

# LESSON PLAN

Student:	Lesson #22
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 common sight words, instruction sheet, blank index cards, and marker Current sight words: host, post, most New words added: bolt, colt, holt (“olt” family is an exception to closed syllable rule)	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: net,next, nest, mest, melt, felt            mild, wild, bild, bind, wind, kind	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 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, ank, ing, ink, old, ild, ind	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/	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 (rab, clin, cac, lim, plas) and “Syllable #2” cards in the second column (ic, tus, it, bit, tic).
2. Remind the student that sometimes a syllable is not a word on its own. Ask the student to use hand gestures and state the definition of a syllable. Say that the part of the definition that says that a syllable can be “part of a word” refers to syllables that need another syllable to make a full word. In today’s drill we will work with lots of situations in which the base needs a second syllable to form a word.

rab	ic
clin	tus
cac	it
lim	bit
plas	tic

2. Complete, the drill by asking the student to do the following things:
  - a) read down all the Column #1 word and then read down all the Column #2 words.
  - b) read across each row (the words will be nonsense words)
  - c) move words in Column #2 to create real words (rabbit, clinic, cactus, limit, plastic).
  - d) 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 – 5 minutes

#### **Topic: Pounding Syllables**

Equipment: hands

Word List: plas, plastic, clinic, holding, fun

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

#### **Topic: Exceptions to the closed syllable rule – “all” “ang,” “ank,” “ing,” “ink,” “old,” “ild”**

Equipment: sliders for exceptions and magnetic letter tiles

1. Place magnetic letter tiles for “old” down. Ask the student to explain why “old” is an exception to the closed syllable rule. (Answer: “old” looks like a closed syllable but it sometimes does not make the short vowel sound like a closed syllable should).
2. Use sliders for all exceptions, having the student read real and nonsense words

Notes

### New Content/New Rule – 0 minutes

This is a review lesson. There will be no new content today.

Notes

### Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order

Word list: find, crank, sold, hind

Notes

Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: mind, bind, rind, sing, ning, hang, bang, tall, gold, bring, stall, bank, pank, pink, link, wink, wild, mild, child, hold	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
“The Hat” story	

**Section 3: Writing**

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: cling, sang, tank	Notes
Finger Tapping/Tracing/Writing – individual words – 4 minutes	
Word list: fold, mild, pink	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. After each sentence, ask the student to use CHOPS to check their work: The tall man is in the hall. The wild dog is fast. The drink is cold.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - Exceptions to the closed syllable rule: all, ang, ank, ing, ink, old, ild, ind <u>Homework</u> - Practice short vowel drill and sight words (reading and writing)	Notes

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

<b>rab</b>	<b>ic</b>
<b>clin</b>	<b>tus</b>
<b>cac</b>	<b>it</b>
<b>lim</b>	<b>bit</b>
<b>plas</b>	<b>tic</b>

<b>mind</b>		<b>stall</b>
<b>bind</b>		<b>bank</b>
<b>rind</b>		<b>pank</b>
<b>sing</b>		<b>pink</b>
<b>ning</b>		<b>link</b>
<b>hang</b>		<b>wink</b>
<b>bang</b>		<b>wild</b>
<b>tall</b>		<b>child</b>
<b>gold</b>		<b>mild</b>
<b>bring</b>		<b>hold</b>

## The Hat

A tall man in a big hat can sit in the hall.

The man is Ted.

A kid can run past the man.

The kid is Finn.

The hall is not big. Finn can zip past Ted but he hits the leg of Ted.

The big hat falls off Ted and lands on the rug.

Finn grabs the hat and sings, “I have a hat!”

Ted calls, “Wild child, bring the hat to me.”

Finn grins. “Can I get a drink for a hat?”

Ted asks, “Is this a prank?”

Finn nods. “A drink for a hat.”

Ted is not mad. Ted calls, “Sold.”

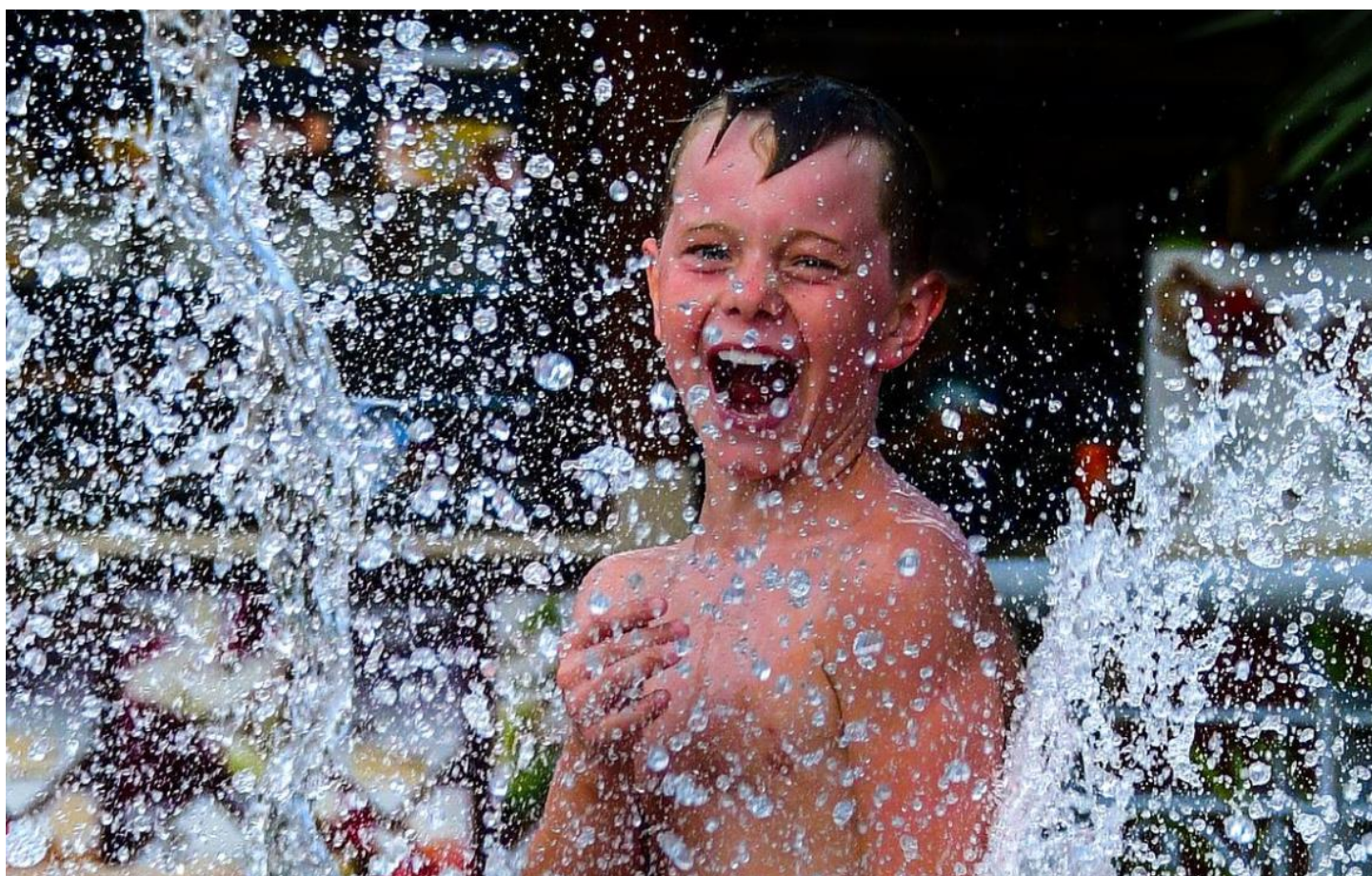
Ted gets a drink from his bag. He winks, dumps it on Finn, and grabs his hat.

Finn is wet. Finn grins. “You did a fantastic prank.”

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.



The tall man is in the hall.

The wild dog is fast.

The drink is cold.