

LESSON PLAN

Student:	Lesson #11
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: at, ut, up, cup, sup, sep, sip on, en, ven, vem, hem <u>Notes</u> <ul style="list-style-type: none"> 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 (reminders - use blocking strategies and remove mastered sounds from pack)	Notes After this lesson, add the following consonant blends to card pack: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, ct, ft, lt, pt
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	
<p>Equipment: paper letter cards Word List: gap, hap, hop, zop, zip, rip, rep, red, bed, led, yed, yes</p>	Notes
Review of Recent Rules and Concepts – 5 minutes	
<p>Topic: Concept of Closed Syllable Equipment: magnetic letter tiles, card sort Instructions</p> <ol style="list-style-type: none"> take out of definition card and review closed syllable definition use letter tiles to make a closed syllable such as “got” and then have the student tell the closed syllable story. Turn “got” into “go” and have the student tell the story of the open syllable Yes/no sort for closed syllable: yes, hi, hit, no, nod, be, bem, pgb (the closed syllables are as follows: yes, hit, nod, bem). 	Notes
New Content/New Rule – 10 minutes	
<p>Topic: How to Pound Syllables and Introduction to Consonant Blends Equipment: hands Word List: drag, dragon, until, pump, pumpkin, admit, add, hot, hotdog, fan, fantastic Instructions</p> <ol style="list-style-type: none"> Use the script provide (below) and <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. 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. <p><u>Script for Doing the Syllable Pounding Activity</u></p> <p>I’m going to give you some real and some non-sense words and you are going to break them into syllables. Some words will have one syllable, some will have two, and they might even have three syllables.</p> <p>Your first word is “drag.”</p> <p>The student repeats the word “drag.” As she says the word, she grabs/taps her non-dominant forearm with her dominant hand. The thumb of her non-dominant hand shoots out to show 1 syllable. Have the student keep track of the number of syllables by starting with their thumb and moving toward their pinky. This allows for up to five syllable words.</p> <p>Teacher says, “How many syllables are in the word “drag.”</p> <p>The student says, “One.”</p>	Notes

<p>Note: never give the student the right answer if an incorrect answer is given ask questions to help the student to hear the syllables in the word, use multisensory method of feeling the jaw drop for each syllable, or ask student to do a self-check.</p> <p>Topic: Introduction to Consonant Blends</p> <p>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> <p><u>Instructions</u></p> <ol style="list-style-type: none"> 1. Introduce the concept of consonant blends using letter cards. Explain 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. 2. Demonstrate how to read a blend by reading the “bl” card. Read each sound individually and show how the sounds blend together when you read them fast 3. Ask the student to try the same activity by reading the individual sounds in “bl” and then speeding the reading of the sounds up until they blend together 4. Show the student the consonant blend letter cards one at a time and ask her to read them as a blend 5. Practice reading consonant blends by doing blending drills with some of the words lists provided below: <p><u>Beginning blends:</u> bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr bl, bled, blan, blen, blend lip, clip, clap, clan, clun, club tap, trap, trip, grip, drip, flip, crip, crib</p> <p><u>Ending blends:</u> ct, ft, lt, pt ct, act, pact, fact, ject, sect ft, ift, lift, left, heft lt, ilt, hilt, kilt, tilt</p>	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: blip, tran, act	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: bop, blop, clap, fed, fled, flad, glad, sap, slap, bam, rip, drip, grip, trip, prom, act, eft, left, silt, lept	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
“Bob and the Rat” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: crib, frog, fact	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: flip, grab, left	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: I am glad. I am on a trip. The cat did a flip.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none">- Closed syllable definition- How to pound out syllables- Consonant blend definition <u>Homework</u> <ul style="list-style-type: none">- Practice short vowel drill- Practice reading and writing sight words	Notes

Lesson 11: Cards for Yes/No Closed Syllable Card Sort

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

Yes	No
hit	hi
nod	no
bem	be
yes	pgb

bop		rip
blop		drip
clap		grip
fed		trip
fled		prom
flad		act
glad		eft
sap		left
slap		silt
bam		lept

Bob and the Rat

Bob is a cat.

Bob has a bit of ham.

Bob sits in the sun and snacks on the ham.

A rat runs up Bob's leg to get the ham.

Bob slaps at the rat.

The rat flips and grabs the bit of ham.

Bob runs at the rat.

The rat runs up a big van.

Bob cannot get up on the van.

The rat is glad. The rat has a ham snack.

Bob has no rat and no ham snack.

Bob is glum.

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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I am glad.

I am on a trip.

The cat did a flip.