

LESSON PLAN

Student:	Lesson #24
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, bolt, colt, holt 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: bind, kind, tind, rind, rin, run, sun, san, sand, stand, strand	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 (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 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											
<p>Equipment: index cards</p> <p>1. Write each syllable on an index card. Place the cards in two columns so that all the “Syllable #1” cards are in the first column (grand, gas, band, hand, wild) and “Syllable #2” cards in the second column (mask, cat, ball, it, child).</p> <table border="1"> <tr> <td>grand</td> <td>mask</td> </tr> <tr> <td>gas</td> <td>cat</td> </tr> <tr> <td>band</td> <td>ball</td> </tr> <tr> <td>hand</td> <td>it</td> </tr> <tr> <td>wild</td> <td>child</td> </tr> </table> <p>2. Complete, the drill by asking the student to do the following things:</p> <ol style="list-style-type: none"> read down all the Column #1 words and then read down all the Column #2 words. read across each row (the words will be nonsense words) move words in Column #2 to create real words (rabbit, clinic, frolic, limit, helmet). Discuss word meanings with student and ask student to use words in sentences. 	grand	mask	gas	cat	band	ball	hand	it	wild	child	Notes
grand	mask										
gas	cat										
band	ball										
hand	it										
wild	child										
Review of Recent Rules and Concepts – 10 minutes											
<p>Topic: Pounding Syllables</p> <p>Equipment: hands</p> <p>Word List: in, fantastic, until, conflicting, swimming</p> <p>1. Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.</p> <p>Topic: Closed syllable exceptions – “all” “ang,” “ank,” “ing,” “ink,” “old,” “ild” “ind”</p> <p>Equipment: sliders for exceptions and magnetic letter tiles</p> <p>1. Place magnetic letter tiles for “bang” down. Ask the student to explain why “ang” is an exception to the closed syllable rule. (The pattern of “ang” looks like a closed syllable, but it sometimes does not make the short vowel sound like a closed syllable should.)</p> <p>2. Use sliders for all exceptions, having the student read real and nonsense words</p>	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											
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order</p> <p>Word list: mind, hold, lang, king</p>	Notes										
Word List – Oral Reading of Isolated Words – 2 minutes											
<p>Word list: fall, wall, rall, bing, sing, wing, gang, clang, dang, lang, land, mank, mink, sink, told, bold, cold, wild, find, mind</p>	Notes										
Sentences – Oral Reading of Connected Text – 2 minutes											
“Jim Helps Jen” story											

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: mild, brink, blind	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: clank, hall, bang	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: A bold bat can hang in the hall. Bring Jim to help the cold cat. A wild rat is not mild.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none">- Exceptions to the closed syllable rule: all, ang, ank, ing, ink, old, ild, ind <u>Homework</u> <ul style="list-style-type: none">- Practice short vowel drill and sight words (reading and writing)	Notes

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

grand	mask
gas	cat
band	ball
hand	it
wild	child

fall		lank
wall		mank
rall		mink
bing		sink
sing		told
wing		bold
gang		cold
clang		wild
dang		find
lang		mind

Note to Teacher: Before having the student try to read this story, explain that this story is like the telephone game in which the message gets scrambled.

Jim Helps Jen

Jen calls Cal and asks, “Can you tell Jim that a bold bat hangs in the hall? I must get Jim to help to get the bat from the hall.

Cal tells Jen, “No problem. Tim can get Jim. I will call him.”

Cal calls Tim. “A cold bat clangs in Jen’s hall. Jen must get help from Jim.”

Tim tells Cal, “No problem. Sam can get Jim. I will call him.”

Tim calls Sam. “A cold cat clings to a ball in a stall. Jen must get kelp from Jim.”

Sam tells Tim, “No problem. Finn can get Jim.”

Sam calls Finn. “Jim must bring kelp to a gold rat that flings balls at Jen’s wall.”

Finn tells Sam, “No problem. I can get Jim.”

Finn calls Jim. “Bring kelp to a Jen’s rat.”

Jim asks, “Jen has a pet rat?”

“Yes!” Finn tells Jim. Jen has a rat and the rat snacks on kelp.”

Jim is glad to help Jen.

“I will get kelp for the rat,” says Jim.

Instructions

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 the pictures. We want to teach the student to use decoding skills.



“[bat-1268650_1280](#)” by [jochemy](#) is licensed under CC0.



“[cute-3096653_1280](#)” by [Kapa65](#) is licensed under CC0.

A bold bat can hang in the
hall.

Bring Jim to help the cold cat.

A wild rat is not mild.