

# LESSON PLAN

Student:	Lesson #15
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: top, stop, slop, slot, splot, splat, sprat, sprit, sprint	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/ (reminders - use blocking strategies and remove mastered sounds from pack)	Notes

## Section 2: New Content and Reading

### Syllable Card Drill – 2 minutes

Equipment: index cards

At this point, you are going to stop doing the blending drill and start doing the syllable card drill. The reason for this change is that the student is ready to build two syllable words.

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 (hand, cat, cob, bed, lap). Place all of the “Syllable #2” cards in the second column (nip, bag, bug, web, dog).

Syllables:

hand	nip
cat	bag
cob	bug
bed	web
lap	dog

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 of the Column #1 words then read down all of the Column #2 words.
- read across each row (the words will be nonsense words)
- move around words in Column #2 to create real words (handbag, catnip, cobweb, bedbug, lapdog).
- 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: ject, inject, admit, talent, fan, fantastic

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:

Beginning 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

Word List: swim, swin, twin, splin, splint, squint, glint, glin, skin, spin, spun

Ending blends: ct, ft, lt, pt, nt, st, xt, lf, lk, lp, ld, mp, sk, sp

Word List: sent, lent, left, cleft, claft, clamp, clasp, casp, cask, task, tusk

Notes

<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>	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: blip, husk, splat	Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Word list: bled, clop, flag, slen, bran, grid, trun, scam, twit, help, plin, splint, strip, left, husk, next, golf, lump, lemp, act	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
“Sam and Brin” story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: list, strip, trend	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: grid, west, camp	Notes
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. After each sentence, ask the student to use CHOPS to check their work: Can I get help? The camp is on the left. Sam sprints in the sun.	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> <li>- Consonant blend definition</li> </ul> <u>Homework</u> <ul style="list-style-type: none"> <li>- Practice short vowel drill</li> <li>- Practice reading and writing sight words</li> </ul>	Notes

Lesson 15: Cards for Syllable Card Drill

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

<b>hand</b>	<b>nip</b>
<b>cat</b>	<b>bag</b>
<b>cob</b>	<b>bug</b>
<b>bed</b>	<b>web</b>
<b>lap</b>	<b>dog</b>

<b>bled</b>		<b>plin</b>
<b>clop</b>		<b>splint</b>
<b>flag</b>		<b>strip</b>
<b>slen</b>		<b>left</b>
<b>bran</b>		<b>husk</b>
<b>grid</b>		<b>next</b>
<b>trun</b>		<b>golf</b>
<b>scam</b>		<b>lump</b>
<b>twit</b>		<b>lemp</b>
<b>help</b>		<b>act</b>

## Sam and Brin

Sam gets up as the sun gets up.

Sam's twin, Brin, is still in bed.

Brin naps until Sam jumps on his bed.

Brin yelps, "Sam! Get off the bed and let me rest."

Sam grins. "Get up!"

Brin squints up at this twin. "Get off the bed and let me rest."

Sam asks, "Let's flip on the tramp?"

Brin nods. "The tramp is fantastic."

Brin jumps up and sprints past Sam. "I am the fast twin!  
Sam is the last twin."

Sam grins and runs to win the sprint to the tramp.

Brin flips on a stick. Sam stops to help him up.

Brin and Sam sprint to the tramp.

Brin gets to the tramp and jumps on.

Brin asks, "I got help. Did I win?"

Sam nods. "Brin wins the sprint to the tramp. Sam wins the  
trick to get Brin up from bed. Can I jump next?"

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.



Can I get help?

The camp is on the left.

Sam sprints in the sun.