Lesson #:\_\_\_**\_25\_\_**\_\_\_\_\_\_ Date:\_\_\_**\_5/10/17\_**\_\_\_\_\_\_\_\_\_\_\_

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

| **Skill** | **Review Lesson Concept/Objective:**  **ang,ing,ong,ung** | **Comments/Error Patterns/DATA** | | |
| --- | --- | --- | --- | --- |
|  |  |  | | |
| **Kinesthetic**  **Handwriting** | **b, d, p - iPads** |  |  |  |
|  |  |  |  |  |
| **Visual** | **Phonograms Cards: a, i, o, u. e, d, p, d, q sh, ch, th, wh, ang, ing, ong, ung**  Focus sound: \_\_**ng\_**\_\_  You mixed them up for greater challenge. THey did great without the key words. Then you switched them up. |  |  |  |
|  |  |  |  |  |
| **Auditory**  **Phonemic Awareness** | **Listen for the /ng/ and hold up sound you hear**  **sang, song, sung, thing, stung,rang, ring,hung,gong** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
|  |  |  |  |  |
| **Auditory/Visual**  **WORD BUILDING** | **Change the ng sound**  **\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_ to\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_ to\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
| **Visual**  **Reading words in isolation**  **(TCC-A)** | **REVIEW: Irregular/Dis-phonetic Words (1-5)**  **have** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
|  |  |  |  |  |
| **Visual**  **Reading words in isolation** | **REVIEW: Phonetic Words (5-10)**  **chimp, bench,this,path,mesh, shin, lash,whisk, which,whop**  **REVIEW NEW Phonetic Words {(10-20) Fly Swatter Game**  **song,ding,hang,gong, long, rang,hung, rung,thing,clang,clung, slang,flung,swung,bring,stung, prong,spring,strong,strung, string,sprang** | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ |
|  |  |  |  |  |
| **Visual**  **Reading words in context** | **PHRASES/SENTENCES (5-10**  **The king was sad.**  **A lost ring is not fun!**  **The rich king sat on a swing by the pond.**  **He swam and sang a long song with a fish and a bug.**  **He flung his big ring on the swing and went in the pond.** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
|  |  |  |  |  |
| **Auditory**  **Dictated Sounds**  **SOS Procedure** | **1. ang 2. b 3. d 4. e 5. ong**  **6. u 7. ung 8. wh 9. ing 10. ch** | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_ |
| **Auditory**  **SPELLING Words & Sentences**  **SOS Procedure** | **1. ding 2. hang 3. gong 4. stung 5. bring**    **6. flung 7. thing 8. swung 9. sprang 10. strong**  **SENTENCES:**  **1. Jan swung on a swing.**  **2. Which bug did sting Ted?**  **3. The dog with the long fang sprang up.** | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ | \_\_\_\_/\_\_\_\_  \_\_\_\_/\_\_\_\_ |
|  |  |  |  |  |
| **Visual** | **STORY:**  **The King and the Lost Ring** |  |  |  |
|  |  |  |  |  |
| **Visual or/& Kinesthetic** | **Comprehension:**  **What did the king do in the story? Why was he sad? What might happen next?** |  |  |  |
|  |  |  |  |  |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_