

LESSON PLAN

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| Student: | Lesson #19 |
| 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 | |
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| 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: an, ban, san, stan, stand, stank, tank, cank, crank | 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 exceptions to closed syllable rule: all, ang, ank | Notes After this lesson, add “ing” and “ink” to the card pack. |
| Auditory Drill – 2 minutes | |
| Equipment: Same pack of index cards that you used for the visual drill 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

1. Write each syllable on an index card. Place the cards in two columns so that all of the “Syllable #1” cards are in the first column (cob, grand, bob, sand) and “Syllable #2” cards in the second column (nip, sled, blast, slam, web).

Syllables:

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|------|------|
| sun | top |
| lap | sled |
| hot | dog |
| bob | box |
| sand | set |

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

- read down all the Column #1 words and then all the Column #2 words.
- read across each row (the words will be nonsense words)
- move around words in Column #2 to create real words (sunset, laptop, hotdog, bobsled, sandbox).
- Discuss the meaning of each word with the student and ask the student to use each word in a sentence.

Notes

Review of Recent Rules and Concepts – 5 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: con, conquest, habit, hab, inhabit, invest, investment

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

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

Equipment: sliders for “all,” “ang,” and “ank,” index card, marker, and magnetic letter tiles

1. Use magnetic letter tiles to review the definition of the closed syllable. The rule states that 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 letter tiles for the word “pal” on the table and 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.”

2. Add a second letter l to the word “Al.” Review idea of /all/ as closed syllable exception

3. Ask the student to explain why “all” is an exception to the closed syllable rule. The student will explain that the pattern of “all” looks like a closed syllable but it does not make the short vowel sound like a closed syllable should

4. Activity: use sliders for “all” “ang,” and “ank,” and ask the student to read real and nonsense words

Notes

New Content/New Rule – 10 minutes

Topic: Exceptions to the closed syllable rule – “ing” and “ink”

Introduce the following exception to the closed syllable rule: /ing/

Notes

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| <p>1. Place letter tiles for the word “pin” on the table and ask the student to explain why it is a closed syllable. Add the letter g and ask the student to read the word “ping.” Discuss how the sound of the letter “i” stops making the short “i” sound when it is “ing.” For this reason, “ing” is an exception to the closed syllable rule.</p> <p>2. Use index card with /ing/ plus graphemes/blends to make real and non-sense words Words: bing, ding, fing , ling, king, ring, ting, wing, swing, cling, fling, bring, string</p> <p>Introduce the following exception to the closed syllable rule: /ink/</p> <p>1. Place letter tiles for the word “pin” on table and ask the student to explain why it is a closed syllable. Add the letter k and ask the student to read the word “pink.” Discuss how the sound of the letter “i” stops making the short “i” sound when it is “ink.”</p> <p>2. Use index card with /ink/ plus graphemes/blends to make real and non-sense words Words: bink, fink, hink, llnk, pink, rink, tink, sink, slink, plink, drink</p> | |
| Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes | |
| Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: sing, clink, hang, tank | Notes |
| Word List – Oral Reading of Isolated Words – 2 minutes | |
| Word list: call, fall, stall, bang, clang, sank, slang, tink, rink, ring, sing, wing, clink, cling, slink, sling, mank, mink, wink, pring, spring | Notes |
| Sentences – Oral Reading of Connected Text – 2 minutes | |
| “The Ball” story | |

Section 3: Writing

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|--|-------|
| Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes | |
| Word list: wink, spring, hall | Notes |
| Finger Tapping/Tracing/Writing – individual words – 2 minutes | |
| Word list: wing, ring, mink | 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 get a drink at the rink. Bring the swing. A pink string hangs on the ring. | Notes |
| Wrap-Up/Review – 2 minutes | |
| Student uses multisensory tools to summarize key concepts. - Exceptions to the closed syllable rule: all, ang, ank, ing, ink <u>Homework</u> - Practice short vowel drill and sight words (reading and writing) | Notes |

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

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|-------------|-------------|
| sun | top |
| lap | sled |
| hot | dog |
| bob | box |
| sand | set |

| | | |
|--------------|--|---------------|
| call | | sing |
| fall | | wing |
| stall | | clink |
| bang | | slink |
| clang | | sling |
| sank | | mank |
| slang | | mink |
| tink | | wink |
| rink | | pring |
| ring | | spring |

The Ball

Jen has a ring on her left hand.

On the ring is a string.

On the string is a small pink ball.

Jen lifts her hand and up lifts the pink ball on the string.

Jen has a cat.

The cat jumps at the ball on the string.

The cat grabs the ball and rips it off the string.

The ball hits the rug and zips off.

The ball zigs and zags.

The cat runs to the ball.

The cat jumps on the ball and it stops.

The cat is sad when the ball stops.

Jen grabs the ball.

Jen gets the ball back on the string.

The cat jumps at the string.

Jen and the cat have fun.

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.



“ball-4686369_1280” by [Barbara-landoro](#) is licensed under CC0.

I get a drink at the rink.

Bring the swing.

A pink string hangs on the
rings.