

LESSON PLAN

Student:	Lesson #14
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: not, snot, spot, spat, sput, stut, stun win, swin, twin, trin, grin	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 ending consonant blends: ct, ft, lt, pt, nt, st, xt, lf, lk (reminders - use blocking strategies and remove mastered sounds from pack)	Notes AFTER this lesson, add the following consonant blends to the card pack: scr, spl, spr, str, squ, lp, ld, mp, sk, sp
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/ ending consonant blends: /ct/ /ft/ /lt/ /pt/ /nt/ /st/ /xt/ /lf/ /lk/ (reminders - use blocking strategies and remove mastered sounds from pack)	Notes

Section 2: New Content and Reading

Blending Drill – 2 minutes	
Equipment: paper letter cards Word List: at, ast, last, blast, blest, lest, lost, list, fist, mist, twist	Notes
Review of Recent Rules and Concepts – 5 minutes	
<p>Topic: Pounding Syllables Equipment: hands Word List: un, habit, uninhabit, dragon, until Instructions 1. Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.</p> <p>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: <u>Beginning blends:</u> bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw Word List: grip, flip, flap, flam, glam, slam, stam, stum, stun, spun <u>Ending blends:</u> ct, ft, lt, pt, nt, st, xt, lf, lk Word List: ant, pant, plant, lant, last, lest, left, teft, text, next</p>	Notes
New Content/New Rule – 10 minutes	
Equipment: letter cards for the following beginning blends: _spl, spr, str, squ. Letter cards for these ending blends: lp, ld, mp, sk, sp. Letter cards for blending drills. Instructions 1. Explain that in is lesson, the student will be discovering some new consonant blends. 2. Show the student the consonant blend letter cards one at a time and ask her to read them as individual sounds and then as a blend 5. Practice by doing blending drills with some of the words lists provided below: <u>Beginning blends:</u> spl, spr, str, squ at, splat, split, splint, sprint, squint, int, in, ip, strip <u>Ending blends:</u> lp, ld, mp, sk, sp elp, yelp, help, held, weld jump, bump, bamp, bask, lask, flask, clask, clasp	Notes
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: help, splat, strip	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: scrap, scrib, scrum, scrump, scrim, split, splat, strap, strip, strum, squint, help, yelp, kelp, held, weld, limp, bump, lump, tromp, bask, lask, tusk	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
“The Frog and Dog” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: bump, squid, hunt	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: mask, strum, last	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: A cat can bask in the sun. A frog can jump from pad to pad. I split the scrap of strap.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none">- Closed syllable definition- How to pound out syllables- Consonant blend definition <u>Homework</u> <ul style="list-style-type: none">- Practice short vowel drill- Practice reading and writing sight words	Notes

scrap	yelp
scrib	kelp
scrump	held
scrimp	weld
split	limp
splat	bump
strap	tromp
strum	bask
squint	lask
help	tusk

The Frog and Dog

It was dusk.

A frog sat in the sand at a pond.

A dog ran past the frog.

The frog did a yelp. “It is a dog! Help!”

The frog did a jump to the pond and swam to a pad.

The dog went to get a drink.

The frog did a yelp. “Help! It is a dog!”

The dog went in for a swim.

The frog hid in the pads.

The frog swam from pad to pad.

The frog did a yelp.

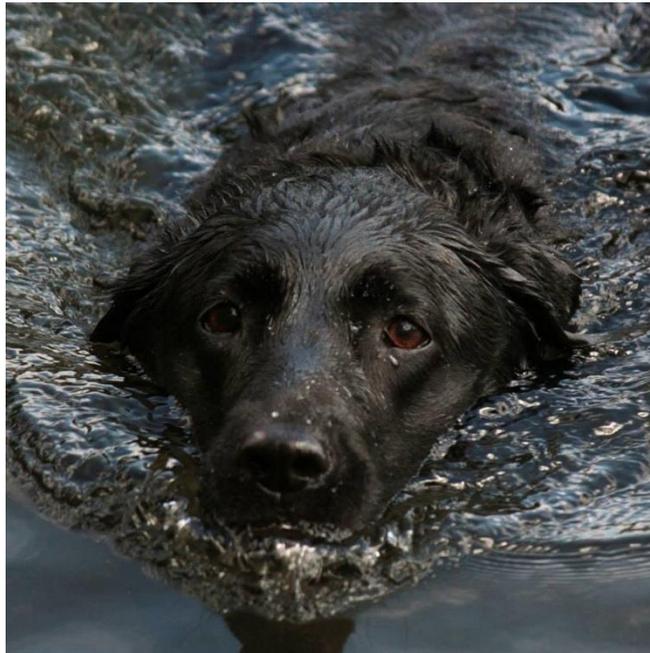
The dog swam to the frog. “Can I help?”

Instructions

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 the pictures. We want to teach the student to use decoding skills.



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[“dog-2126708_1280”](#) by [woodsilver](#) is licensed under CC0.

A cat can bask in the sun.

A frog can jump from pad to
pad.

I split the scrap of strap.