

LESSON PLAN

Student:	Lesson #20
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: sing, sang, bang, lang, clang all, ball, tall, tell, tull, gull	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, ing, ink	Notes After this lesson, add “old” and “ild” 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/ exceptions to closed syllable rule: /all/ /ang/ /ank/ /ing/ /ink/	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 (gum, cob, king, him, hob) and “Syllable #2” cards in the second column (web, don, drop, nob, self).

Syllables:

gum	web
cob	set
up	drop
him	nob
hob	self

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

- read down all the Column #1 words and then read down 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 (gumdrop, cobweb, upset, himself, hobnob).
- 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: invent, in, inventing, contract, subcontract, subcontracting

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,” “ang,” “ank,” “ing,” “ink”

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

1. Place letter tiles to spell the word “pink.” Ask the student to explain why “ink” is an exception to the closed syllable rule. The student will explain that the pattern of “ink” looks like a closed syllable but it does not make the short vowel sound like a closed syllable should

2. Use sliders for “all,” “ang,” “ank,” “ing,” and “ink.” Ask the student to read words

Notes

New Content/New Rule – 10 minutes

Topic: Exceptions to the closed syllable rule – “old” and “ild”

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

- Place letter tiles for the word “ol” on the table and ask the student to explain why it is a closed syllable. Add the letter d and read the word “old” to the student. Discuss how the sound of the letter “o” stops making the short “o” sound when it is in “old.” For this reason, “old” is an exception to the closed syllable rule.
- Use index card with /old/ plus graphemes/blends to make real and non-sense words
Words: bold, cold, fold, gold, hold, mold, nold, sold, told

Notes

<p>Introduce the following exception to the closed syllable rule: /ild/</p> <ol style="list-style-type: none"> 1. Explain that the pattern of /ild/ looks like a closed syllable but it does not always make the short /i/ vowel sound like a closed syllable should 2. Use letter tiles to build the word children. Explain that in this word the <i> is making the expected sound. However, when we take away <i>ren</i> so that we are left with <i>child</i>, the vowel sound changes to a long i. 3. Tell the student that there are only three common words in which the /ild/ exception happens. The words are as follows: wild, child, mild. We remember these three words with the following sentence: The wild child is not mild. <p>Note: do not use any nonsense words because we want the student to remember the three words in which the “ild” exception happens</p>	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order</p> <p>Word list: gold, mild, hold, ring</p>	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
<p>Word list: all, mall, ding, sting, tank, tink, bold, told, nold, gold, hold, sold, fold, wild, child, mild, hing, wing, bang, pang</p>	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
<p>“The Wild Child” story</p>	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
<p>Word list: fold, child, bank, tall</p>	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
<p>Word list: wild, bold, clang, hang</p>	Notes
Connected Text – 5 minutes	
<p>Ask the student to write the following dictated sentences. After each sentence, ask the student to use CHOPS to check their work:</p> <p>I sold the gold. The wild ram is not mild. Ben can hold the pink ball.</p>	Notes
Wrap-Up/Review – 2 minutes	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> - Exceptions to the closed syllable rule: all, ang, ank, ing, ink, old, ild <p><u>Homework</u></p> <ul style="list-style-type: none"> - Practice short vowel drill and sight words (reading and writing) 	Notes

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

gum	web
cob	set
up	drop
him	nob
hob	self

all		bold
mall		sold
ding		fold
sting		wild
tank		child
tink		mild
bold		hing
told		wing
nold		bang
gold		pang

The Wild Child

It is fun to jump. Ben jumps on the bed.

His mom calls, “Stop jumping on the bed! You are a wild child.”

His mom holds his hand and sings, “Be a mild child, Ben.”

Ben nods. Ben will be a fantastic mild child.

It is fun to run. Ben runs fast in the hall.

His mom calls, “Stop running in the hall. You are a wild child.”

His mom holds his hand and sings, “Be a mild child, Ben.”

Ben nods. Ben will be a fantastic mild child.

It is fun to swim. Ben swims in the tub.

His mom calls, “Stop splashing in the tub! You are a wild child.”

His mom holds his hand and sings, “Be a mild child, Ben.”

Ben nods. Ben will be a fantastic mild child.

Ben has a nap.

His mom grins. She sings, “Ben can be a wild child, but when he naps, Ben is mild. Fantastic job, Ben.”

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 sold the gold.

The wild ram is not mild.

Ben can hold the pink ball.