

LESSON PLAN

Student:	Lesson #23
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 common sight words, instruction sheet, blank index cards, and marker Current sight words: host, post, most, bolt, colt, holt New words added:	Notes
Short Vowel Drill – 3 minutes	
Equipment: 5 short vowel keyword pictures and the “Fat Ed is not up” handout. Note: Discontinue this drill when the sounds are mastered	Notes
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: sing, bing, bling, cling, cring, bring hang, rang, tang, ting, sting	Notes
Visual Drill – 2 minutes	
Equipment: card pack of graphemes on which the student is currently working 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, ing, ank, ing, ink, old, ild, ind	Notes
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/ exceptions to closed syllable rule: /all/ /ang/ /ank/ /old/ /ild/ /ind/	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 (rab, clin, fro, lim, hel) and “Syllable #2” cards in the second column (ic, met, it, bit, ic).

2. Remind the student that sometimes a syllable is not a word on its own. Ask the student to use hand gestures and state the definition of a syllable. Say that the part of the definition that says that a syllable can be “part of a word” refers to syllables that need another syllable to make a full word. In today’s drill we will work with lots of situations in which the base needs a second syllable to form a word.

Syllables:

rab	ic
clin	met
frol	it
lim	bit
hel	ic

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 (rabbit, clinic, frolic, limit, helmet).
- 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 – 10 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: syllable, clinic, holding, fun

Instructions

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

Topic: Closed syllable exceptions – “all” “ang,” “ank,” “ing,” “ink,” “old,” “ild,” “ind”

Equipment: sliders for exceptions and magnetic letter tiles

1. Place magnetic letter tiles for “ind” down. Ask the student to explain why “ind” is an exception to the closed syllable rule. The student will explain that the pattern of “ind” by saying that it looks like a closed syllable but it sometimes does not make the short vowel sound like a closed syllable should.

2. Use sliders for all exceptions, having the student read real and nonsense words

Notes

New Content/New Rule – 0 minutes

This is a review lesson. There will be no new content today.

Notes

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: told, bang, sting, crank	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: fold, told, wing, ving, sang, lang, rink, yank, hink, hank, wild, mild, gold, hall, ball, fall, rall, blank, crank, tank	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
“Ten Red Robins” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: fold, brink, cling	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: mold, mild, ring	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 cling to the gold ring. Can Tim find the lost dog? The kid did a flip and had a fall in the hall.	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, old, ild, ind <u>Homework</u> - Practice short vowel drill and sight words (reading and writing)	Notes

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

rab	ic
clin	met
frol	it
lim	bit
hel	ic

fold		wild
told		mild
wing		gold
ving		hall
sang		ball
lang		fall
rink		rall
yank		blank
hink		crank
hank		tank

Ten Red Robins

The red robin sings on a tall wall.

The song is a call to his robin pals.

Ten robins land on the wall to sing.

The robins' racket brings a pup to the wall.

The pup jumps but the wall is tall.

The pup cannot get up the wall.

The pup yips and yaps at the robins.

The pup's racket brings ten pups to the wall.

The pups jump but the wall is tall.

All of the robins sing and all of the pups yip and yap.

A tan pup jumps on the back of a red pup.

A black pup jumps on the back of the tan pup.

Up and up go the pups until it is a big stack of pups.

A small pup at the top finds that he can get on top of the wall.

The small pup jumps at the robins.

The ten robins jump off the wall but do not fall.

Robins have wings.

Pups do not have wings.

The small pup slips off the wall and falls on the pup stack.

The pup stack swings to the left. It cannot hold.

All the pups fall.

Ten red robins land back on the tall wall to sing.

Picture

for Connected Text for Reading Section

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 pictures. We want to teach students to use decoding skills.



I cling to the gold ring.

Can Tim find the lost dog?

The kid did a flip and had a
fall in the hall.