NEW WORK-15 MINUTES PHONOGRAM TEACHING PLAN

Name_____ Phonogram **ink** Date _____

Review 1. STUDENT DISCOVERY Show VD card " ***ink*** for ***drink*** says / ***ink***/". **A. Auditory Discrimination** (Do only the position the sound can be found in.) "Listen, repeat the word and tell me where you hear the sound." Beginning Position / Middle Position / Final Position blinks / think sinking / wink blinkers / slink pink **B. Visual Discrimination** "Circle the letters that make the sound. Where are they?" sink think pink brink sinking drinks **C. Phonemic Segmentation** i. Segment - Teacher says the word. Student places a counter in a box for each sound, repeats the word and turns the counter over that marks the sound. ii. Blend - Tutor says the sounds placing a counter in correct box. Student must blend to make the word.	Vocabulary words on cards. 6 words in each list. 6 words printed on record sheet -3-6 Words -Phonemic segmentation sheet -Two-Colored counters
2. VAKT Practice **A.** Card with key word picture on back. Tutor repeats the story for the student. " ***ink*** for ***drink*** says / ***ink*** /". **B.** Student traces repeating story on felt letters or other tactile 15-20 times. **C.** Student completes a blending drill on back of record sheet. **D.** Student reads a list of words containing the new phonogram.	Visual Drill Card Key word object Tactiles List of words
3. RECORD SHEET **A.** Repeat story as they print the phonogram. ink ink ink ink ink ink **B.** Draw a picture of the key word. link think **C.** SOS words with the sound. sinks wink mink slink pink clinking blink drinking **drink** Rule or Concept - ***consonant 'n' after the vowel, just add 'k'***	Record sheet *Phrases and sentences in VD and AD for the next lesson
4. REINFORCEMENT Complete only 1: Worksheet or Oral Reading or Game,	Reinforcement aid