

# LESSON PLAN

Student:	Lesson #10
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 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: pig, pag, pug, pul, pel, pen      rib, reb, rub, sub <u>Notes</u> • Make sure to correct students when they put an “UH” sound at the end of words.	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,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)	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/ (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: pig, pag, pug, pul, nul, num, sum, tum, tem, hem	Notes
Review of Recent Rules and Concepts – 15 minutes	
<p><b>Topic: Concept of Syllable</b> Equipment: magnetic letter tiles Instructions</p> <ol style="list-style-type: none"><li>1. Ask the student to use the syllable hand gestures while saying the definition of a syllable. The student will say, “A syllable is a word, or part of a word with one vowel pattern.”</li><li>2. Ask the student to use the magnetic tiles to create one real syllable and one example of a non-syllable.</li></ol> <p><b>Topic: Concept of Closed Syllable</b> Equipment: magnetic letter tiles, card sort</p> <ol style="list-style-type: none"><li>1. take out of definition card and review closed syllable definition</li><li>2. ask the student to use letter tiles to make a closed syllable such as “not” and then have the student tell the closed syllable story. Turn “not” into “no” and have the student tell the story of the open syllable</li><li>3. Yes/no sort for closed syllable: cle, tig, hbn, roam, not, no, rat, tag (the closed syllables are as follows: tig, not, rat, tag).</li></ol> <p><b>Topic: Focus on Phoneme: /y/ as a consonant</b> Equipment: magnetic letter tiles Instructions</p> <ol style="list-style-type: none"><li>1. Ask the student to 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. Remind the student that ‘y’ has different sounds when it is acting as a vowel.</li><li>2. 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><li>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 unless it is a closed syllable. In the case in which “y’ is acting as a vowel, you just want the student to tell you if y is a consonant or vowel in each word.</li></ol> <p><b>Topic: difference between a vowel and a consonant</b> Equipment: magnetic letter tiles Instructions</p> <ol style="list-style-type: none"><li>1. Ask the student to point to the vowels. As they point to the vowel, they should name the vowel and say the sounds that it makes. Discuss when y acts as a vowel and when it acts as a consonant.</li></ol>	Notes

<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: hat, rim, net	Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Word list: bet, cat, net, mid, kid, leb, des, rig, mud, it, up, pup, sip, gob, feb, win, fox, ox	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
“Bags” story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: yet, mob, fog, wed	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: mud, bet, fox	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 pig is in the mud. I got the tip of the pen. The cat is on the red bed.	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"> <li>- Syllable definition</li> <li>- Closed syllable definition</li> <li>- The sound of ‘y’ as a consonant</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

Lesson 10: Cards for Yes/No Closed Syllable Card Sort

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

<b>Yes</b>	<b>No</b>
<b>tig</b>	<b>cle</b>
<b>not</b>	<b>hbn</b>
<b>rat</b>	<b>roam</b>
<b>tag</b>	<b>no</b>

<b>bet</b>		<b>it</b>
<b>cat</b>		<b>up</b>
<b>net</b>		<b>pup</b>
<b>mid</b>		<b>sip</b>
<b>kid</b>		<b>gob</b>
<b>leb</b>		<b>feb</b>
<b>des</b>		<b>win</b>
<b>rig</b>		<b>fox</b>
<b>mud</b>		<b>ox</b>
<b>rig</b>		<b>bag</b>

## Bags

Jim is a rat.

Jim fit in a bag.

The bag is fantastic for Jim.

Pam is a cat.

Pam fit in a bag.

The bag is fantastic for Pam.

Sam is a dog.

Sam did not fit in a bag.

The bag is not fantastic for Sam.

### Instructions

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 the pictures. We want to teach the student to use decoding skills.



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The pig is in the mud.

I got the tip of the pen.

The cat is on the red bed.