Lesson #:\_\_\_\_\_\_\_**\_28\_**\_\_\_ Date:\_\_\_\_**\_5/31/127\_\_\_\_**\_\_\_\_\_\_\_

Student(s): \_\_\_**Sylvie and Dylan**\_\_\_\_\_\_\_\_\_\_ Teacher: \_**\_Vergato**\_\_\_\_\_\_\_\_\_\_\_

| **Skill** | **Review Lesson Concept/Objective: ng, nk** | **Comments/Error Patterns/DATA** | | |
| --- | --- | --- | --- | --- |
| **Kinesthetic**  **Handwriting** |  |  |  |  |
| **Visual** | **Phonograms Cards:**  **ang, ing, ong, ung, ank, ink, onk, unk, ch, th, sh, wh, am, an, a, e i, o, u, b, d, p**  **Focus sound**: **\_ng, nk\_\_\_** |  |  |  |
| **Auditory**  **Dictated Sounds**  **SOS Procedure** | **1. b 2. ank 3. ung 4. onk 5. d**  **6. ong 7. unk 8. ch 9. ang 10. e** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
| **Auditory**  **Phonemic Awareness** | **Change the /\_\_\_/ to / \_\_\_\_/**  **\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_ to\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
| **Auditory/Visual**  **WORD BUILDING** | **Change the /\_\_\_/ to / \_\_\_\_/**  **\_\_\_\_sing\_\_ to \_\_\_ding\_\_\_ to\_\_wing\_\_\_\_ to \_\_wink\_\_\_\_ to \_\_sink\_\_**  **\_\_\_sunk\_ to \_\_\_chunk\_\_ to\_\_chink\_\_\_ to \_\_\_think\_\_\_ to thank to shrank** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
| **Visual**  **Reading words in isolation**  **(TCC-A)** | **REVIEW: Irregular/Dis-phonetic Words (1-5)**  **any** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
| **Visual**  **Reading words in isolation** | **REVIEW: Phonetic Words (5-10)**  **whip, dash, brush, crunch, thrash**  **REVIEW NEW Phonetic Words {(10-20)**  **bonk, slang, blank, sting, slink ,prong, slung, trunk, sprang,shrank, strung, spring,strong, shrink, shrank** | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ |
| **Visual**  **Reading words in context** | **PHRASES/SENTENCES (5-10)**  **rub the ink**  **spot did shrink**  **flung the pen**  **then a pink spot**  **did think to scrub**  **The men had sunk the ship.**  **Tim hung the string on the peg.**  **The cat drank the milk from the dish.**  **A strong man can lift this trunk.**  **A pink and red fish swam in the tank.** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
| **Auditory**  **SPELLING Words & Sentences**  **SOS Procedure** | **1. honk 2. drank 3. sling 4. brink 5. prong**    **6. clang 7. plunk 8. drink 9. strung 10. throng**  **SENTENCES:**  **1. The long string is pink.**  **2. Frank rang the big gong.** | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ |
| **Visual** | **STORY:**  **The Ink Spot** |  |  |  |
| **Visual or/& Kinesthetic** | **Comprehension:**  **problem/ solution** |  |  |  |
| **Visual** | **Fluency:** |  |  |  |

**Lesson Scores for Progress Monitoring:**

Percentage Reading:

Percentage Spelling:

**Next Lesson: (check one based on student’s performance)**

Review Current Concept (below 90% for reading/80% for spelling) 

Introduce New Skill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_