

# LESSON PLAN

Student:	Lesson #4
Length: 45-60 minutes	Date:
Instructor:	Time:
Credits: This lesson was created by Shawna Audet from the Flying Cat Academy. The syllable hands graphic, 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	
<p>For younger and more severe students (especially those who still really need quite a lot of work on those initial graphemes/phonemes), it is appropriate to wait until your fourth lesson OR until the student is able to process another step in the lesson plan (learning steps for SWSM). For other students, you may be able to do this during Lesson #2.</p> <p>Equipment: list of 100 most common sight words, sight word study method instruction sheet, blank index cards, and marker</p> <p>New words added:</p> <p>Purpose: We use the Sight Word Study Method for words that don't play fair by the phonics or spelling rules. We also use it for very high frequency words.</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> <li>1. Show the student an index card with their first sight word on it. Tell the student that the word is “the.” Ask the student to look at the word and repeat it</li> <li>2. Ask the student to use two fingers to tap under each letter while saying the name of each letter and then underline the whole word (from left to right) while saying the whole word. Repeat this step a second time.</li> <li>3. Ask the student to trace each letter with back of pencil while saying the name of each letter and then underline the whole word (from left to right) while saying the whole word. Repeat this step a second time.</li> <li>4. Ask the student to trace each letter on table with two fingers while saying the name of each letter and then underline the whole word (from left to right) while saying the whole word. Repeat this step a second time. (Turn card over at this step or step five.)</li> <li>5. Ask the student to tap each letter going down the left arm or up arm right arm while saying the name of each letter and then sweep the hand down the left arm or up the right arm while saying the whole word. Repeat this step a second time.</li> <li>6. Ask the student to write the word</li> </ol>	Notes

<p><b><u>Blocking Strategy</u></b></p> <ol style="list-style-type: none"> <li>If a student tends to leave out a certain letter or mixes the order of a couple letters, trace over those letters in red to make them stand out on the word card. This may help their visual memory of what the word looks like.</li> </ol> <p><b><u>Notes</u></b></p> <ul style="list-style-type: none"> <li>Once the student is comfortable with the method, they should take their word cards home and practice reading and writing the words. If they have trouble, they should use the sight word study method.</li> <li>Students can have between 2 – 8 sight words at a time they are working on for homework. They should practice them once a day. When the student masters a word (by getting 5 check marks) retire the word and add a new one</li> </ul>	
<b>Short Vowel Drill – 3 minutes</b>	
<p>Equipment: 5 short vowel keyword pictures and one copy of the “Fat Ed is not up” handout</p> <p>Use multisensory technique for assisting the student with learning the phonemes of the short vowel sounds. Key words: a - apple, e - eddie, i - itchy, o - olive, u - up. The student will trace the pictures five times each, ending with isolating the sound.</p> <p><b><u>Instructions</u></b></p> <ol style="list-style-type: none"> <li>Student says, “Apple,” in a way that draws out the /a/ sound. (while tracing the picture with two fingers). When the tracing is finished the student will use two fingers to draw a straight line from left to right under the picture and say, /a/.</li> <li>There is also a sentence for the student to practice hearing the short vowel sounds in a sentence. The sentence is, "<u>Fat Ed is not up.</u>" (It contains all the short vowel sounds.) Ask the student to read the sentence slowly. The purpose for this sentence is not for the student to learn to read the sentence. It is to train the brain to "hear" (process and build the neural pathways) the short vowel sounds. Have the student practice this sentence five times in a row</li> </ol>	Notes
<b>Phonemic Awareness Drill – 3 minutes</b>	
<p>Equipment: differently coloured blocks of uniform shape Word List: mad, man, mun, pun, pen, pin</p> <p><b><u>Instructions</u></b></p> <ol style="list-style-type: none"> <li>Teacher says, “Your word is mad.”</li> <li>Ask the student to repeat the word.</li> <li>Teacher says, “Now do the sounds with your blocks.” (Each block is for one phoneme. If there are two of the same sound in word then they get the same coloured block.)</li> <li>Once the student has the blocks lined up in front of them, they teacher says, “Now tap each block and say the sounds.”</li> <li>Teachers says, “What is your word?”</li> <li>The student says the word</li> </ol>	Notes

<p>7. Teacher says, "Use it in a sentence."  8. Student put the blocks away and get ready for next word. Do about 8 words. Use some real and some non-sense words</p> <p><u>Notes</u></p> <ul style="list-style-type: none"> <li>○ Make sure to correct students when they put an "UH" sound at the end of words.</li> </ul>	
<b>Visual Drill – 2 minutes</b>	
<p>Equipment: Starting pack consonants and vowels written on index cards</p> <p>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  (reminders - use blocking strategies and remove mastered sounds from pack)</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> <li>1. Show a card with a grapheme on it to the student</li> <li>2. Ask the student to say the grapheme name and the sound that it makes</li> </ol> <p>Note: once the student is fluent with naming a grapheme, they can just say the sound that it makes</p> <p><u>Blocking Strategies</u></p> <ol style="list-style-type: none"> <li>1. Ask the student to say the grapheme name again.</li> <li>2. Ask the student to trace the grapheme two times on the table.</li> <li>3. Ask the student for the keyword. If one has not been assigned, assign a keyword at this time and have the student write it in the sound section of their binder. If one has been previously assigned but the student cannot recall the keyword, have them look it up in the sound section of their binder.</li> <li>4. If you have given the student a hand signal or other motion to assist with memory recall, ask the student for the signal or motion. If they do not recall the signal or motion, provide it for the student.</li> </ol>	<p>Notes</p>
<b>Auditory Drill – 2 minutes</b>	
<p>Equipment: Same pack of index cards that you used for the visual drill</p> <p>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/  (reminders - use blocking strategies and remove mastered sounds from pack)</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> <li>1. Use phonemes the student knows but needs to build fluency with and any new phonemes being taught. Say the phoneme to the student. In this lesson, you will use all of the consonants and vowels listed in the starting pack. Use the same cards that you used in the visual drill.</li> <li>2. The student repeats the phoneme.</li> <li>3. The student says the phoneme again while they write the matching grapheme(s) that they have been taught. They should give all the graphemes they have been taught for the</li> </ol>	<p>Notes</p>

<p>phoneme, preferably in the order from the common usage to the least common usage. For example, if the student has been moved through their phonics curriculum to the point where they have learned that <i>k, c and ck</i> all make the /k/ sound, when they hear the phoneme /k/, the student should write the letters <i>c, k, and ck</i>.</p> <p>4. The student says the name of the grapheme while underlining the grapheme from left to right.</p> <p style="padding-left: 40px;">Remember, often students with dyslexia need additional processing time. Make sure to give the student adequate time to respond. The goal is <i>accuracy and automaticity</i>, but this will take time, so give the student time to process/think before you help.</p> <p><u>Blocking Strategies</u></p> <ol style="list-style-type: none"> <li>1. Ask the student to say the grapheme name again.</li> <li>2. Ask the student to trace the grapheme two times on the table.</li> <li>3. Ask the student for the keyword. If one has not been assigned, assign a keyword at this time and have the student write it in the sound section of their binder. If one has been previously assigned but the student cannot recall the keyword, have them look it up in the sound section of their binder.</li> <li>4. If you have given the student a hand signal or other motion to assist with memory recall, ask the student for the signal or motion. If they do not recall the signal or motion, provide it for the student.</li> </ol>	
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**Section 2: New Content and Reading**

Blending Drill – 2 minutes	
<p>Equipment: paper letter cards  Word List: top, hop, nop, nip, nap, map, cap, cup, yup, yep</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> <li>1. Put 3 letter cards down: t-o-p</li> <li>2. Ask the student what sounds each card makes. Ask if it is a consonant or a vowel. Open or closed syllable?</li> <li>3. Ask the student to tap under each card and say word.</li> <li>4. Put a new card over top of the first card but keep the second card and third cards the same. Ask the student to repeat the exercise. Keep changing the first letter and then change the last letter, and then change the middle one too. Make about 8 real and non-sense words.</li> </ol>	Notes
Review of Recent Rules and Concepts – 3 minutes	
<p><b><i>Topic: Difference between a vowel and a consonant</i></b></p> <p>Equipment: magnetic letters tiles arranged in a rainbow shape in alphabetical order</p> <p><u>Instructions:</u></p>	Notes

1. Ask the student to point and touch any vowels that they know. Ask them to name the vowel and say the sound that each one makes
2. Ask the student to explain when y acts as a vowel or a consonant. Answer: y is a vowel except when it is used at the start of a word.
3. Sing Vowel Song (chords and lyrics below)

C  
A,E,I, O U  
F  
are vowels that I know you've heard  
G  
but y is only a vowel  
C  
if it's not at the start of a word

**Topic: Resolving confusion of “b,” “d,” “p,” or “q”**

Equipment: bed picture with hands

Instructions

1. Ask the student to take out the picture with the hands in the shape of a bed.
2. Ask the student to explain why the picture explains how to write ‘b’ and ‘d’ (“bed” begins with “b” and ends with “d.”)
3. Ask the student to hold her hands with knuckles together and thumbs up. Remind them how each hand makes the shape of a “b” or “d”. For “p” and “q” just tell the student to flip their hands over.
4. Ask the student to say the key phrase: “When I go to bed, I want peace and quiet.”

**New Content/New Rule – 15 minutes**

***Topic: Introduce Concept of Syllable***

Instructions

1. Give the student the picture page for syllable definition
2. Read the definition to the student: *Definition: A syllable is a word, or part of a word that has at least one vowel*
3. Use the word *fantastic* to show that the definition is true. *Fantastic* has 3 syllables. *Fan* is a word on its own. *Tas* is not a word on its own, but it is “part of a word.” Note how each of the 3 syllables has one vowel sound in it. Explain to the student that if there is no vowel in a sequence of letters then it is not a syllable
4. Do a “yes or no syllable card sort” = *fan, ft, tas, pif, stp, tip, wr, tic, bpz* (at the end of the card sort show how the cards *fan, tas, and tic* can make the word *fantastic*.)

***Topic: Focus on Phoneme: /o/***

*Materials: word list, blank index cards, marker, pencil*

Auditory Discovery

Word list: on, top, pot, yot, dog, rob, nog, op, sod

Notes

### Instructions

1. explicitly instruct student to listen carefully and to look at the teacher's lips and mouth
2. call and repeat the words on the word list.
3. ask the student what sound she is hearing in every word – /o/ (short o sound)
4. tell student that the sound that she is going to work on today is /o/

### Visual Discovery

Word list: on, top, pot, yot, dog, rob, nog, op, sod

### Instructions

1. give student the word list that you just read aloud
2. ask student to circle the letter which corresponds to /o/ (the sound of 'o') with her favourite colour. Tell her to watch out because you're not asking her to read the words – You are only asking her to circle the letter
3. give demonstration of teacher circling "o" in the word on.
4. teacher reads the words and student circles the letters in the remaining words

### Oral-Kinesthetic Discovery

#### Instructions

1. explain the task by saying, "We are going to work together to feel what is happening in our throat and mouth when we pronounce /o/ (the sound of 'o'). Remember that there are four things that may move in your throat and in your mouth when we say a sound. The vocal chords are in the throat and they are like two strings of a guitar. The lips, and tongue are also involved.
2. ask student to put her hands on her neck
3. tell student that we are going compare how different sounds feel: the /z/ as in "zipper," /p/ as in "pup," and the /o/ in "on."
4. ask student if she notices a difference between the three. When you pronounce /o/, what do you feel in your throat? (Let student comment on what she feels.)
5. do exercise again and explain what student should be feeling: "Can you feel that when you pronounce /o in your throat is trembling and when you pronounce /p/, your throat is not trembling. That's the difference. When we pronounce the "z" as in "zipper" the throat is moving a lot and the lips are tingling.
6. Tell the studentsthat now we will look at what is happening in the mouth when they make the sound /o/
7. Ask them the student to move her tongue around to show that the tongue can go in lots of directions. Explain that the tongue remains in the mouth when we are making sounds.
8. Teacher says, "Let's see where the tongue is in the mouth when we pronounce /z/ as in "zipper," /p/ as in "pup," and the /o/ in "on."
9. Ask the student to do it all together. Say, /z/, /p/ and /o/. Can you feel that your tongue is moving in your mouth? Actually, when we pronounce /o/ the tongue is on the bottom of the mouth and the lips are open.
10. Recap Lesson for /o/ sound

- vocal chords – tremble
- mouth – tongue is at bottom front of mouth touching teeth, mouth is relaxed
- lips – open, jaw drops open

Card Pack

1. teacher shows the “o” card and give the sound /o/ as in “olive”
2. hand out blank recipe card to the student
3. explain that we are going to create review cards that will help us to remember sounds
4. ask student to think of words that have /o/ sound in them. Ask them if the sound of the letter “o” ever changes or if it is always the same. Answer: it changes.
5. students write the small letter in the center of the card and a 2 to show that there are two sounds for the letter “o.” The student will write a capital letter O in bottom left.
6. on back of card, the student will make two pictures of things that begins with the letter “o” and write the words. For example, they could make a picture of an olive for the short sound. The teacher should tell the student how to spell the word and the student will write it beside the picture. Then, the student will make a picture of one thing that begins with the long sound of the vowel. For example, they could make a picture of “oats.”

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

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order  
 Word list: on, rod, tid, him, fin

Instructions

Give the student the first sound in the word. /on/  
 Teacher says, “What letter makes the sound /o/?”  
 Have the student repeat the sound and select the letter card o.  
 Give the student the next sound in the word. /on/  
 Teacher says, “What letter makes the sound /n/?”  
 Have the student repeat the sound and select the letter card n.  
*(For longer words, repeat the last two steps until all sounds of the word have been selected.)*  
 Sound tap out the word with your student. /o/ /n/  
 Ask the student if she can say the word. *on*

Blocking Strategies

- If the student identifies the incorrect letter for a sound, do the following:
1. Ask student, “What is your keyword for the letter (insert the letter the student selected)?”
  2. Student identifies the keyword for that letter.
  3. Ask the student, “What sound does that letter make?”
  4. Student identifies the sound for that letter.
  5. Ask student, “Does that sound the same as the sound (give the sound for the correct letter they should have chosen)?” Compare the two sounds for your student.

Notes

<ol style="list-style-type: none"> <li>6. The student should be able to identify that the sounds are not the same.</li> <li>7. Ask student, "What letter makes the (give the sound for the letter they should have selected) sound?"</li> <li>8. The student repeats the sound and selects the letter card for the correct sound</li> </ol>	
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Word list: hat, hot, het, hit, mat, mot, met, mit, map, but, fan, tas, tic, bet, run, bun, yap, yip, yet, ran	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
"The Hotdog" story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: not, sod, gap, bun, led	Notes
<p><u>Instructions</u></p> <p>Give the student the word. (teacher says, "The word is not.")</p> <p>Have the student repeat the word.</p> <p>Have the student use it in a sentence to make sure she knows what word you are going to spell.</p> <p>Ask the student, "What is the first sound you hear in the word <i>not</i>?"</p> <p>Student identifies the sound and pulls down the letter card. /n/</p> <p>Ask the student, "What is the next sound you hear in the word <i>not</i>?"</p> <p>Student identifies the sound and pulls down the letter card. /o/</p> <p>Ask the student, "What is the next sound you hear in the word <i>not</i>?"</p> <p>Student identifies the sound and pulls down the letter card. /t/</p> <p><i>(For longer words, repeat the last two steps until all sounds of the word have been selected.)</i></p> <p>Have the student repeat the word they have just spelled.</p> <p>Ask the student to write the word on a cue card</p>	
<p><u>Blocking Strategies</u></p> <p>If the student identifies the incorrect letter for a sound, do the following:</p> <ol style="list-style-type: none"> <li>1. Ask student, "What is your keyword for the letter (insert the letter the student selected)?"</li> <li>2. Student identifies the keyword for that letter.</li> <li>3. Ask the student, "What sound does that letter make?"</li> <li>4. Student identifies the sound for that letter.</li> <li>5. Ask student, "Is that sound the same as the sound (give the sound for the correct letter they should have chosen)?" Compare the two sounds for your student.</li> <li>6. The student should be able to identify that the sounds are not the same.</li> <li>7. Ask student, "What letter makes the (give the sound for the letter they should have selected) sound?"</li> <li>8. The student repeats the sound and selects the letter card for the correct sound.</li> </ol>	



**Finger Tapping/Tracing/Writing – individual words – 2 minutes**

Word list not, pen, nut, tin, fan, con

Notes

Description of Activity: Segmentation exercise in which the student uses multisensory tools and then writes word in notebook

**Instructions**

1. Ask the student to finger tap the sounds in the word not. This means that she taps her different fingers to her thumb as she says each sound in the word.
2. Next, ask student to trace the word on the desk or her leg while saying the sounds
3. ask student to write each word on in their notebook, sounding as she forms the letters. Sounding out is important because it brings in the two kinesthetic elements. The point is to teach the student to coordinate the kinesthetic cues from his speech production with his hand movements as he writes the words. This should be practiced until the two kinesthetic pathways work quickly and efficiently = automatic)

**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:

Notes

A rat is on the cat.  
The pen got in a tin can.

**CHOPS**

- Capitalization
- Handwriting
- Out Loud
- Punctuation
- Spelling

**Wrap-Up/Review – 2 minutes**

Student summarizes new concepts learned in this lesson.

Notes

- Difference between consonants and vowels
- Short vowel sounds
- “b,” “d,” “p,” and “d” confusion (bed, peace, quiet)
- Letters (graphemes) and sounds (phonemes) that were taught in this lesson and in previous lessons

Homework

- Practice short vowel drill
- Practice reading and writing sight words

# A syllable is

a word



or part

of a word



with one

vowel pattern



**Every word in the English language must**

**have at least one vowel.**

## Vowels

**a, e, i, o, u** and sometimes **y**

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

<b>Yes</b>	<b>No</b>
<b>fan</b>	<b>ft</b>
<b>tas</b>	<b>stp</b>
<b>pif</b>	<b>tip</b>
<b>we</b>	<b>wr</b>
<b>tic</b>	<b>bpz</b>

<b>on</b>
<b>top</b>
<b>pot</b>
<b>yot</b>
<b>dog</b>
<b>rob</b>
<b>nog</b>
<b>op</b>
<b>sod</b>

<b>hat</b>		<b>fan</b>
<b>hot</b>		<b>tas</b>
<b>het</b>		<b>tic</b>
<b>hit</b>		<b>bet</b>
<b>mat</b>		<b>bun</b>
<b>mot</b>		<b>rut</b>
<b>met</b>		<b>yap</b>
<b>mit</b>		<b>yip</b>
<b>map</b>		<b>yep</b>
<b>but</b>		<b>ran</b>

# The Hotdog (Part 1 of 2)

Ben, Tom, Sam, and Jen run to the pot.

A hotdog is in the pot.

Tom gets the hotdog.

Bam! Bop!

Ben gets the hotdog.

Bam! Bop!

Sam gets the hotdog. Sam is fantastic.

Ben, Tom, and Jen are not fantastic.



Pictures

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 rat is on the cat.



The pen got in a tin can.