not get the hint. “Dash!” he calls.

Fin swims fast and catches up with Dash.

“I was calling you,” Fin tells Dash.

“Yes,” admits Dash. “You were calling me.”

“Can I swim with you?” asks Fin.

“Will you be insulted if I tell you, ‘No’?”

Fin nods.

“Then, yes. You can swim with me.”

Fin says, “When I go for a swim, I think it is fun to chat.”

Dash says, “When I go for a swim, I think it is fun to just swim.”

Fin asks, “What is the hottest fish?”

Dash shrugs.

“A sunfish!” says Fin.

Dash cannot help but grin. “That was not bad,” he admits.

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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The chimp is in the shed.

Pam can get a bag of chips in the shop.

Ben hits his chin and shin on the ball.