

# LESSON PLAN

Student:	Lesson #21
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: New words added: host, post, most (exceptions to the closed syllable rule)	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: sank, lank, blank, blunk, blink, ink, pink	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, ink, old, ild	Notes  <i>After</i> this lesson, add “ind” to the visual and auditory drill 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/ /old/ /ild/	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 (mas, mel, lem, piv, ep) and “Syllable #2” cards in the second column (on, on, cot, in, ic).
2. Tell 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 two syllable words in which the base needs a second syllable to form a word

Syllables:

mas	on
mel	on
lem	cot
piv	ot
ep	ic

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

- a) read down all of the Column #1 words and then down all of the Column #2 words.
- b) read across each row (the words will be nonsense words)
- c) move around words in Column #2 to create real words (mascot, melon, lemon, pivot, epic).
- d) 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 – 8 minutes

#### **Topic: Pounding Syllables**

Equipment: hands

Word List: rob, robin, sing, singing, investing, reinvesting

Instructions

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,” “old,” “ild”**

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

1. Place letters tiles to spell the word “wild.” Ask the student to read the word and to explain why “ild” is an exception to the closed syllable rule. The student will explain that the pattern of “ild” 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,” “ink” “old,” and “ild.” Ask the student to read real and nonsense words

Notes

### New Content/New Rule – 7 minutes

#### **Topic: Exceptions to the closed syllable rule – “ind”**

Notes

<p>Introduce the following exception to the closed syllable rule: /ind/</p> <ol style="list-style-type: none"> <li>Place letter tiles for the word “win” on the table and ask the student to explain why it is a closed syllable. Add the letter d and ask the student to read the word as the closed syllable “wind.” Ask the student to use the word in a sentence. For example, “The wind was blowing hard.” Tell the student the “ind” can be an exception to the closed syllable rule. Discuss how when “ind” is being an exception to the closed syllable rule, the sound of the letter “i” makes the long “i” sound as in “wind it up.”</li> <li>Use index card with /ind/ plus graphemes/blends to make words. Words: find, hind, kind, mind, rind, wind, grind, blind</li> </ol>	
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Word list: mind, yang, bing, drank</p>	Notes
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>	
<p>Word list: fall, hall, gold, nold, sold, kang, clang, ring, string, wild, child, mild, hind, kind, find, wind, mind, gang, bing, ning, wing</p>	Notes
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>	
<p>“Sam and Jen” story</p>	

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>	
<p>Word list: wind, mild, fang</p>	Notes
<b>Finger Tapping/Tracing/Writing – individual words – 5 minutes</b>	
<p>Word list: wild, bind, cold</p>	Notes
<b>Connected Text – 5 minutes</b>	
<p>Ask the student to write the following dictated sentences. After each sentence, ask the student to use CHOPS to check their work: The hind leg of the cat is red. Find the dog that is sold in the mall. Tim can hold the blind pig.</p>	Notes
<b>Wrap-Up/Review – 2 minutes</b>	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> <li>Exceptions to the closed syllable rule: all, ang, ank, ing, ink, old, ild, ind</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>Practice short vowel drill and sight words (reading and writing)</li> </ul>	Notes

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

<b>mas</b>	<b>on</b>
<b>mel</b>	<b>on</b>
<b>lem</b>	<b>cot</b>
<b>piv</b>	<b>ic</b>
<b>ep</b>	<b>ot</b>

<b>fall</b>		<b>mild</b>
<b>hall</b>		<b>hind</b>
<b>gold</b>		<b>kind</b>
<b>sold</b>		<b>find</b>
<b>kang</b>		<b>wind</b>
<b>clang</b>		<b>mind</b>
<b>ring</b>		<b>gang</b>
<b>string</b>		<b>bing</b>
<b>wild</b>		<b>ning</b>
<b>child</b>		<b>wing</b>

# Sam and Jen

Sam has a bat.

Jen has a ball.

Sam grabs his bat and calls, “Jen! I can get a hit.”

Jen calls, “I will not hold back.”

Sam grins and calls, “Jen! I can get a hit.”

Sam nods.

Jen winds up.

The ball zings at Sam.

The ball is fantastic.

Sam swings his bat.

Bang! The bat hits the ball.

Up, up, up. The ball zips past Jen.

Sam grins.

Jen nods and calls, “That hit was not bad. That hit was fantastic.”

### 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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The hind leg of the cat is red.

Find the dog that is sold in the mall.

Tim can hold the blind pig.