

# LESSON PLAN

Student:	Lesson #5
Length: 45-60 minutes	Date:
Instructor:	Time:
<p>Credits: This lesson was created by Shawna Audet from the Flying Cat Academy. The drills, syllable definition graphic and the scope and sequence that the lesson 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. Pictures in the connected text section come from pixabay.com.</p>	

## Section 1: Sight Word Study Method and Review Drills

Sight Words – 5 minutes	
<p>Equipment: list of 100 most common sight words, sight word study method instruction sheet, blank index cards, and marker</p> <p>Current Sight Words: New words added:</p> <p>Purpose: We use the Sight Word Study Method for words that don't play fair by the phonics or spelling rules. We also use it for very high frequency words.</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> <li>1. Show the student an index card with their first sight word on it. Tell the student that the word is “the.” Ask the student to look at the word and repeat it</li> <li>2. Ask the student to use two fingers to tap under each letter while saying the name of each letter and then underline the whole word (from left to right) while saying the whole word. Repeat this step a second time.</li> <li>3. Ask the student to trace each letter with back of pencil while saying the name of each letter and then underline the whole word (from left to right) while saying the whole word. Repeat this step a second time.</li> <li>4. Ask the student to trace each letter on table with two fingers while saying the name of each letter and then underline the whole word (from left to right) while saying the whole word. Repeat this step a second time. (Turn card over at this step or step five.)</li> <li>5. Ask the student to tap each letter going down the left arm or up arm right arm while saying the name of each letter and then sweep the hand down the left arm or up the right arm while saying the whole word. Repeat this step a second time.</li> <li>6. Ask the student to write the word</li> </ol> <p><u>Blocking Strategy</u></p>	Notes

<p>1. If a student tends to leave out a certain letter or mixes the order of a couple letters, trace over those letters in red to make them stand out on the word card. This may help their visual memory of what the word looks like.</p> <p><u>Notes</u></p> <ul style="list-style-type: none"> <li>Once the student is comfortable with the method, they should take their word cards home and practice reading and writing the words. If they have trouble, they should use the sight word study method.</li> <li>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</li> </ul>	
<b>Short Vowel Drill – 3 minutes</b>	
<p>Equipment: 5 short vowel keyword pictures and the “Fat Ed is not up” handout</p> <p>Use multisensory technique for assisting the student with learning the phonemes of the short vowel sounds. Key words: a - apple, e - eddie, i - itchy, o - olive, u - up. The student will trace the pictures five times each, ending with isolating the sound.</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> <li>Student says, “Apple,” in a way that draws out the /a/ sound. (while tracing the picture with two fingers). When the tracing is finished the student will use two fingers to draw a straight line from left to right under the picture and say, /a/.</li> <li>There is also a sentence for the student to practice hearing the short vowel sounds in a sentence. The sentence is, "<u>Fat Ed is not up.</u>" (It contains all the short vowel sounds.)</li> </ol>	Notes
<b>Phonemic Awareness Drill – 3 minutes</b>	
<p>Equipment: differently coloured blocks of uniform shape Word List: rap, nap, hap, hep, tep, tip, mip, mup, mud</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> <li>Teacher says, “Your word is rap.”</li> <li>Ask the student to repeat the word.</li> <li>Teacher says, “Now do the sounds with your blocks.” (Each block is for one phoneme. If there are two of the same sound in word then they get the same coloured block.)</li> <li>Once the student has the blocks lined up in front of them, they teacher says, “Now tap each block and say the sounds.”</li> <li>Teachers says, “What is your word?”</li> <li>The student says the word</li> <li>Teacher says, “Use it in a sentence.”</li> <li>Student put the blocks away and get ready for next word. Do about 8 words. Use some real and some non-sense words</li> </ol> <p><u>Notes</u></p> <ul style="list-style-type: none"> <li>Make sure to correct students when they put an “UH” sound at the end of words.</li> </ul>	Notes
<b>Visual Drill – 2 minutes</b>	

<p>Equipment: Starting pack consonants and vowels written on index cards</p> <p>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)</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> <li>1. Show a card with a grapheme on it to the student</li> <li>2. Ask the student to say the grapheme name and the sound that it makes</li> </ol> <p>Note: once the student is fluent with naming a grapheme, they can just say the sound that it makes</p> <p><u>Blocking Strategies</u></p> <ol style="list-style-type: none"> <li>1. Ask the student to say the grapheme name again.</li> <li>2. Ask the student to trace the grapheme two times on the table.</li> <li>3. Ask the student for the keyword. If one has not been assigned, assign a keyword at this time and have the student write it in the sound section of their binder. If one has been previously assigned but the student cannot recall the keyword, have them look it up in the sound section of their binder.</li> <li>4. If you have given the student a hand signal or other motion to assist with memory recall, ask the student for the signal or motion. If they do not recall the signal or motion, provide it for the student.</li> </ol>	<p>Notes</p>
<p>Auditory Drill – 2 minutes</p>	
<p>Equipment: Same pack of index cards that you used for the visual drill</p> <p>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)</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> <li>1. Use phonemes the student knows but needs to build fluency with and any new phonemes being taught. Say the phoneme to the student. In this lesson, you will use all of the consonants and vowels listed in the starting pack. Use the same cards that you used in the visual drill.</li> <li>2. The student repeats the phoneme.</li> <li>3. The student says the phoneme again while they write the matching grapheme(s) that they have been taught. They should give all the graphemes they have been taught for the phoneme, preferably in the order from the common usage to the least common usage. For example, if the student has been moved through their phonics curriculum to the point where they have learned that <i>k</i>, <i>c</i> and <i>ck</i> all make the /k/ sound, when they hear the phoneme /k/, the student should write the letters <i>c</i>, <i>k</i>, and <i>ck</i>.</li> <li>4. The student says the name of the grapheme while underlining the grapheme from left to right.</li> </ol>	<p>Notes</p>

\*Remember, often students with dyslexia need additional processing time. Make sure to give the student adequate time to respond. The goal is *accuracy and automaticity*, but this will take time, so give the student time to process/think before you help.

### Blocking Strategies

1. Ask the student to say the grapheme name again.
2. Ask the student to trace the grapheme two times on the table.
3. Ask the student for the keyword. If one has not been assigned, assign a keyword at this time and have the student write it in the sound section of their binder. If one has been previously assigned but the student cannot recall the keyword, have them look it up in the sound section of their binder.
4. If you have given the student a hand signal or other motion to assist with memory recall, ask the student for the signal or motion. If they do not recall the signal or motion, provide it for the student.

## Section 2: New Content and Reading

### Blending Drill – 2 minutes

Equipment: paper letter cards  
Word List: pit, dit, hit, hut, sut, sat, bat, bam, jam, fam, yam

#### Instructions

1. Put 3 letter cards down: p-i-t
2. Ask the student what sounds each card makes. Ask if it is a consonant or a vowel. Open or closed syllable?
3. Ask the student to tap under each card and say word.
4. Put a new card over top of the first card but keep the second card and third cards the same. Ask the student to repeat the exercise. Keep changing the first letter and then change the last letter, and then change the middle one too. Make about 8 real and non-sense words.

Notes

### Review of Recent Rules and Concepts – 10 minutes

#### ***Topic: Difference between a vowel and a consonant***

Equipment: magnetic letters tiles arranged in a rainbow shape in alphabetical order

#### Instructions:

1. Ask the student to point and touch any vowels that they know. Ask them to name the vowel and say the sound that each one makes
2. Ask the student to explain when y acts as a vowel or a consonant. Answer: y is a vowel except when it is used at the start of a word.

Notes

#### ***Topic: Concept of Syllable***

#### Instructions

<ol style="list-style-type: none"> <li>1. Ask student to take out the gesture page for syllable definition</li> <li>2. Read the definition to the student: <i>Definition: A syllable is a word, or part of a word that has at least one vowel</i></li> <li>3. Use the word <i>fantastic</i> to show that the definition is true. <i>Fantastic</i> has 3 syllables. <i>Fan</i> is a word on its own. <i>Tas</i> is not a word on its own, but it is “part of a word.” Note how each of the 3 syllables has one vowel sound in it. Explain to the student that if there is no vowel in a sequence of letters then it is not a syllable</li> <li>4. <i>Do a “Yes or No Syllable Card Sort.”</i> You need a heading for “Yes,” a heading for “No,” and cards for the following: <i>bed, hrg, bug, un, til, bn, thr, hab, it, sts</i> (at the end of the card sort, have the student experiment with putting syllable cards to together to make the following 2 syllable words: <i>bedbug, until, habit.</i></li> </ol>	
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**New Content/New Rule – 0 minutes**

This is a review lesson. There will be no new content today.

Notes

**Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes**

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order  
 Word list: *hum, yet, fim, gap*

Notes

Instructions

1. Give the student the first sound in the word. /h/
2. Teacher says, “What letter makes the sound /h/?”
3. Have the student repeat the sound and select the letter card h.
4. Give the student the next sound in the word. /u/
5. Teacher says, “What letter makes the sound /u/?”
6. Have the student repeat the sound and select the letter card a.
7. Give the student the next sound in the word. /m/
8. Teacher says, “What letter makes the sound /m/?”
9. Have the student repeat the sound and select the letter card m.
10. *(For longer words, repeat the last two steps until all sounds of the word have been selected.)*
11. Sound tap out the word with your student. /h/ /u/ /m/
12. Ask the student if she can say the word. *hum*

Blocking Strategies

If the student identifies the incorrect letter for a sound, do the following:

1. Ask student, “What is your keyword for the letter (insert the letter the student selected)?”
2. Student identifies the keyword for that letter.
3. Ask the student, “What sound does that letter make?”
4. Student identifies the sound for that letter.
5. Ask student, “Does that sound the same as the sound (give the sound for the correct letter they should have chosen)?” Compare the two sounds for your student.
6. The student should be able to identify that the sounds are not the same.

7. Ask student, "What letter makes the (give the sound for the letter they should have selected) sound?"	
8. The student repeats the sound and selects the letter card for the correct sound	
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Word list: nut, hut, hit, wit, wet, med, mit, pad, yem, top, hop, it, rit, ril, him, his, kin, hin, hen	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
"The Hotdog" story (Part 2 of 2)	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: ran, run, hog, bet, jig	Notes
<u>Instructions</u>	
<ol style="list-style-type: none"> <li>1. Give the student the word. (teacher says, "The word is run.")</li> <li>2. Have the student repeat the word.</li> <li>3. Have the student use it in a sentence to make sure she knows what word you are going to spell.</li> <li>4. Ask the student, "What is the first sound you hear in the word <i>run</i>?"</li> <li>5. Student identifies the sound and pulls down the letter card. /r/</li> <li>6. Ask the student, "What is the next sound you hear in the word <i>run</i>?"</li> <li>7. Student identifies the sound and pulls down the letter card. /u/</li> <li>8. Ask the student, "What is the next sound you hear in the word <i>run</i>?"</li> <li>9. Student identifies the sound and pulls down the letter card. /n/</li> <li>10. (For longer words, repeat the last two steps until all sounds of the word have been selected.)</li> <li>11. Have the student repeat the word they have just spelled.</li> <li>12. Ask the student to write the word on a cue card</li> </ol>	
<u>Blocking Strategies</u>	
If the student identifies the incorrect letter for a sound, do the following:	
<ol style="list-style-type: none"> <li>1. Ask student, "What is your keyword for the letter (insert the letter the student selected)?"</li> <li>2. Student identifies the keyword for that letter.</li> <li>3. Ask the student, "What sound does that letter make?"</li> <li>4. Student identifies the sound for that letter.</li> <li>5. Ask student, "Is that sound the same as the sound (give the sound for the correct letter they should have chosen)?" Compare the two sounds for your student.</li> <li>6. The student should be able to identify that the sounds are not the same.</li> <li>7. Ask student, "What letter makes the (give the sound for the letter they should have selected) sound?"</li> <li>8. The student repeats the sound and selects the letter card for the correct sound.</li> </ol>	
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	

<p>Word list pet, leg, bog, man, pit</p> <p>Description of Activity: Segmentation exercise in which the student uses multisensory tools and then writes word in notebook</p> <p>Instructions</p> <ol style="list-style-type: none"> <li>1. Ask the student to finger tap the sounds in the word <i>pet</i>. This means that she taps her different fingers to her thumb as she says each sound in the word.</li> <li>2. Next, ask student to trace the word on the desk or her leg while saying the sounds</li> <li>3. ask student to write each word on in their notebook, sounding as she forms the letters. Sounding out is important because it brings in the two kinesthetic elements. The point is to teach the student to coordinate the kinesthetic cues from his speech production with his hand movements as he writes the words. This should be practiced until the two kinesthetic pathways work quickly and efficiently = automatic)</li> </ol>	<p>Notes</p>
<p><b>Connected Text – 5 minutes</b></p>	
<p>Ask the student to write the following dictated sentences. After each sentence, ask the student to use CHOPS to check their work:</p> <p>The cat got a bed. A nut hit it on the leg.</p> <p><b>CHOPS</b></p> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Handwriting</li> <li>• Out Loud</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>	<p>Notes</p>
<p><b>Wrap-Up/Review – 2 minutes</b></p>	
<p>Student summarizes new concepts learned in this lesson.</p> <ul style="list-style-type: none"> <li>- Difference between consonants and vowels</li> <li>- Short vowel sounds</li> <li>- “b,” “d,” “p,” and “d” confusion (bed, peace, quiet)</li> <li>- Syllable definition with hand gestures</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>	<p>Notes</p>

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

<b>Yes</b>	<b>No</b>
<b>bed</b>	<b>hrg</b>
<b>bug</b>	<b>bn</b>
<b>un</b>	<b>thr</b>
<b>til</b>	<b>sts</b>
<b>hab</b>	
<b>it</b>	



<b>nut</b>		<b>top</b>
<b>hut</b>		<b>hop</b>
<b>hat</b>		<b>it</b>
<b>hit</b>		<b>quit</b>
<b>wit</b>		<b>quin</b>
<b>wet</b>		<b>him</b>
<b>med</b>		<b>hid</b>
<b>mit</b>		<b>kin</b>
<b>pad</b>		<b>hin</b>
<b>yem</b>		<b>hen</b>

## The Hotdog – Part 2 of 2

The pup got a cat.

The pup got a lot of cats.

The pup is not a cat dad.

The pup is not a cat mom.

The cats get up on the pup.

The pup is not fantastic.

The pup gets a bed for cats.



Pictures

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 cat got a bed.

A nut hit it on the leg.