

# LESSON PLAN

Student:	Lesson #12
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 keyword sentence handouts.	Notes
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: bub, blub, blab, blam, glam, glim, slim, slem, slum • Make sure to correct students when they put 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 ending consonant blends: ct, ft, lt, pt (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/ short vowels: /a/ /e/ /i/ /o/ /u/ beginning consonant blends: /bl/ /cl/ /fl/ /gl/ /pl/ /sl/ /br/ /cr/ /dr/ /fr/ /gr/ /pr/ /tr/ 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: bub, blub, blab, blam, glam, glim, slim, slem, slum	Notes
Review of Recent Rules and Concepts – 15 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. take out of definition card and review closed syllable definition</li><li>2. use letter tiles to make the word “wet” and have the student tell the closed syllable story. Turn “wet” into “we” and have the student tell the story of the open syllable</li><li>3. Ask the student to use the magnetic tiles to create one real syllable and one example of a non-syllable.</li><li>4. Yes/no sort for closed syllable: we, wet, weat, hum, hu, hume, tig, bit (the closed syllables are as follows: wet, hum, tig, bit).</li></ol> <p><b>Topic: How to Pound Syllables</b> Equipment: hands Word List: dog, until, un, hab, habit, inhabit, slip</p> <ol style="list-style-type: none"><li>1. <i>Orally</i> 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. Practice the words in a random order (mixing the # of syllables in the list randomly, which means not doing all one, then two, then three syllable words). 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>Note: never give the student the right answer. Instead, ask questions, help student hear the syllables in the word, or ask her to do it again to check it herself.</p> <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</p> <ol style="list-style-type: none"><li>1. Review the concept by explaining 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. Demonstrate how to read a blend by reading the “cl” card. Read each sound individually and show how the sounds blend together when you read them fast</li><li>3. Ask the student to try the same activity by reading the individual sounds in “cl” and then speeding the reading of the sounds up until they blend together</li><li>4. Ask student to read the consonant blend letter cards one at a time</li><li>5. 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 flip, flop, flap, flag, plag, slag, drag                      plod, prod, grod, god, trod, trop, brop, crop bran, clan, clen, glen, glin, glim, trim</li></ol>	Notes

<u>Ending blends:</u> ct, ft, lt, pt ap, apt, ept, lept, slept                      act, fact, fict, pict, pect, pact                      elt, belt, pelt	
<b>New Content/New Rule – 0 minutes</b>	
This is a review lesson. No new content.	Notes
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: left, frid, crib	Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Word list: at, lat, slat, flip, flop, ject, crib, frog, act, pact, loft, left, clip, clop, blog, blam, plan, plen, brat, flat	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
“The Frog” story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: slip, belt, raft	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: brag, melt, clap	Notes
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. After each sentence, ask the student to use CHOPS to check their work: The frog is on a raft. The left clip is on the van. I flop in the loft.	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> <li>- Closed syllable definition</li> <li>- Consonant blend definition</li> </ul> <u>Homework</u> <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>wet</b>	<b>we</b>
<b>hum</b>	<b>weat</b>
<b>tig</b>	<b>hu</b>
<b>bit</b>	<b>hume</b>

<b>at</b>		<b>loft</b>
<b>lat</b>		<b>left</b>
<b>slat</b>		<b>clip</b>
<b>flip</b>		<b>clop</b>
<b>flop</b>		<b>blog</b>
<b>ject</b>		<b>blam</b>
<b>crib</b>		<b>plan</b>
<b>frog</b>		<b>plen</b>
<b>act</b>		<b>brat</b>
<b>pact</b>		<b>flat</b>

## The Frog

The bug is on the pad.

The frog is on the pad.

The frog snaps up the bug.

The bug is not on the pad.

The frog is on the hat.

The cat is in the hat.

The cat snaps up the frog.

The frog is not on the hat.

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 frog is on a raft.

The left clip is on the  
van.

I flop in the loft.