

# LESSON PLAN

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|--|------------|
| Student:   | Lesson #14 |
| 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, which runs courses out of the University of San Diego. The multisensory drill for teaching a new phoneme comes from Dr. Vincent Goetry. 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 100 most common sight words, sight word study method instruction sheet, blank index cards, and marker<br>Current sight words:<br>New words added:  | Notes  |
| Short Vowel Drill – 3 minutes   |  |
| Equipment: 5 short vowel keyword pictures and the “Fat Ed is not up” handout.   | Notes  |
| Phonemic Awareness Drill – 3 minutes  |  |
| Equipment: differently coloured blocks of uniform shape<br>Word List: not, snot, spot, spat, sput, stut, stun      win, swin, twin, trin, grin  | Notes  |
| Visual Drill – 2 minutes  |  |
| Equipment: card pack of graphemes on which the student is currently working<br>starting pack consonants: b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z<br>short vowels: a,e,i,o,u<br>beginning consonant blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw<br>ending consonant blends: ct, ft, lt, pt, nt, st, xt, lf, lk<br>(reminders - use blocking strategies and remove mastered sounds from pack)   | Notes<br><b>AFTER</b> this lesson, add the following consonant blends to the card pack:<br>scr, spl, spr, str,<br>squ, lp, ld, mp, sk,<br>sp |
| Auditory Drill – 2 minutes  |  |
| Equipment: Same pack of index cards that you used for the visual drill<br>Starting pack: consonants: /b/ /c/ /d/ /f/ /g/ /h/ /j/ /k/ /l/ /m/ /n/ /p/ /qu/ /r/ /s/ /t/ /v/ /w/ /x/ /y/ /z/<br>short vowels: /a/ /e/ /i/ /o/ /u/<br>beginning consonant blends: /bl/ /cl/ /fl/ /gl/ /pl/ /sl/ /br/ /cr/ /dr/ /fr/ /gr/ /pr/ /tr/ /sc/ /sk/ /sm/ /sn/ /sp/ /st/ /sw/ /tw/<br>ending consonant blends: /ct/ /ft/ /lt/ /pt/ /nt/ /st/ /xt/ /lf/ /lk/<br>(reminders - use blocking strategies and remove mastered sounds from pack) | Notes  |

## Section 2: New Content and Reading

| Blending Drill – 2 minutes  |       |
|---|-------|
| Equipment: paper letter cards<br>Word List: at, ast, last, blast, blest, lest, lost, list, fist, mist, twist  | Notes |
| Review of Recent Rules and Concepts – 5 minutes   |       |
| <p><b>Topic: Pounding Syllables</b><br/>Equipment: hands<br/>Word List: un, habit, uninhabit, dragon, until<br/>Instructions<br/>1. Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.</p> <p><b>Topic: Consonant Blends</b><br/>Equipment: letter cards for the beginning consonants blends taught in previous lessons:<br/>1. Practice reading consonant blends by doing blending drills using words lists below:<br/><u>Beginning blends:</u> bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw<br/>Word List: grip, flip, flap, flam, glam, slam, stam, stum, stun, spun<br/><u>Ending blends:</u> ct, ft, lt, pt, nt, st, xt, lf, lk<br/>Word List: ant, pant, plant, lant, last, lest, left, teft, text, next</p> | Notes |
| New Content/New Rule – 10 minutes   |       |
| Equipment: letter cards for the following beginning blends: _spl, spr, str, squ. Letter cards for these ending blends: lp, ld, mp, sk, sp. Letter cards for blending drills.<br>Instructions<br>1. Explain that in is lesson, the student will be discovering some new consonant blends.<br>2. Show the student the consonant blend letter cards one at a time and ask her to read them as individual sounds and then as a blend<br>5. Practice by doing blending drills with some of the words lists provided below:<br><u>Beginning blends:</u> spl, spr, str, squ<br>at, splat, split, splint, sprint, squint, int, in, ip, strip<br><u>Ending blends:</u> lp, ld, mp, sk, sp<br>elp, yelp, help, held, weld                      jump, bump, bamp, bask, lask, flask, clask, clasp  | Notes |
| Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes   |       |
| Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order<br>Word list: help, splat, strip   | Notes |
| Word List – Oral Reading of Isolated Words – 2 minutes  |       |
| Word list: scrap, scrib, scrum, scrump, scrim, split, splat, strap, strip, strum, squint, help, yelp, kelp, held, weld, limp, bump, lump, tromp, bask, lask, tusk   | Notes |
| Sentences – Oral Reading of Connected Text – 2 minutes  |       |
| “The Frog and Dog” story  |       |

### Section 3: Writing

|   |       |
|---|-------|
| <b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>   |       |
| Word list: bump, squid, hunt  | Notes |
| <b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>  |       |
| Word list: mask, strum, last  | Notes |
| <b>Connected Text – 5 minutes</b>   |       |
| Ask the student to write the following dictated sentences. After each sentence, ask the student to use CHOPS to check their work:<br>A cat can bask in the sun.<br>A frog can jump from pad to pad.<br>I split the scrap of strap.  | Notes |
| <b>Wrap-Up/Review – 2 minutes</b>   |       |
| Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"><li>- Closed syllable definition</li><li>- How to pound out syllables</li><li>- Consonant blend definition</li></ul> <u>Homework</u> <ul style="list-style-type: none"><li>- Practice short vowel drill</li><li>- Practice reading and writing sight words</li></ul> | Notes |

|               |              |
|---------------|--------------|
| <b>scrap</b>  | <b>yelp</b>  |
| <b>scrib</b>  | <b>kelp</b>  |
| <b>scrump</b> | <b>held</b>  |
| <b>scrimp</b> | <b>weld</b>  |
| <b>split</b>  | <b>limp</b>  |
| <b>splat</b>  | <b>bump</b>  |
| <b>strap</b>  | <b>tromp</b> |
| <b>strum</b>  | <b>bask</b>  |
| <b>squint</b> | <b>lask</b>  |
| <b>help</b>   | <b>tusk</b>  |

## The Frog and Dog

It was dusk.

A frog sat in the sand at a pond.

A dog ran up to the pond.

The frog did a yelp. “It is a dog! Help!”

The frog did a jump from the sand and swam to a pad.

The dog went to get a drink.

The frog did a yelp. “Help!”

The dog went in for a swim.

The frog did a jump from pad to pad.

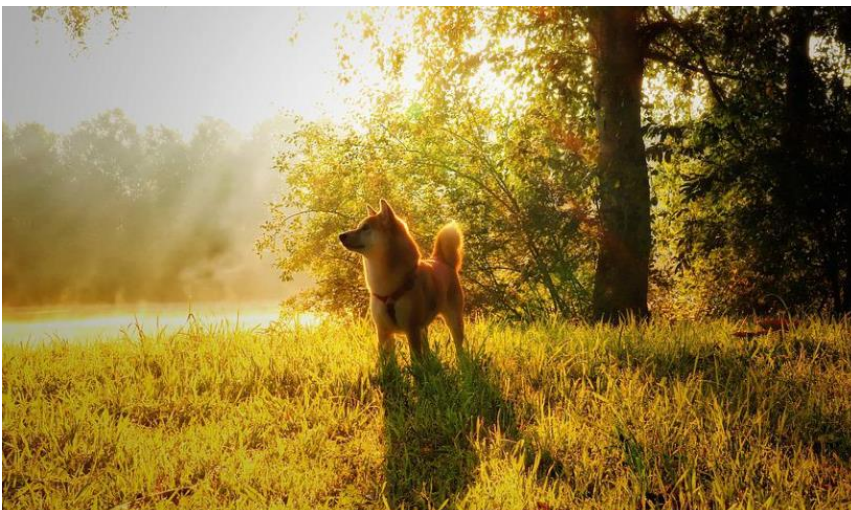
“Help!”

The dog swam to the frog. “Can I help?”

Picture

for Connected Text for Reading Section

Do not show these pictures until AFTER the student reads the story. If you show them before, you are teaching the student to guess at words based on pictures. We want to teach students to use decoding skills.



A cat can bask in the sun.

A frog can jump from pad to  
pad.

I split the scrap of strap.