

# LESSON PLAN

Student:	Lesson #7
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: <u>Notes</u> <ul style="list-style-type: none"> <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>	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: <i>dot, dit, dat, gat, get, ret, rat pen, pon, non, nen, men</i> <u>Notes</u> <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
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,q,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/	Notes

short vowels: /a/ /e/ /i/ /o/ /u/ (reminders - use blocking strategies and remove mastered sounds from pack)	
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**Section 2: New Content and Reading**

**Blending Drill – 2 minutes**

Equipment: paper letter cards Word List: net, nut, not, rot, rit, quit, bit, bat, but, fut, fun	Notes
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**Review of Recent Rules and Concepts – 4 minutes**

<p><b>Topic: Concept of Syllable</b> <u>Instructions</u></p> <ol style="list-style-type: none"> <li>Practice saying the definition of a syllable and use the hand gestures (A syllable is a word, or part of a word, with 1 vowel pattern).</li> <li>Use magnetic letter tiles to form syllables and non-syllables. Ask the students to state if they are syllables or non-syllables and student explain reasoning</li> </ol> <p><b>Topic: Introduction to closed syllable</b> <u>Instructions</u></p> <ol style="list-style-type: none"> <li>Review closed syllable rule card by reading it to the student             <ol style="list-style-type: none"> <li>A closed syllable has one vowel</li> <li>It is followed by one or more consonants</li> <li>The vowel is short</li> </ol> </li> <li>Tell the story of the closed syllable. Put the word “hem” in front of the student. Tell the student that the consonant at the end of a closed syllable is the babysitter for the vowel in the word. When it is there, the vowel is calm and happy so it says its short sound. If the babysitter leaves, the vowel might wander away and start calling her its mother. It might say, “E” is over here!” Explain to the student that the word is now “he.” Explain that this is now an open syllable word. Have the babysitter come back to the word to reform the word “got.” Ask the student what sound the letter e is making now (short e sound)</li> <li>Complete the Yes/no sort for closed syllable: red, read, re, got, hnm, cat, bit, been</li> </ol>	Notes
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**New Content/New Rule – 15 minutes**

<p><b>Topic: Focus on Phoneme: /y/ as a consonant</b> Equipment: magnetic letter tiles, word list, blank index cards, marker, pencil <u>Instructions</u></p> <ol style="list-style-type: none"> <li>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. It has 3 different sounds when it is acting as a vowel, but today we are only looking at Y as a consonant.</li> <li>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 word</li> </ol>	Notes
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3. 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. You just want them to tell you if y is a consonant or vowel in each word
4. Put the word “yet” down and ask, “Is y acting as a consonant?” (yes) Follow up by asking, “How do you know?” (y is at the start of the word)
5. Put down the word “gym” and ask, “Is y acting as a consonant?” (no). Follow up by asking, “How do you know?” (y is not the start of the word)
6. Put down the word “fly” and ask, “Is y acting as a consonant?” (no)
7. Put down the word “baby” and ask, “Is y acting as a consonant?” (no)

#### Auditory Discovery

Word list: yet, yen, yud, yug, yep, yap, yip, yum

Instructions

1. explicitly instruct student to listen carefully and to look at the teacher’s lips and mouth
2. call and repeat the words on the word list.
3. ask the student what sound she is hearing in every word – /y/ (sound of “y” as a consonant)
4. tell student that the sound that she is going to work on today is /y/ (the consonant sound of ‘y.’)

#### Visual Discovery

Word list: yet, yen, yud, yug, yep, yap, yip, yum

Instructions

1. give student the word list that you just read aloud
2. ask student to circle the letter which corresponds to /y/ (the consonant sound of ‘y’) with her favourite colour. Tell her to watch out because you’re not asking her to read the words – You are only asking her to circle the letter
3. teacher reads the words and student circles the correct letters

#### Oral-Kinesthetic Discovery

Instructions

1. explain the task by saying, “We are going to work together to feel what is happening in our throat and mouth when we pronounce /y/ (the consonant sound of ‘y’). Remember that there are four things that may move in your throat and in your mouth when we say a sound. The vocal chords are in the throat and they are like two strings of a guitar. The lips, and tongue are also involved.
2. ask student to put her hands on her neck
3. tell student that we are going compare how different sounds feel: the /y/ as in “yet,” /p/ as in “pet,” and the /z/ in “zipper.”
4. ask student if she notices a difference between the three. When you pronounce /y/, what do you feel in your throat? (Let student comment on what she feels.)
5. do exercise again and explain what student should be feeling: “Can you feel that when you pronounce /y/ in your throat it is a motor-on sound because your vocal chords are moving.”

<p>6. Tell the student that now we will look at what is happening in the mouth when they make the sound /y/. Teacher says, "Let's see where the tongue is in the mouth when we pronounce /y/ as in "yet," /p/ as in "pet," and the /z/ in "zipper."</p> <p>7. Ask the student to do it all together. Say, /y/, /p/ and /z/. Can you feel that your tongue is moving in your mouth?</p> <p>8. Recap Lesson for /y/</p> <ol style="list-style-type: none"> <li>Mouth – open</li> <li>Vocal chords – vibrating (motor-on)</li> <li>Tongue – on bottom of mouth and touching front teeth</li> </ol> <p><u>Card Pack</u> Instructions</p> <p>9. teacher shows the "y" card and gives the sound /y/ as in "yes"</p> <p>10. hand out blank recipe card to the student</p> <p>11. explain that we are going to create review cards that will help us to remember sounds</p> <p>12. ask student to think of words that have /y/ sound in them. Ask them if the sound of the letters "y" ever changes or if it is always the same. Answer: it changes.</p> <p>13. the student will write the capital letter Y in bottom left and a lower case 'y' in the center. Beside the lower case 'y', put a 4 because there are 4 sounds of 'y.'</p> <p>14. on back of card, the student will make 4 pictures things begin with the letter "y" and then write the words (the teacher will tell her how to spell the words). For example, the student could make a picture of a check mark and then write the word yes to illustrate 'y' as a consonant. For the vowel sounds of 'y,' here are some suggestions: gym (short /i/), fly (long /i/), and baby (long /e/).</p>	
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: yet, yum, quit, got	Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Word list: yet, yed, yen, yep, yop, yip, yum, yes, bun, run, fun, fan, lan, dot, dut, rut, kin. men, map, bit	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
"A Pup Can Yip" story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: yes, yip, yap, mob	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list yum, yet, quid, bam	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 bun is not hot yet.

A pup can yip.

Notes

**Wrap-Up/Review – 2 minutes**

Student uses multisensory tools to summarize key concepts.

- Syllable definition
- Closed syllable definition
- The sound of 'y' as a consonant

Notes

Homework

- Practice short vowel drill
- Practice reading and writing sight words

Instructions: Cut these cards out and use them for the drill. red, read, re, got, hnm, cat, been

<b>Yes</b>	<b>No</b>
<b>red</b>	<b>read</b>
<b>got</b>	<b>re</b>
<b>cat</b>	<b>hnm</b>
<b>bit</b>	<b>been</b>

**yet**

**yen**

**yud**

**yug**

**yep**

**yap**

**yip**

**yum**

<b>yet</b>		<b>fun</b>
<b>yed</b>		<b>fan</b>
<b>yen</b>		<b>lan</b>
<b>yep</b>		<b>dot</b>
<b>yop</b>		<b>dut</b>
<b>yip</b>		<b>rut</b>
<b>yum</b>		<b>kin</b>
<b>yes</b>		<b>men</b>
<b>bun</b>		<b>map</b>
<b>run</b>		<b>bit</b>



## A Pup Can Yip

A pup can yip.

A cat can zip.

A pig can sit in the sun.

A pup can yap.

A cat can nap.

A pig can zip on a run.

Can a cat yip? Yes!

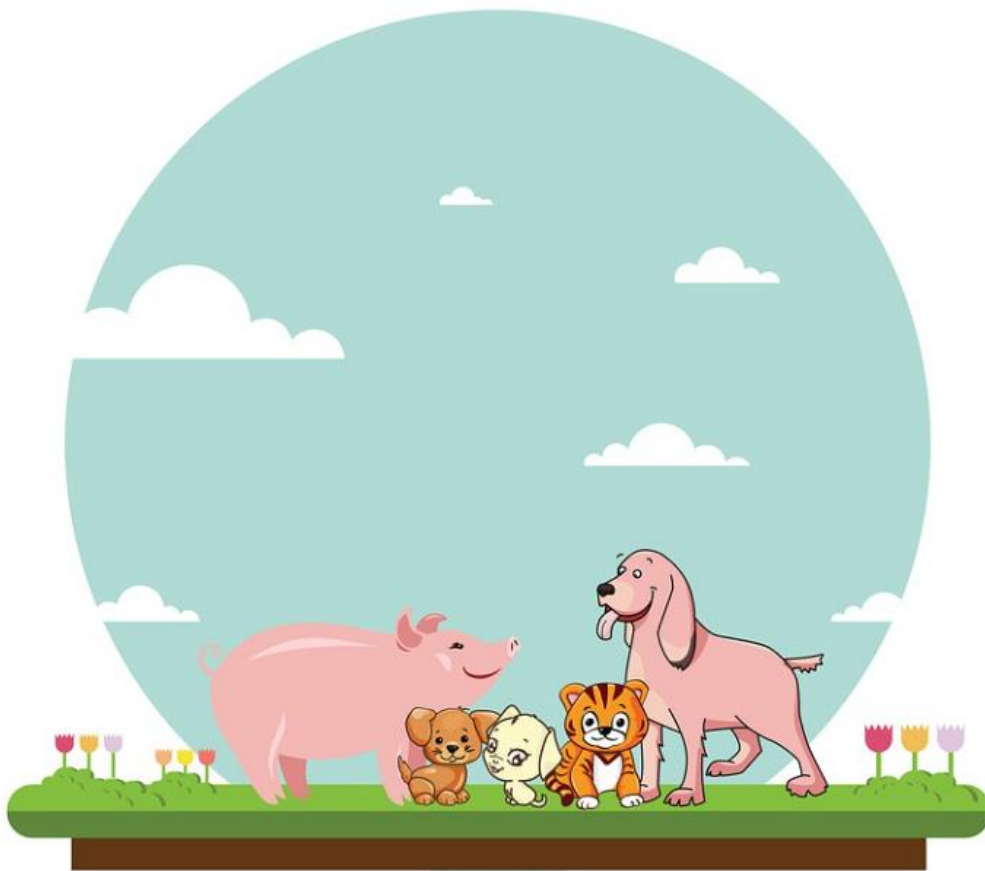
Can a pup zip? Yes!

Can a pig nap? Yes!

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 bun is not hot yet.

A pup can yip.