

LESSON PLAN

Student:	Lesson #8
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: <u>Notes</u> <ul style="list-style-type: none"> 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 	Notes
Short Vowel Drill – 3 minutes	
Equipment: 5 short vowel keyword pictures and one copy of the “Fat Ed is not up” handout.	Notes
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: <i>kit, quit, sit, sig, sug, mug hut, hat, bat, ban, jan, jam</i> <u>Notes</u> <ul style="list-style-type: none"> Make sure to correct students when they put an “UH” sound at the end of words. 	Notes
Visual Drill – 2 minutes	
Equipment: Starting pack consonants and vowels written on index cards 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)	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/	Notes

short vowels: /a/ /e/ /i/ /o/ /u/ (reminders - use blocking strategies and remove mastered sounds from pack)	
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Section 2: New Content and Reading

Blending Drill – 2 minutes	
Equipment: paper letter cards Word List: id, rid, mid, min, sin, tin, tan, tap, hap, gap	Notes
Review of Recent Rules and Concepts – 15 minutes	
<p>Topic: Concept of Syllable Equipment: magnetic letter tiles Instructions</p> <ol style="list-style-type: none"> 1. Ask the student to use the syllable hand gestures while saying the definition of a syllable. The student will say, “A syllable is a word, or part of a word with one vowel pattern.” 2. Ask the student to use the magnetic tiles to create one real syllable and one example of a non-syllable. <p>Topic: Concept of Closed Syllable Equipment: magnetic letter tiles, card sort</p> <ol style="list-style-type: none"> 1. take out of definition card and review closed syllable definition 2. ask the student to use letter tiles to make a closed syllable such as “hit” and then have the student tell the closed syllable story. Turn “hit” into “hi” and have the student tell the story of the open syllable 3. Yes/no sort for closed syllable: ris, ree, thp, rop, mo, bip, vo, fut, yem (the closed syllables are as follows: ris, rop, bip, fut, yem) <p>Topic: Focus on Phoneme: /y/ as a consonant Equipment: magnetic letter tiles Instructions</p> <ol style="list-style-type: none"> 1. Ask the student to explain the rule about when letter y acts as a consonant (when it is at the start of a word). When it is not at the start of a word it is acting as a vowel. Right now, we are only looking at Y as a consonant. 2. Reinforce this teaching by using magnetic letter tiles and having the student move them around to explore when y is acting as a vowel or consonant. Do not ask the student to read the words unless it is a closed syllable. In the case in which “y’ is acting as a vowel, you just want the student to tell you if y is a consonant or vowel in each word. 3. Put the word “yet” down and ask, “Is y acting as a consonant?” (yes) Follow up by asking, “How do you know?” (y is at the start of the word) 4. Put down the word “Fynn” and ask, “Is y acting as a consonant?” (no). Follow up by asking, “How do you know?” (y is not the start of the word) 	Notes

5. Put down the word “dry” and ask, “Is y acting as a consonant?” (no)	
6. Put down the word “lady” and ask, “Is y acting as a consonant?” (no)	
New Content/New Rule – 0 minutes	
This is a review lesson. No new content.	Notes
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: yes, rop, hug, gum	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: yip, yap, yet, pet, hot, but, not, nat, wet, tem, pit, it, quit, jam, jet, rat, rag, gun, het, big	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
“On a Van Top” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: yet, mob, fog, wed	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list yes, yap, zip, quit	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 cat can sit on top of the van. A man can run and hop. The pen is in the den.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> - Syllable definition - Closed syllable definition - The sound of ‘y’ as a consonant <p><u>Homework</u></p> <ul style="list-style-type: none"> - Practice short vowel drill - Practice reading and writing sight words 	Notes

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

Yes	No
rop	ree
bip	thp
fut	mo
yem	vo

yip		pit
yap		it
yet		quit
pet		jam
hot		jet
but		rat
not		rag
nat		gun
wet		het
tem		big

On a Van Top

The van sits in the hot sun.

A cat sits on top of the van.

The cat raps,

“In the hot sun

A cat will not run

But on top of a van.

I will nap if I can.”

The cat naps.

A man gets in the van.

The man, van, and cat go zip.

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 sit on top of the van.

A man can run and hop.

The pen is in the den.