

# LESSON PLAN

Student:	Lesson #1
Length: 45=60 minutes	Date:
Instructor:	Time:
Credits: Shawna Audet, from the Flying Cat Academy, created this lesson plan. 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. Pictures come from Pixabay.com.	

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

<b>Sight Words – 0 minutes</b>	
<p><u>Skip sight words.</u> For younger and more severe students (especially those who still really need quite a lot of work on those initial graphemes/phonemes), it is appropriate to wait until your fourth lesson OR until the student is able to process another step in the lesson plan (learning steps for SWSM). For other students, you may be able to start doing sight words during Lesson #2.</p>	Notes
<b>Short Vowel Drill – 3 minutes</b>	
<p>Materials: 5 short vowel keyword pictures and one copy of 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>1. 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>2. 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.) Ask the student to read the sentence slowly. The purpose for this sentence is to train the brain to "hear" (process and build the neural pathways) the short vowel sounds. Have the student practice this sentence five times in a row</li> </ol>	Notes
<b>Phonemic Awareness Drill – 3 minutes</b>	
<p>Materials: differently coloured blocks of uniform shape</p> <p>Word List: at, sat, mat, map, pap, pep, pup, rup, rub</p> <p><u>Instructions</u></p>	Notes

<ol style="list-style-type: none"> <li>1. Teacher says, "Your word is 'at.'"</li> <li>2. Ask the student to repeat the word.</li> <li>3. 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>4. 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>5. Teachers says, "What is your word?"</li> <li>6. The student says the word</li> <li>7. Teacher says, "Use it in a sentence."</li> <li>8. 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/ at the end of words.</li> </ul>	
<b>Visual Drill – 3 minutes</b>	
<p>Materials: Prior to the lesson write all the starting pack consonants and vowels on index cards  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>	Notes
<b>Auditory Drill – 3 minutes</b>	
<p>Materials: 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/  (reminders - use blocking strategies and remove mastered sounds from pack)</p> <p><u>Instructions</u></p>	Notes

<p>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.</p> <p>2. The student repeats the phoneme.</p> <p>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, c and ck</i> all make the /k/ sound, when they hear the phoneme /k/, the student should write the letters <i>c, k, and ck</i>.</p> <p>4. The student says the name of the grapheme while underlining the grapheme from left to right.</p> <p style="padding-left: 40px;">Remember, often students with dyslexia need additional processing time. Make sure to give the student adequate time to respond. The goal is <i>accuracy and automaticity</i>, but this will take time, so give the student time to process/think before you help.</p> <p><u>Blocking Strategies</u></p> <p>1. Ask the student to say the grapheme name again.</p> <p>2. Ask the student to trace the grapheme two times on the table.</p> <p>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.</p> <p>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.</p>	
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**Section 2: New Content and Reading**

Blending Drill – 2 minutes	
<p>Materials: paper letter cards  Word List: sat, pat, at, mat, map, man, san, sam, sap</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> <li>Put 3 letter cards down S-A-T</li> <li>Ask the student what sounds each card makes. Ask if it is a consonant or a vowel. Open or closed syllable?</li> <li>Ask the student to tap under each card and say word.</li> <li>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, but always keep the middle one the same. Make about 8 real and non-sense words.</li> </ol>	Notes
Review of Recent Rules and Concepts – 0 minutes	

This is the first lesson, so we won't do this review section today.	Notes
New Content/New Rule – 15 minutes	
<p><b>Topic: <i>Difference between a vowel and a consonant</i></b>  Materials: magnetic letters tiles arranged in a rainbow shape in alphabetical order  <u>Instructions:</u></p> <ol style="list-style-type: none"> <li>1. Ask the student to touch each letter and sing the alphabet song (purpose is to see if the student knows the names of the letters)</li> <li>2. Explain to student that each letter has a sound that goes with it, some letters can make more than one sound, and some letters team up to make different sounds. Once you know the sounds that each letter or letter team make, you can put the sounds together and read. It's that simple.</li> <li>3. Ask the student to point and touch any vowels that they know. Once the student touches the vowel, replace the vowel letter tile with a tile with the same vowel letter but of a different colour so that it now looks different from the rest of the alphabet</li> <li>4. Help the student to pull out the vowels that they don't know</li> <li>5. Mention that y is a vowel except when it is used at the start of a word.</li> <li>6. Practice touching and saying each vowel name</li> <li>7. Sing Vowel Song (chords and lyrics below)</li> </ol> <p style="margin-left: 40px;">C  A,E,I, O U  F  are vowels that I know you've heard</p> <p style="margin-left: 40px;">G  but y is only a vowel</p> <p style="margin-left: 80px;">C  if it's not at the start of a word</p> <p><b>Topic: <i>Focus on Phoneme: S</i></b>  Materials: word list, blank index cards, marker, pencil</p> <p><u>Auditory Discovery</u>  Word list: sat, sap, sas, tas, san, sam  Instructions</p> <ol style="list-style-type: none"> <li>1. explicitly instruct student to listen carefully and to look at the teacher's lips and mouth</li> <li>2. call and repeat the words on the word list. All of the words have 's' in different parts of it (either at beginning, middle of end).</li> <li>3. ask the student what sound she is hearing in every word – /s/</li> <li>4. tell student that the sound that she is going to work on today is /s/</li> </ol> <p><u>Visual Discovery</u>  Word list: sat, sap, sas, tas, san, sam</p>	Notes

## Instructions

1. give student the word list that you just read aloud
2. ask student to circle the letter which corresponds to /s/ (the sound of 's') with her favourite colour. Tell her to watch out because you're not asking them to read the words – You are only asking her to circle the letter
3. give demonstration of teacher circling "s" in sat
4. teacher reads the words and student circles the letters in the remaining words

## 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 /s/ (the sound of 's'). 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, lips, and tongue
2. ask student to put her hands on her neck
3. tell student that we are going compare how 2 sounds feel: the /s/ as in "snake" and the /v/ as in "violin"
4. ask student if they notice a difference between the two? When you pronounce 'v' ... what do you feel in your throat? (Let student comment on what is felt.)
5. Do exercise again and explain what the student should be feeling. Say, "Can you feel that when you pronounce /v/, in your throat there is a little trembling. When you pronounce /s/, your throat is not moving at all. That's the difference. When we pronounce the /s/ the vocal chords are not moving. Let's call it a "motor-off sound when the vocal chords are not moving and a motor-on sound when they are moving."
6. Tell the student that now we will look at what is happening in the mouth
  - a. Ask the student to move their tongue around to show that the tongue can go in lots of directions
  - b. Explain that tongue remains in mouth when we are making sounds.
  - c. Say, "Let's see where the tongue is in the mouth when we pronounce the sound /s/. Now try making the /f/ sound as in flower and tell me what your tongue is doing. Lastly, try /sh/ as in shampoo and tell me what the tongue is doing.
  - d. Do it all together. Say, /s/, /f/, and then /sh/. Say, "Can you feel that your tongue is moving in your mouth? Actually, when we pronounce 'f' the tongue is toward the front. And when you pronounce 'sh' as in shampoo, your tongue is not against your teeth. So when we pronounce the sound 'f' the tongue is towards the front or the back of the mouth? Let kids say answers
  - e. Next we have the teeth and the lips – look at teacher's mouth and note the differences when saying /s/, /f/, and then /sh/.
7. Recap Lesson for /s/ (s sound)
  - vocal chords – do not tremble
  - mouth – tongue is at front of mouth

- lips – open

### Card Pack

1. teacher shows the “s” card and give the sound /s/ as in “snake”
2. hand out blank recipe card to the student
3. explain that we are going to create review cards that will help us to remember sounds
4. ask the student to think of words that have /s/ sound in them. Ask her if the /s/ sound ever changes or if it is always the same. Answer: it changes.
5. students write the small letter in the center of the card and a 2 to show that there are two sounds for the letter s. The student will write a capital letter s in bottom left.
6. on back of card, ask the student make a picture of two things that begins with the letter s and write the words. For example, they could make a picture of a snake for the /s/ sound and then write “snake.” Then, she could make a picture of two dogs for the /z/ sound of “s” and write “dogs.” The teacher should tell them how to spell the word.

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

Materials: magnetic letter tiles placed in rainbow shape in alphabetical order  
Word list: sat, sap, sas, tas, pat

Notes

#### Instructions: Using Letter Tiles to Learn to Read Words

Give the student the first sound in the word. /s/

Teacher says, “What letter makes the sound /s/?”

Have the student repeat the sound and select the letter card s.

Give the student the next sound in the word. /a/

Teacher says, “What letter makes the sound /a/?”

Have the student repeat the sound and select the letter card a.

Give the student the next sound in the word. /t/

Teacher says, “What letter makes the sound /t/?”

Have the student repeat the sound and select the letter card t.

*(For longer words, repeat the last two steps until all sounds of the word have been selected.)*

Sound tap out the word with your student. /s/ /a/ /t/

Ask the student if she can say the word. *sat*

#### 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: sat, sap, sas, tas, pat, tap	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
Sam sat on the tap. The tap sat on Sam. The tap and Sam.	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: sap, pat, tap	Notes
<p><u>Instructions:</u> Using Letter Tiles to Learn to Spell Words from Word List : Using Letter Cards to Learn to Spell Words on Word List</p> <ol style="list-style-type: none"> <li>1. Give the student the word. (teacher says, "The word is <i>sap</i>.")</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>sap</i>?"</li> <li>5. Student identifies the sound and pulls down the letter card. /s/</li> <li>6. Ask the student, "What is the next sound you hear in the word <i>sap</i>?"</li> <li>7. Student identifies the sound and pulls down the letter card. /a/</li> <li>8. Ask the student, "What is the next sound you hear in the word <i>sap</i>?"</li> <li>9. Student identifies the sound and pulls down the letter card. /p/</li> <li>10. <i>(For longer words, repeat the last two steps until all sounds of the word have been selected.)</i></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 or on paper in binder</li> </ol> <p><u>Blocking Strategies</u> If the student identifies the incorrect letter for a sound, do the following:</p> <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 – 5 minutes</b>	
Word list: sat, sap, pat, tap	Notes

<p>Description of Activity: Segmentation exercise in which the student uses multisensory tool and then writes word in notebook</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> <li>1. ask student to trace the word on the desk or his/her leg</li> <li>2. ask student to write each word on in their notebook, sounding as they form 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> <li>3. For the second word, teach the student how to finger tap the sounds in the word and then ask them to write it in their notebook</li> <li>4. For the remaining words, ask the student to choose to either trace or finger tap and then write the words</li> </ol>	
<b>Connected Text – 5 minutes</b>	
<p>Materials: pencil, lined paper</p> <p>The student will write the following dictated sentences and then use CHOPS to check their work:</p> <p>The tap sat on Sam. Sam sat on a tap.</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>
<b>Wrap-Up/Review – 2 minutes</b>	
<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>- Letter ‘s’ (grapheme) and /s/ (phoneme)</li> </ul>	<p>Notes</p>



**Fat Ed is not up.**

sat
sap
sas
tas
sam
san

**Sam sat on the tap.**

**The tap sat on Sam.**

**The tap and Sam.**

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 tap sat on Sam.

Sam sat on a tap.

## **CHOPS**

- **C**apitalization
- **H**andwriting
- **O**ut Loud
- **P**unctuation
- **S**pelling