

LESSON PLAN

Student:	Lesson #10
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 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: pig, pag, pug, pul, pel, pen rib, reb, rub, sub <u>Notes</u> • 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/ short vowels: /a/ /e/ /i/ /o/ /u/ (reminders - use blocking strategies and remove mastered sounds from pack)	Notes

Section 2: New Content and Reading

Blending Drill – 2 minutes	
Equipment: paper letter cards Word List: pig, pag, pug, pul, nul, num, sum, tum, tem, hem	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 definition2. ask the student to use letter tiles to make a closed syllable such as “not” and then have the student tell the closed syllable story. Turn “not” into “no” and have the student tell the story of the open syllable3. Yes/no sort for closed syllable: cle, tig, hbn, roam, not, no, rat, tag (the closed syllables are as follows: tig, not, rat, tag). <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 that the 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. Remind the student that ‘y’ has different sounds when it is acting as a vowel.2. Sing the “Y Song” - A,E,I,O,U/Are vowels that I know you’ve heard/But Y is only a vowel/When it’s not at the start of a word3. 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. <p>Topic: difference between a vowel and a consonant Equipment: magnetic letter tiles Instructions</p> <ol style="list-style-type: none">1. Ask the student to point to the vowels. As they point to the vowel, they should name the vowel and say the sounds that it makes. Discuss when y acts as a vowel and when it acts as a consonant.	Notes

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: hat, rim, net	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: bet, cat, net, mid, kid, leb, des, rig, mud, it, up, pup, sip, gob, feb, win, fox, ox	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
“Pig, Pup, and Cat” 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: mud, bet, fox	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 pig is in the mud. I got the tip of the pen. The cat is on the red bed.	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 <u>Homework</u> <ul style="list-style-type: none"> - Practice short vowel drill - Practice reading and writing sight words 	Notes

Lesson 10 Cards for Yes/No Closed Syllable Card Sort

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

Yes	No
tig	cle
not	hbn
rat	roam
tag	no

Lesson 10: Oral Reading

bet		it
cat		up
net		pup
mid		sip
kid		gob
leb		feb
des		win
rig		fox
mud		ox
rig		bag

Pig, Pup, and Cat

The pig is in the mud.

The pup is in a bag.

The cat tans in the sun.

The pig gets up and runs to the bag.

The pup yips.

The pig rips the bag.

The pup yips and yaps.

The pig and pup run to the mud.

The cat tans in the sun.

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 pig is in the mud.

I got the tip of the pen.

The cat is on the red bed.