



An Instructional Guide to the Flying Cat Academy Drills Used in the The Road to the Code Parents' Workshop

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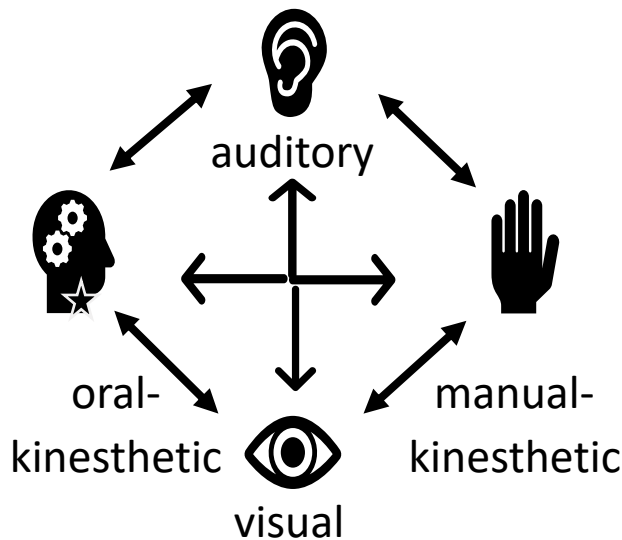
New Phoneme/Grapheme Kinesthetic Discovery

Step 3: Oral-kinesthetic Discovery

1. Explain that the student is going to explore what is happening in the throat and mouth when pronouncing a target sound.
2. Ask student to name the different parts involved in making a sound: vocal chords, lips, tongue, jaw.
3. ask student to put their hands on their neck
4. tell student that they are going compare how three different sounds feel (one of the sounds will be the target sound)
5. make the first sound for the student
6. ask student to make the first sound
7. ask student to say what they are feeling
8. repeat step 5-7 for the other two sounds
9. ask student to comment on differences between the 3 sounds
10. do exercise again and explain what student should be feeling.
11. Recap the main points for making the target sound.

Step 1: Auditory Discovery

1. ask the student to listen carefully and to look at the teacher's lips and mouth
2. call and repeat 8 words that have /p/ in different parts of it (either at beginning, middle or end).
3. discuss non-sense words.
4. ask the student to name the sound they are hearing in every word



Step 2: Visual Discovery

1. give student a list of words that they just heard
2. ask student to circle the letter which corresponds to the target sound with their favourite colour. Tell them to watch out because you're not asking them to read the words – only asking them to circle the letter
3. demonstrate circling a target letter
4. reads the words while student circles the letters

Materials: word list, index cards, pencil crayons

Purpose: This is a multisensory approach to teaching a new phoneme/grapheme.

Step 4: Manual-Kinesthetic Discovery

1. explain that the task is to make a letter card
2. shows a card with target sound on it and make the sound
3. ask student to repeat sound
4. give blank index card to student
5. ask student to think of words that have the target sound in them. Ask if the sound ever changes or if it is always the same.
6. Ask student to write the small letter for the target sound in the center of the card and a "1" to show that there is only one sound for this letter. Ask student to make a capital letter in bottom left of the card.
7. on back of card, student will make one picture of something that begins with the target letter. The teacher should tell them how to spell the word if needed.



Phonemic Awareness Drill

Materials: Coloured Tiles

Purpose: To develop phonemic awareness skills. This is important because phonemic awareness forms the base of the reading pyramid, and it is at the heart of the struggles faced by dyslexic students who struggle with literacy.

Instructions: The student creates real and nonsense words with coloured tiles, and experiments with them by blending, counting, adding, deleting and substituting phonemes.

Sample Narrative

1. Teacher says, "Your word is 'met.' Say the word."
2. Student says the word.
3. Teacher says, "Now say the sounds with your coloured tiles." (Each tile stands for one phoneme. If there are two of the same sound in word, then they get the same colour.)
4. Once the student has the blocks lined up in front of them, the teacher says, "Now touch each tile (with 2 fingers) and say the sounds."
5. Teachers says, "What is your word?"
6. The student says the word.
7. Teacher says, "Use it in a sentence."
8. Student puts the tile away and gets ready for the next word or keeps them out if using a word chain.
9. Use between 6-8 words. Use some real and some nonsense words.

*Make sure to correct when a student adds, "UH," to the end of sounds.

Phonemic Awareness Skills to Use in the Phonemic Awareness Drill

Phoneme Segmentation: What sounds do you hear in the word *cat*? What is the first sound that you hear in the word *cat*?

Phoneme Counting: How many sounds do you hear in the word *nap*?

Phoneme Substitution: What word would you have if you changed the /p/ in *map* to /t/?

Phoneme Deletion: What word would you have if you removed the /m/ in *mat*?

Phoneme Matching: Do *map* and *mat* start with the same sound?

Phoneme Rhyming: Do *map* and *mat* have the same middle and final sound?



Short Vowel Drill

Materials: magnetic letter tiles, 5 pictures (apple, eddy, itchy, olive, up), key word phrase sheet (choose either “Sad Ed did not run” or “Fat Ed is not up.”)

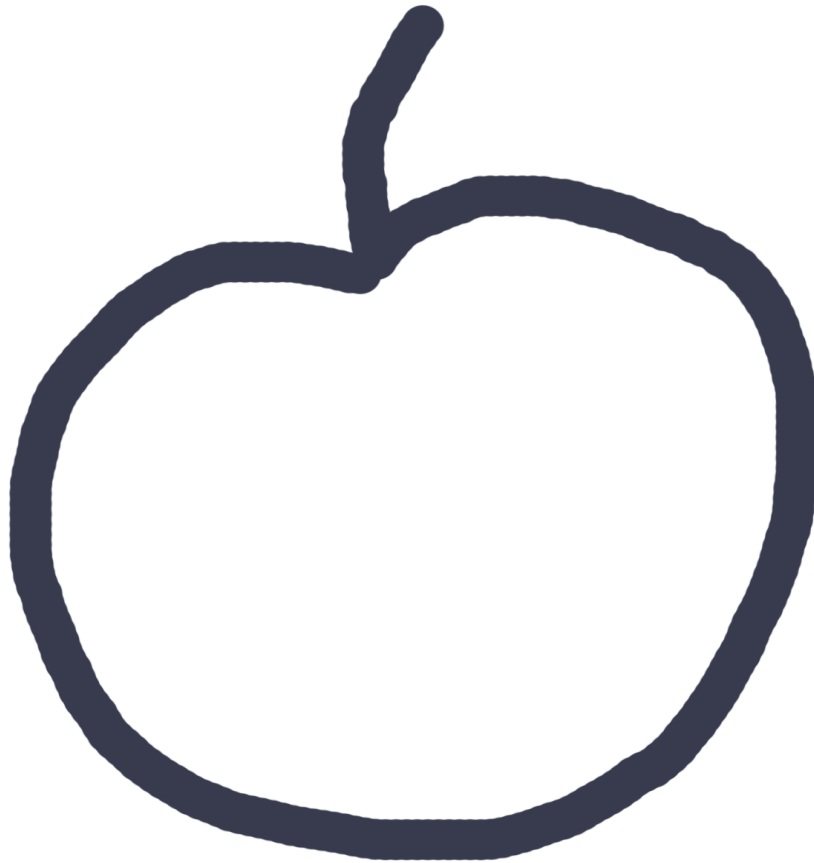
Purpose: This is a multisensory technique for assisting the student with learning the phonemes of the short vowel sounds. Key words: a - apple, e - eddie, i - itchy, o - olive, u - up.

Instructions:

1. Using two fingers, the student will trace a picture, while saying the keyword at the same time. Then, the student will underline the keyword (from left to right) and say the sound of the target phoneme. Repeat four more times.
2. The student will use the other pictures and do the same tracing/speaking/underlining activity explained in Step #1 for the other short vowel sounds.
3. The teacher will hold up magnetic letter tile of the short vowels and ask the student to say the phonemes.
4. The student will choose a keyword sentence from two options. The teacher and student will say the sentence in a way that stretches out the vowel sounds in each word. Repeat once.

Sample Narrative

1. The student says, “Apple,” in a way that draws out the short ‘a’ sound (while tracing the picture with two fingers). When the tracing is finished the student will use two fingers to draw a straight line from left to right under the picture and say, /a/. The student will repeat this activity 4 more times.
2. The student will use the other pictures and do the same tracing/speaking/underlining activity explained in Step #1 for the other short vowel sounds.
3. There is also a sentence for the student to practice hearing the short vowel sounds in a sentence. The sentence is, “Fat Ed is not up.” (It contains all the short vowel sounds.) Ask the student to read the sentence slowly. The purpose for this sentence is to train the brain to “hear” (process and build the neural pathways) the short vowel sounds. Have the student practice this sentence 2 times in a row.



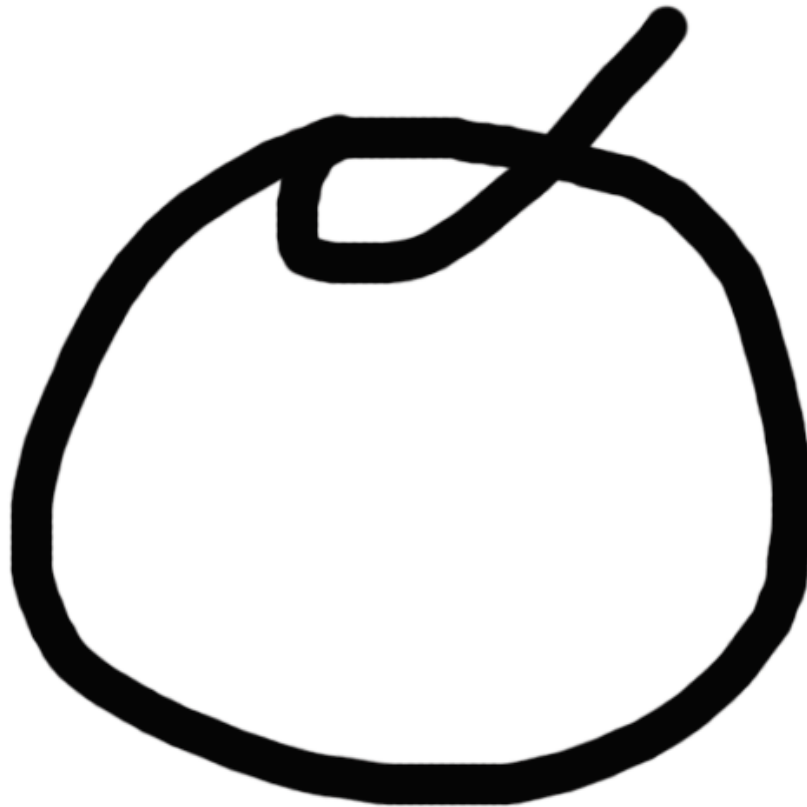
apple



ěddy



i
itchy



olive



up



Sad Ed did not run.



Fat Ed is not up.



Visual Drill

Materials: letter card pack

Prior to the lesson write all the starting pack consonants and vowels on index cards

starting pack: consonants: b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z

short vowels: a,e,i,o,u

Purpose: to develop automaticity with matching graphemes to their phonemes

Instructions:

1. Show a card with a grapheme on it to the student
2. Ask the student to say the grapheme name and the sound that it makes

Note: once the student is fluent with naming a grapheme, they can just say the sound that it makes

Blocking Strategies

1. Ask the student to say the grapheme name again.
2. Ask the student to trace the grapheme two times on the table.

*As a student gains mastery, the teacher will remove mastered cards from the deck. New cards will be added at different points in the program, as new phonemes/graphemes are taught.



Auditory Drill

Materials: use same letter card pack that you used in the visual drill

Purpose: to develop automaticity with matching phonemes to their graphemes

Instructions

1. The teacher says the phoneme to the student.
2. The student repeats the phoneme.
3. The student says the phoneme again while they write the matching grapheme(s) that they have been taught. They should give all the graphemes they have been taught for the phoneme, preferably in the order from the common usage to the least common usage. For example, if the student has been moved through their phonics curriculum to the point where they have learned that *k*, *c* and *ck* all make the /k/ sound, when they hear the phoneme /k/, the student should write the letters *c*, *k*, and *ck*.
4. The student says the name of the grapheme while underlining the grapheme from left to right.

*Remember that students with dyslexia need additional processing time. Make sure to give the student adequate time to respond. The goal is *accuracy and automaticity*, but this will take time, so give the student time to process/think before you help.

Blocking Strategies

1. Ask the student to say the grapheme name again.
2. Ask the student to trace the grapheme two times on the table.
3. Ask student for key word. Assign keyword if one is needed.
4. Ask student for hand signal to go with keyword. Assign on if one is needed.

*As a student gains mastery, the teacher will remove mastered cards from the deck. New cards will be added at different points in the program, as new phonemes/graphemes are taught.



Blending Drill

Materials: letter cards

Purpose: to develop automaticity with blending

Instructions: Place down letter tiles to form real and nonsense words. Ask the student to “tap it” and “say it.” This means that they say each sound in the word while tapping under each grapheme with two fingers. Then they read the whole word. The teacher will change the word by adding a new card and the student will do the “tap it, say it” process again.

1. Prior to the start of the drill the teacher makes a word chain. Here is an example: mat, cat, bat, sat, sad, sap, map, mop, mip, nip
2. Put 3 letter cards down M-A-T. At the start of the reading remediation, you will begin by using only VC and CVC words.
3. Ask the student questions. For example, you can point to a letter and ask if it is consonant or a vowel. You could also ask the student to identify the syllable type if you have previously taught that concept.
4. Ask the student to tap under each letter while saying the sound each card makes. Then, ask them to draw a line under the word with two fingers while blending the sounds to read the whole word. Once the student is familiar with the drill you can use a simple prompt the student by saying, “Tap it, say it.”
5. Put a new card over top of the first card but keep the second card and third cards the same. Ask the student to repeat the exercise. Keep changing the first letter and then change the last letter, but always keep the middle one the same. Make about 8 real and non-sense words.
6. Once the student has developed some proficiency with changing the first sound, then try changing the last letter.
7. Once the student has some proficiency with changing the last sound in the word, start changing the middle sound.
- 8.



Magnetic Letter Tile Reading Drill

Materials: magnetic letters spread in rainbow shape on cookie sheet

Purpose: This is a multisensory method for teaching a student to **read** a word.

Instructions: The student creates real and nonsense words with magnetic letter tiles. The teacher says each sound and the student brings the correct letter tiles to the middle of their cookie sheet. They tap and say each sound and then blending the sounds to read words.

Sample Narrative

1. Teacher spreads letter tiles - in alphabetical order - in rainbow shape
2. Teacher says, "Can you say the sound /s/?"
3. Student says the sound.
4. Teacher says, "Find the letter that makes the sound /s/"
5. The student finds the correct and pulls it into workspace.
6. Repeat steps 2-6 for the following sounds: /a/ and /p/
7. Teacher says, "Using two fingers, can you tap each tile and say each sound?"
8. Teacher asks the student if he/she can say the word.
9. Teacher asks the student to use the word in a sentence

Blocking Strategies (Use these strategies if a student is struggling.)

1. Use or make a keyword: Teacher helps the student to think of a keyword for the letter or sound. If the student does not already have a keyword for the sound, the student will draw a picture of this keyword on the back of the correct card in their letter card pack and write the word under the picture. The teacher will provide the spelling for the word if needed.
2. Teacher asks the student to say the keyword for the letter.
3. Teacher asks the student, "What sound does that letter make?"
4. If the student answers incorrectly, the teacher will compare the two sounds for the student by saying, "Listen to these two sounds and tell me if they are the same or not. The student should be able to hear that the two sounds are not the same. If the student still seems unsure, the teacher will ask the student to place two hands on their throat and will use the oral-kinesthetic methods to help the student feel the difference between the sounds.
5. Teacher says, "What letter makes the (say the sound for the letter that the student should have selected) sound?"
6. Student will say the sound and letter and pull down the correct letter tile.



Magnetic Letter Tile Spelling Drill

Materials: magnetic letters in alphabetical order (rainbow shape) on cookie sheet

Purpose: This is a multisensory method for teaching a student to **spell** a word.

Instructions: The student creates real words with magnetic letter tiles. The teacher says a whole word. Then the student brings the correct letter tiles to the middle of their cookie sheet. They tap and say each sound and then blending the sounds to read words.

Sample Narrative

1. Teacher says, "We are going to work with the word *tip*. Can you repeat the word?"
2. Student says, "Tip."
3. Teacher says, "Can you use the word *tip* in a sentence?" (You are doing this so that you are certain that the student knows what word he/she is going to spell.)
4. Teacher says, "What is the first sound that you hear in *tip*?"
5. The student says the sound, finds the correct letter tile, and pulls it down into workspace.
6. Teacher says, "What is the next sound that you hear in the word *tip*?"
7. The student says the sound, finds the correct letter tile and pulls it into the space in front of him/her/them.
8. Teacher says, "What is the last sound that you hear in the word *tip*?"
9. Teacher says, "Using two fingers, can you tap each tile and say each sound?"
10. Teacher asks the student to read the word.

Blocking Strategies (Use these strategies if a student is struggling.)

1. Use or make a keyword: Teacher helps the student to think of a keyword for the letter or sound. If the student does not already have a keyword for the sound, the student will draw a picture of this keyword on the back of the correct card in their letter card pack and write the word under the picture. The teacher will provide the spelling for the word if needed.
2. Teacher asks the student to say the keyword for the letter.
3. Teacher asks the student, "What sound does that letter make?"
4. If the student answers incorrectly, the teacher will compare the two sounds for the student by saying, "Listen to these two sounds and tell me if they are the same or not. The student should be able to hear that the two sounds are not the same. If the student still seems unsure, the teacher will ask the student to place two hands on their throat and will use the oral-kinesthetic methods to help the student feel the difference between the sounds.
5. Teacher says, "What letter makes the (say the sound for the letter that the student should have selected) sound?"
6. Student will say the sound and letter and pull down the correct letter tile.



Syllable Pounding

Materials: your arm and hand

Purpose: to help the student hear how words are divided into syllables

Instructions

1. Choose 3-6 words (with varying numbers of syllables)
2. Tell the student that in this drill we will be pounding out syllables
3. Demonstrate how to pound out a syllable:
 - a) say a word such as “fantastic”
 - b) Stretch out your arm and lightly hit it 3 times as you say each syllable of the word. As you do this let your fingers shoot out, one at a time, to show the number of syllables in the word
4. Say a new word and let the student run through the drill steps



Sight Word List

Top 160 words in order of frequency

| | | | | |
|---------------|------------|--------------|------------|------------|
| 1. the | 2. of | 3. to | 4. and | 5. a |
| 6. in | 7. is | 8. it | 9. you | 10. that |
| 11. he | 12. was | 13. for | 14. on | 15. are |
| 16. with | 17. as | 18. I | 19. his | 20. they |
| 21. be | 22. at | 23. one | 24. have | 25. this |
| 26. from | 27. or | 28. had | 29. by | 30. hot |
| 31. but | 32. some | 33. what | 34. there | 35. we |
| 36. can | 37. out | 38. other | 39. were | 40. all |
| 41. your | 42. when | 43. up | 44. use | 45. word |
| 46. how | 47. said | 48. an | 49. each | 50. she |
| 51. which | 52. do | 53. their | 54. time | 55. if |
| 56. will | 57. way | 58. about | 59. many | 60. then |
| 61. them | 62. would | 63. write | 64. like | 65. so |
| 66. these | 67. her | 68. long | 69. make | 70. thing |
| 71. see | 72. him | 73. two | 74. has | 75. look |
| 76. more | 77. day | 78. could | 79. go | 80. come |
| 81. did | 82. my | 83. sound | 84. no | 85. most |
| 86. number | 87. who | 88. over | 89. know | 90. water |
| 91. than | 92. call | 93. first | 94. people | 95. may |
| 96. down | 97. side | 98. been | 99. now | 100. find |
| 101. any | 102. new | 103. work | 104. part | 105. take |
| 106. get | 107. place | 108. made | 109. live | 110. where |
| 111. after | 112. back | 113. little | 114. only | 115. round |
| 116. man | 117. year | 118. came | 119. show | 120. every |
| 121. good | 122. me | 123. give | 124. our | 125. under |
| 126. name | 127. very | 128. through | 129. just | 130. form |
| 131. much | 132. great | 133. think | 134. say | 135. help |
| 136. low | 137. line | 138. before | 139. turn | 140. cause |
| 141. same | 142. mean | 143. differ | 144. move | 145. right |
| 146. boy | 147. old | 148. too | 149. does | 150. tell |
| 151. sentence | 152. set | 153. three | 154. want | 155. air |
| 156. well | 157. also | 158. play | 159. small | 160. end |



Sight Word Study Method

This is a multisensory way to learn sight words. Sight words are words that don't play fair by the phonics rules (you need to know them by heart) or are common (so you need know them right away). Introduce sight words in order of frequency. The student will work on 3-6 sight words at a time. Assign them to be read and written daily as homework. The student will put checks on the index card corner when a word is correctly read or spelled. Remove cards as they are mastered. Review mastered sight words periodically.

the

#1

The teacher writes a sight word on an index card.

The student reads the word aloud (with help if needed).



#2

Student says each letter in the word while tapping under each letter (with two fingers). Then, the student underlines the word from left to right (with two fingers) while saying the whole word. Do twice.



#3

Repeat Step #2 but have the student to trace each letter with the eraser end of a pencil instead of tapping with fingers. Do twice.



#4

Ask the student to trace each letter on the table (with 2 fingers) while saying the name of each letter. Then, the student underlines the word from left to right (with two fingers) while saying the whole word. Do twice.



#5

Student says each letter while tapping down the left arm or up the right arm. Then, the student says the whole word while sweeping a hand down the left arm or up the right arm. Do twice.



#6

Student writes the word.

