

# LESSON PLAN

Student:	Lesson #16
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 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.	Notes
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: an, ant, lant, slant, plant, plent, plend, lend, end	Notes
Visual Drill – 2 minutes	
Equipment: card pack of graphemes on which the student is currently working starting pack 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 (reminders - use blocking strategies and remove mastered sounds from pack)	Notes
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill Starting pack: 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/	Notes

(reminders - use blocking strategies and remove mastered sounds from pack)

## Section 2: New Content and Reading

### Syllable Card Drill – 2 minutes

Equipment: index cards

In the last lesson, you stopped doing the blending drill and started doing the syllable card drill. The reason for this change is that the student is ready to build two syllable words.

Instructions

1. Put all syllables on index cards. Place the cards in two columns so that all of the “Syllable #1” cards are in the first column (gum, milk, hum, hot, hat). Place all of the “Syllable #2” cards in the second column (man, bug, drop, box, rod).

gum	man
milk	bug
hum	drop
hot	box
hat	rod

2. Tell the student that sometimes two bases can join together to make multisyllable words. This means that the main meaning of the word is held in both the first and the second syllable. Use the word “bedbug” and ask the student to explain the meaning of each syllable and how they both hold part of the main meaning of the word.

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

- read down all the Column #1 words.
- read down 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 (gumdrop, milkman, humbug, hatbox, hotrod).
- 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 – 12 minutes

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

Equipment: hands

Word List: pumpkin pump, gum, gumdrop, hotrod, hot

Instructions

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

#### **Topic: Consonant Blends**

Equipment: letter cards for the beginning consonants blends that were taught in previous lessons:

1. Practice reading consonant blends by doing blending drills using words lists below:

Notes

<p><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, scr, spl, str, squ</p> <p>Word List: drip, drit, grit, glit, glint, plint, splint                      grab, crab, scab, scrab</p> <p><u>Ending blends:</u> ct, ft, lt, pt, nt, st, xt, lf, lk, lp, ld, mp, sk, sp</p> <p>Word List: must, rust, rest, rent, reft, raft, craft, crask, ask, amp, lamp</p>	
<b>New Content/New Rule – 0 minutes</b>	
This is a review lesson. There is no new content.	Notes
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order</p> <p>Word list: last, frog, tramp</p>	Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
<p>Word list: an, plan, plant, plent, glent, glint, snap, spit, scam, scum, clip, clup, mast, left, cleft, milk, jump, lamp, glamp, spin</p>	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
“The Red Bug” story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: spin, plant, blast	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: hump, melt, went	Notes
<b>Connected Text – 5 minutes</b>	
<p>Ask the student to write the following dictated sentences. After each sentence, ask the student to use CHOPS to check their work:</p> <p>I went on a trip.</p> <p>The red bug is on a plant.</p> <p>He slept on the bed.</p>	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> <li>- Consonant blend definition</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>- Practice short vowel drill</li> <li>- Practice reading and writing sight words</li> </ul>	Notes

Lesson 16: Cards for Syllable Card Drill

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

<b>gum</b>	<b>man</b>
<b>milk</b>	<b>bug</b>
<b>hum</b>	<b>drop</b>
<b>hot</b>	<b>box</b>
<b>hat</b>	<b>rod</b>

<b>an</b>		<b>clip</b>
<b>plan</b>		<b>clup</b>
<b>plant</b>		<b>mast</b>
<b>plent</b>		<b>left</b>
<b>glent</b>		<b>cleft</b>
<b>glint</b>		<b>milk</b>
<b>snap</b>		<b>jump</b>
<b>spit</b>		<b>lamp</b>
<b>scam</b>		<b>glamp</b>
<b>scum</b>		<b>spin</b>

## The Red Bug

The red bug had a plan to get up on a big plant.

The red bug did a flip and flop and a big jump.

He got up on the big plant.

The red bug had a grin as he sat in the sun.

The bug was glad for the sun.

A frog did spot the red bug.

The frog did a jump at the red bug.

The red bug did a jump off the plant.

Bump! Bop! Bump!

The red bug hit the plant.

Splat!

The red bug hit the mud.

The frog went off to get a black bug.

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.



I went on a trip.

The red bug is on a plant.

He slept on the bed.