

# LESSON PLAN

Student:	Lesson #13
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: ap, lap, slap, slop, slep, slept      rip, rop, rap, raf, raft (reminder - correct student if she puts an “UH” sound at the end of words)	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, ct ending consonant blends: ct, ft, lt, pt (reminders - use blocking strategies and remove mastered sounds from pack)	Notes <b>AFTER</b> this lesson, add the following to the card pack: sc, sk, sm, sn, sp, st, sw, tw, nt, st, xt, lf, lk
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/ /ct/ ending consonant blends: /ct/ /ft/ /lt/ /pt/ (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: cub, club, flub, flab, clab, clam, clamp, lamp, lemp, limp	Notes
Review of Recent Rules and Concepts – 5 minutes	
<p><b>Topic: Concept of Closed Syllable</b> Equipment: magnetic letter tiles, card sort Instructions</p> <ol style="list-style-type: none"><li>1. Do a yes/no sort for closed syllable: yo, you, yet, slam, left, fi, gree, hin, (the closed syllables are as follows: yet, slam, left, hin, van, lun).</li></ol> <p><b>Topic: How to Pound Syllables</b> Equipment: hands Word List: fan, fantastic, magnet, mag, magnetic Instructions</p> <ol style="list-style-type: none"><li>1. Orally practice identifying syllable in one to three syllable words by having student tap arm and extend a finger for each new syllable they hear.</li><li>2. As the student demonstrates fluency with one to three syllable words, add in four and then five syllable words. Practice over as many lessons as needed to gain mastery.</li></ol> <p><b>Topic: Consonant Blends</b> Equipment: letter cards for the following beginning blends: _bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr. Letter cards for the following ending blends: ct, ft, lt, pt Instructions</p> <ol style="list-style-type: none"><li>1. Review the concept of consonant blends using letter cards. Explain that each consonant says its own sound, but it is easier to say them when we blend them together. The purpose of blending consonants is to speed things up. Blends can happen at the end or end of a word.</li><li>2. Do blending drills with some of the words lists provided below: <u>Beginning blends:</u> bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr drip, drop, frop, flop, clop, crop, crip, trip, grip, slip, slap, blap, blam, glam <u>Ending blends:</u> ct, ft, lt, pt act, pact, pect, peft, left, cleft</li></ol>	Notes
New Content/New Rule – 10 minutes	
Equipment: letter cards for the following beginning blends: _sc, sk, sm, sn, sp, st, sw, tw. Letter cards for these ending blends: nt, st, xt, lf, lk. Letter cards for blending drills. Instructions	Notes
<ol style="list-style-type: none"><li>1. Explain that in is lesson, the student will be discovering some new consonant blends.</li><li>2. Show the student the consonant blend letter cards one at a time and ask her to read them as individual sounds and then as a blend</li><li>5. Practice reading the new consonant blends by doing blending drills with some of the words lists provided below:</li></ol>	

<p><u>Beginning blends:</u> sc, sk, sm, sn, sp, st, sw, tw  scam, scap, snap, snip, snit, smit, skit                      twin, stin, stun, spun, span  <u>Ending blends:</u> nt, st, xt, lf, lk.  lent, bent, best, nest, next                                      olf, golf, gulf, mulf, milf, milk</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: scam, snap, bent</p>	Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
<p>Word list: scam, gulf, skip, smat, snap, snip, spit, milk, stap, step, swag, twin, sent, bent, dint, hint, hunt, last, dust, next, gulf, milk</p>	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
"The Cat Hunt" story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
<p>Word list: dust, step, spilt</p>	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
<p>Word list: spit, past, twit</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:</p> <ol style="list-style-type: none"> <li>1. I must step on it.</li> <li>2. A plant can bend and snap.</li> <li>3. I spilt the milk.</li> </ol>	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>- Closed syllable definition</li> <li>- How to pound out syllables</li> <li>- Consonant blend definition</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>- Practice short vowel drill</li> <li>- Practice reading and writing sight words</li> </ul>	Notes

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

<b>Yes</b>	<b>No</b>
<b>yet</b>	<b>yo</b>
<b>slam</b>	<b>you</b>
<b>left</b>	<b>fi</b>
<b>hin</b>	<b>gree</b>

<b>scam</b>		<b>swag</b>
<b>gulf</b>		<b>twin</b>
<b>skip</b>		<b>sent</b>
<b>smat</b>		<b>bent</b>
<b>snap</b>		<b>dint</b>
<b>snip</b>		<b>hint</b>
<b>spit</b>		<b>hunt</b>
<b>milk</b>		<b>last</b>
<b>stap</b>		<b>dust</b>
<b>step</b>		<b>next</b>

## The Cat Hunt

I am on a hunt.

I will get a cat on this hunt.

The cat is up in a big plant.

I grab the plant and up I get.

The cat and I are up in a plant.

I grab the cat.

The cat spits and hits.

I flip and flop.

The cat is up in the plant.

I am not up in the plant.

I am in the mud.

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.



I must step on it.

A plant can bend and  
snap.

I spilt the milk.