



## Lesson Plan 1A 5

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*Glued exceptions*

### Materials

- The Reading Academy sound cards
- Student book for each student
- A pencil, a rubber, a ruler for each student
- A pen for the instructor
- A pencil sharpener for the group

### Step 1: Review

#### Review quiz

*The review quiz is an online quiz that is to be completed by the instructor. The purpose of the review quiz is to help the instructor gauge their level of understanding. A score of 100% on the review quiz should be obtained before moving on to the next lesson. If the score is less than 100%, return to the previous lesson(s) and revisit covered topics.*

Review the following topics with your students by asking the following questions orally:

*This is instructor-led work. The instructor needs to observe and take note of any student(s) who require more work on these topics. If student(s) are struggling to answer questions with automaticity, do NOT progress. Review and reteach topics they are having trouble with before moving on.*

Sound check:

Take a selection of previously taught sound cards and ask your student(s) the sound. Check for correct pronunciation and clipping. If any sounds are forgotten, make sure to include them in each sound check until mastered. **Do not skip this step!**

- What is clipping?
- What is sound tapping?
- Definition of a vowel (long and short)
- Definition of a consonant
- Definition of a digraph
- Definition of a glued sound
- Q being the scaredy cat letter
- Ask students for examples of all the above (it is recommended to have all the sound cards laid out for the students)
- Read Memory words list 4 review. Each student should take a line, following with their finger from left to right. Make sure the student's finger is under the word they are reading and that they are moving at an appropriate pace. Repeat this exercise until mastered.

## Step 2: Introduction

**Teach** glued exceptions

- **ōld, ōlt, ōst, īld, īnd**  
Definition: Same as a glued sound but the vowel is long, it says its name.  
Present children with the glued sound exception flashcards. Explain that with a glued sound exception, the vowel makes a long sound.
- Model how to pronounce each glued sound exception.
- Practise with students the glued sound exceptions, making sure they can pronounce each one correctly.
- Review sound tapping for a glued sound. Sound tapping a glued exception is the same, use three fingers at the same time. For example, the word **cold** would get 2 taps: c (index finger to thumb) and **old** (remaining 3 fingers to thumb all at the same time).

### Step 3: Practice

- Read Word list 1A 5. Each student reads a row and taps the glued sound exceptions.
- Read Silly word list 1A 5. Each student reads a row and taps the glued sound exceptions.
- Read Memory words list 5. Each student should take a line, following with their finger from left to right. Make sure the student's finger is under the word they are reading and that they are moving at an appropriate pace. Repeat this exercise until mastered.

### Step 4: Dictation

Rules for dictation:

It is very important that the student looks at you and repeats sounds, words and sentences in the dictation before picking up their pencil to write and when they are writing. Children are eager to skip the steps of repeating and to quickly write what they heard but this is a critical step for them in order to process the information properly and learn to listen fully to the instructor. If a student skips this step, stop and start again. Remind your student(s) that they need to repeat after you and repeat again when writing.

1. Tell the students that you are going to ask them to write the sound that they hear into their copy. All pencils should be on the desk and eyes on the instructor. You are going to say, 'What letter makes the sound' and pronounce a sound. While looking at you they repeat the sound. Students pick up their pencil repeating the sound as they write it in their copy. Students should place their pencil back on the desk and wait for the next sound.

Sounds: /y/, /wh/, /ong/, /ck/ (c, k, ck), /ild/

2. Tell the students that you are going to ask them to write the word that they hear into their copy. All pencils should be on the desk and eyes on the instructor. You are

going to say,' What letters make the word' and say a word. While looking at you they repeat the word. Students pick up their pencil and repeat the word as they write it in their copy. If they are unsure of how to spell a word they should tap the sounds.

Students then place their pencil back on the desk and wait for the next word.

Words: yam, hold, chop, lung, rub

3. Tell the students you are going to ask them to write the sentence that they hear into their copy. All pencils should be on the desk and eyes on the instructor. You are going to say,' I am going to read a sentence to you and I want you to write the sentence in your copy. I am going to say the sentence, I want you to repeat the sentence and then write it in your copy saying each word aloud, quietly, as you write it. Ask,'What do I want you to do?'

- 1. Repeat the sentence
- 2. Write the sentence in the copy saying each word aloud as I write it.

Read the sentence to the students. While looking at you they repeat the sentence. Students pick up their pencil and repeat the sentence as they write it in their copy. If they are unsure of how to spell a word they should tap the sounds. Students then place their pencil back on the desk and wait for the next sentence.

Sentences:

1. Find the fish in the bin.
2. We sat on the mat when the man sang a song.
3. The ship has a tall man on it.
4. We can go wild and whack the log.
5. Run on the long path.

4. Tell the students that you are going to ask them to write the silly word that they hear into their copy. Silly words are not real words, they are made-up. All pencils

should be on the desk and eyes on the instructor. You are going to say, 'What letters make the silly word' and say a word. While looking at you they repeat the silly word.

Students pick up their pencil and repeat the silly word as they write it in their copy. If they are unsure of how to spell a silly word they should tap the sounds. Students then place their pencil back on the desk and wait for the next word.

Silly words:

1. lop
2. yolt
3. chid
4. lild
5. pung