



Lesson Plan 1A 5

Glued exceptions

Lesson Objectives

After this lesson, the student will be able to:

- Recognise and produce the glued sound exceptions ōld, ōlt, ōst, īld, īnd.
- Explain that in a glued sound exception the vowel makes a long sound.
- Sound tap a word containing a glued sound exception.
- Read real and silly words containing glued sound exceptions.

Materials

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

Step 1: Review

Review quiz

- ☐ What are the pink cards (vowels)? What are short & long vowel sounds (long sounds say their own name, short sounds say their sound)? What are the yellow or white cards (consonants)?
- ☐ What is clipping? Sound in its purest form.
- ☐ What is sound tapping? Your student taps each individual sound they hear in a word. Note, it is the sound that is tapped, not the letter.
- ☐ What is the scaredy cat letter? The 'q' is a scaredy cat and will NEVER go anywhere without the 'u' following it.
- ☐ What is a digraph? How do we tap a digraph? A digraph is 2 or more consonants making only 1 sound. Since it is 1 sound, it will get 1 tap.
- ☐ What is a glued sound? How do we tap a glued sound? A glued sound is when 3 letters do have individual sounds but the sounds are closely glued together, we keep them together. Since it is 1 sound, it will get 1 tap.
- ☐ Lay out the sound cards. First review each sound by pointing to the card, saying the sound and having your student repeat the correct sound. Then point to random letters and ask for the correct sound. Make sure your student can pronounce every phoneme correctly.
- ☐ Hear word list: Memory List 4 review. Your student should follow the words with their finger, left to right. Make sure their 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 own name.



- ☐ Present your student 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 your student, making sure they can pronounce each one correctly.
- ☐ Review sound tapping for a glued sound.

Note

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).

- ☐ Read Word List 1A 5. Your student reads a row, tapping the glued sound exception words.
- ☐ Explain silly words: words that are made up but can be pronounced using the sound rules.
- ☐ Read Silly Word List 1A 5. Your student reads a row, tapping the glued sound exception words.

Step 3: Practice

Re-read Word List 1A 5 and Silly Word List 1A 5 with your student, tapping each glued sound exception word, until fluent.

Step 4: Dictation**Rules for dictation**

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

Sounds

- ☐ Tell your student that you are going to ask them to write the sound that they hear into their copy. Their pencil 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. The student picks up their pencil, repeating the sound as they write it in their copy. They should place their pencil back on the desk and wait for the next sound.

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

Words

- ☐ Tell your student that you are going to ask them to write the word that they hear into their copy. Their pencil 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. The student picks up their pencil and repeats the word as they write it in their copy. If they are unsure of how to spell a word, they should tap the sounds. The student then places their pencil back on the desk and waits for the next word.

Words: yam, hold, chop, lung, rub



Sentences

☐ Tell your student you are going to ask them to write the sentence that they hear into their copy. Their pencil should be on the desk and eyes on the instructor. 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 you write it.

Read the sentence to your student. While looking at you they repeat the sentence. The student picks up their pencil and repeats the sentence as they write it in their copy. If they are unsure of how to spell a word, they should tap the sounds. The student then places their pencil back on the desk and waits for the next sentence.

Sentences

- Find the fish in the bin.
- We sat on the mat when the man sang a song.
- The ship has a tall man on it.
- The child will find the gold.
- Run on the long path.

Silly words

☐ Tell your student 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. Their pencil 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. The student picks up their pencil and repeats 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. The student then places their pencil back on the desk and waits for the next word.

- lop
- yolt
- chid
- lild
- pung