

# LESSON PLAN

Student:	Lesson #17
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 the “Fat Ed is not up” handout.	Notes
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: flip, flup, flop, clop, clap, clab, crab, cab, scab, grab	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, sc, sk, sm, sn, sp, st, sw, tw, scr, spl, str, squ ending consonant blends: ct, ft, lt, pt, nt, st, xt, lf, lk, lp, ld, mp, sk, sp (reminders - use blocking strategies and remove mastered sounds from pack)	Notes  <b>After</b> this lesson, add “all” to the card pack.
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/ /sc/ /sk/ /sm/ /sn/ /sp/ /st/ /sw/ /tw/ /scr/ /spl/ /spr/ /squ/ ending consonant blends: /ct/ /ft/ /lt/ /pt/ /nt/ /st/ /xt/ /lf/ /lk/ /lp/ /ld/ /mp/ /sk/ /sp/	Notes

## Section 2: New Content and Reading

### Syllable Card Drill – 2 minutes

Equipment: index cards

In the last lesson, you stopped doing the blending drill and started doing the syllable card drill. The reason for this change is that the student is ready to build two syllable words.

1. Put all syllables on index cards. Place the cards in two columns so that all of the “Syllable #1” cards are in the first column (kid, hot, bed, lap, nut). Place all of the “Syllable #2” cards in the second column (bed, nap, top, bug, meg).

Syllables:

kid	bed
hot	nap
bed	top
lap	bug
nut	meg

2. Complete, the drill by asking the student to do the following things:

- read down all of the Column #1 words.
- read down all of the Column #2 words.
- read across each row (the words will be nonsense words)
- move around words in Column #2 to create real words (kidnap, hotbed, bedbug, laptop, nutmeg).
- Discuss word meanings with student and have student use each in a sentence.

Notes

### Review of Recent Rules and Concepts – 5 minutes

#### **Topic: Pounding Syllables**

Equipment: hands

Word List: edit, blindfold, ball, basketball, magnetic

1. Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.

#### **Topic: Consonant Blends**

Equipment: letter cards for the beginning consonants blends taught in previous lessons:

1. Practice reading consonant blends by doing blending drills using words lists below:

Beginning blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, scr, spl, str, squ

Word List: drop, trop, trip, snip, skip, skid, grid, spid, sped

Ending blends: ct, ft, lt, pt, nt, st, xt, lf, lk, lp, ld, mp, sk, sp

Word List: lamp, lump, lust, lusk, husk, rusk, risk, rint, rent

Notes

### New Content/New Rule – 10 minutes

#### **Topic: Exceptions to the closed syllable rule – “all”**

Equipment: magnetic letter tiles

1. Use magnetic letter tiles to review the definition of the closed syllable. (In a 1 syllable word, when there is 1 vowel, and the vowel is followed by 1 or more consonants, the vowel is short. Place tiles for the word “pal” on the table. Ask the student to explain why it is a closed syllable. Take away the letter p and ask the student to read the word “Al.”

Notes

2. Add second <l> to the word “Al.” Introduce exception to closed syllable rule: /all/ 3. Explain that we have some exceptions to the closed syllable rules. “All” looks like a closed syllable but does not make the short vowel sound like a closed syllable should 4. Activity: ask student use tile to add onto “all” to make real and non-sense words Word list: tall, ball, wall, call, stall, skall, twall, small, squall	
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: must, call, stall	Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
Word list: grin, bred, past, best, rund, glan, brand, gland, strand, trap, tall, mall, call, ball, stall, yall, wall, skall, small, squall	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
“The Ball on the Wall” story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: runt, ball, fall	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: wall, cost, small	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 small ball can stall on the spot. A dog can slip, trip, and fall in the hall. The cat is last, and the dog is next to last.	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. - “all” is an exception to the closed syllable rule <u>Homework</u> - Practice short vowel drill - Practice reading and writing sight words	Notes

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

<b>kid</b>	<b>bed</b>
<b>hot</b>	<b>nap</b>
<b>bed</b>	<b>top</b>
<b>lap</b>	<b>bug</b>
<b>nut</b>	<b>meg</b>

<b>grin</b>		<b>tall</b>
<b>bred</b>		<b>mall</b>
<b>past</b>		<b>call</b>
<b>best</b>		<b>ball</b>
<b>rund</b>		<b>stall</b>
<b>blan</b>		<b>yall</b>
<b>brand</b>		<b>wall</b>
<b>gland</b>		<b>skall</b>
<b>strand</b>		<b>small</b>
<b>trap</b>		<b>squall</b>

## The Ball on the Wall

A ball sits on a wall.

I call, “Ben, get the ball!”

Ben is a big dog.

Ben runs at the wall and jumps at the ball.

The ball sits on the wall.

Ben jumps at the wall, but the ball will not fall.

Ben is a big dog, but the wall is tall.

The ball sits on the wall.

A wind hits the ball.

The ball falls off the wall.

Ben gets the ball. He runs to me and drops it in my hand.

Ben gets a pet from me.

Ben is glad to get a pet.

I toss the ball and call. “Ben, get the ball!”

It is not a fantastic toss. The ball is up on wall.

Drat.

### Instructions

Do not show this picture until AFTER the student reads the story. If you show it before, you are teaching the student to guess at words based on the picture. We want to teach the student to use decoding skills.



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The small ball can stall on the spot.

A dog can slip, trip, and fall in the hall.

The cat is last, and the dog is next to last.