

# LESSON PLAN

Student:	Lesson #18
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: zig, rig, trig, strig, strip, stip, slip, lip, lib, mib, mob	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 exceptions to closed syllable rule: all	Notes  <i>After</i> this lesson, add “ang” and “ank” to the card pack.
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/	Notes

## Section 2: New Content and Reading

### Syllable Card Drill – 2 minutes

Equipment: index cards

1. Write each syllable on an index card. Place the cards in two columns so that all of the “Syllable #1” cards are in the first column (cob, grand, bob, sand) and “Syllable #2” cards in the second column (nip, sled, blast, slam, web).

cob	nip
cat	sled
sand	blast
bob	box
sand	web

2. Complete the drill by asking the student to do the following things:

- read down all of the Column #1 words and 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 (cobweb, catnip, sandblast, bobsled, sandbox).
- 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 – 5 minutes

#### **Topic: Pounding Syllables**

Equipment: hands

Word List: lap, lapdog, fantastic, gossip, in, insist, goblin

1. Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.

#### **Topic: Exceptions to the closed syllable rule – “all”**

Equipment: slider for “all” and magnetic letter tiles

Use magnetic letter tiles to review the definition of the closed syllable. (In a 1 syllable word, when there is 1 vowel, and the vowel is followed by 1 or more consonants, the vowel is short. Place tiles for the “pal” on the table. Ask the student to explain why it is a closed syllable. Take away the letter p and ask the student to read the word “Al.”

- Add second <l> to the word “Al.” Introduce exception to closed syllable rule: /all/
- Explain that we have some exceptions to the closed syllable rules. “All” looks like a closed syllable but does not make the short vowel sound like a closed syllable should
- Activity: use slider for “all” and ask the student to read real and nonsense words

Notes

### New Content/New Rule – 10 minutes

#### **Topic: Exceptions to the closed syllable rule – “ang” and “ank”**

Introduce the following exception to the closed syllable rule: /ang/

- Place letter tiles for the word “ran” on the table and ask the student to explain why it is a closed syllable. Add <g> and ask the student to read the word “rang.” Discuss how the sound of the <a> stops making the short /a/ when it is “ang.” For this reason, “ang” is an exception to the closed syllable rule.

Notes

<p>2. Use index card with /ang/ plus graphemes/blends to make real and non-sense words Words: bang, dang, fang, hang, lang, kang, rang, tang, yang, clang</p> <p>Introduce the following exception to the closed syllable rule: /ank/</p> <p>1. Place letter tiles for the word “ran” on table and ask the student to explain why it is a closed syllable. Add the &lt;g&gt; and ask the student to read the word “rank.” Discuss how the sound of &lt;a&gt; stops making the short /a/ when it is “ank.”</p> <p>2. Use index card with &lt;ank&gt; plus graphemes/blends to make real and non-sense words Words: bank, dank, hank, lank, pank, rank, sank, tank, yank, clank, plank</p>	
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: sang, plank, crisp, tank</p>	Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
<p>Word list: tall, ball, fall, stall, rang, pang, pank, sang, yank, bang, rang, rank, mank, mang, clang, stank, prank, sank</p>	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
<p>“The Raft” story</p>	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
<p>Word list: bank, hang, fall</p>	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
<p>Word list: grip, rang, rank</p>	Notes
<b>Connected Text – 5 minutes</b>	
<p>Ask the student to write the following dictated sentences. After each sentence, ask the student to use CHOPS to check their work: The cat sang on the bank of the pond. The raft can drift in the wind. Bang! Clang! The pot can fall.</p>	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> <li>- Exceptions to the closed syllable rule: all, ang, ank</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>- Practice short vowel drill and sight words (reading and writing)</li> </ul>	Notes

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

<b>cob</b>	<b>nip</b>
<b>cat</b>	<b>sled</b>
<b>sand</b>	<b>blast</b>
<b>bob</b>	<b>box</b>
<b>sand</b>	<b>web</b>

<b>tall</b>		<b>bang</b>
<b>ball</b>		<b>rang</b>
<b>fall</b>		<b>rank</b>
<b>stall</b>		<b>mank</b>
<b>rang</b>		<b>bank</b>
<b>pang</b>		<b>clang</b>
<b>pank</b>		<b>stang</b>
<b>spank</b>		<b>stank</b>
<b>sang</b>		<b>prank</b>
<b>yank</b>		<b>sank</b>

# The Raft

Sam, Ted, and Pat had a raft.

The raft was on a pond.

The cat sang, "Can I get on the raft?"

Sam said, "The raft is not big."

Ted said, "The raft has a limit."

Pat said, "Yes! Get on the raft."

The cat did a jump and got on the raft.

A dog sang, "Can I get on the raft?"

Sam said, "The raft is not big."

Ted said, "The raft has a limit."

Pat said, "Yes! Get on the raft."

The dog did a jump and got on the raft.

A bug sang, "Can I get on the raft?"

Sam said, "The raft is not big."

Ted said, "The raft has a limit."

Pat said, "Yes! Get on the raft."

The bug did a jump and got on the raft. The raft sank.

Sam, Ted, Pat, the cat, the dog, and the bug all swam to the pond bank.

Sam said, "The raft was not big."

Ted said, "The raft had a limit."

Pat said, "Yes."

### Instructions

Do not show this picture until AFTER the student reads the story. If you show it before, you are teaching the student to guess at words based on the picture. We want to teach the student to use decoding skills.



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The cat sang on the bank of  
the pond.

The raft can drift in the wind.

Bang! Clang! The pot can fall.