

# LESSON PLAN

Student:	Lesson #9
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: <u>Notes</u> <ul style="list-style-type: none"> <li>Students can have between 2 – 8 sight words at a time they are working on for homework. They should practice them once a day. When the student masters a word (by getting 5 check marks) retire the word and add a new one</li> </ul>	Notes
Short Vowel Drill – 3 minutes	
Equipment: 5 short vowel keyword pictures and copy of the “Fat Ed is not up” handout.	Notes
Phonemic Awareness Drill – 3 minutes	
Equipment: differently coloured blocks of uniform shape Word List: hut, hot, vot, vet, bet gum, tum, pum, pim, him <u>Notes:</u> Make sure to correct students when they put an “UH” sound at the end of words.	Notes
Visual Drill – 2 minutes	
Equipment: Starting pack consonants and vowels written on index cards 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 (reminders - use blocking strategies and remove mastered sounds from pack)	Notes
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/ (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: hit, hot, vot, vet, bet, but, sut, sum, pum, gum, gam, ram	Notes
Review of Recent Rules and Concepts – 15 minutes	
<p><b>Topic: Concept of Syllable</b> Equipment: magnetic letter tiles</p> <ol style="list-style-type: none"> <li>1. Ask the student to use the syllable hand gestures while saying the definition of a syllable. The student will say, “A syllable is a word, or part of a word with one vowel pattern.”</li> <li>2. Ask the student to use the magnetic tiles to create one real syllable and one example of a non-syllable.</li> </ol> <p><b>Topic: Concept of Closed Syllable</b> Equipment: magnetic letter tiles, card sort, 7 syllable types sheet</p> <ol style="list-style-type: none"> <li>1. take out of definition card and review closed syllable definition</li> <li>2. give the student the “7 Syllable Types” sheet. Use examples provided and magnetic letter tiles to give quick overview of syllable types. The point is to make student aware of the other syllable types to deepen their understanding of the closed syllable.</li> <li>3. Yes/no sort for closed syllable: bat, boat, him, goat, got, hi, vot, vote (the closed syllables are as follows: bat, him, got, vot)</li> </ol> <p><b>Topic: difference between a vowel and a consonant</b> Equipment: magnetic letter tiles Instructions</p> <ol style="list-style-type: none"> <li>1. Ask the student to point to the vowels. As they point to the vowel, they should name the vowel and say the sounds that it makes. Discuss when y acts as a vowel and when it acts as a consonant.</li> </ol>	Notes
New Content/New Rule – 0 minutes	
This is a review lesson. No new content.	Notes
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: pat, rot, yum	Notes
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: can, cup, hip, hap, hep, nig, rub, fin, vat, gum, yum, pat, let, rig, jam, led, wet, wit, zim, zip, nif, bog, big, bag	Notes
Sentences – Oral Reading of Connected Text – 2 minutes	
“Zip the Cat” story	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
Word list: yet, mob, fog, wed	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>	
Word list: bag, den, sun	Notes
<b>Connected Text – 5 minutes</b>	
Ask the student to write the following dictated sentences. After each sentence, ask the student to use CHOPS to check their work: Zip can tan in the sun. The cup is in the big bag. I bet I can run.	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none"><li>- Syllable definition</li><li>- Closed syllable definition</li><li>- The sound of 'y' as a consonant</li></ul> <u>Homework</u> <ul style="list-style-type: none"><li>- Practice short vowel drill</li><li>- Practice reading and writing sight words</li></ul>	Notes



# Reading Teacher's Toolbox

## Tip of the day

The English spelling system makes sense when you understand syllable types.

**There are 7 syllable types. Each syllable type has its own spelling rules.**

1. closed                      example = sal
2. open                         example = sa
3. vowel consonant-e      example = sale
4. vowel team                example = sail
5. vowel diphthong         example = soy
6. r-controlled                example = sort
7. consonant-le              example = sparkle

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Lesson 9 Cards for Yes/No Closed Syllable Card Sort

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

<b>Yes</b>	<b>No</b>
<b>bat</b>	<b>boat</b>
<b>him</b>	<b>goat</b>
<b>got</b>	<b>hi</b>
<b>vot</b>	<b>vote</b>

can		jam
cup		led
hip		wet
hap		wit
hep		zim
nig		zip
yum		nif
pat		bog
let		big
rig		bag

# Gus in the Tub

Gus is a cat.

Sam is a kid.

Gus sits in the mud.

Sam is not a fan of mud on Gus.

Sam gets Gus to the tub.

Gus is not a fan of the tub.

Gus is in the tub.

The tub is hot.

The tub has suds.

Gus is mad.

### 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.



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Zip can tan in the sun.

The cup is in the big bag.

I bet I can run.