

Lesson Plan	Challenger Book 5, Lesson 1
Date	
Basic Skills	<p>Review key word sounds of short and long vowels.</p> <p>Go over the chart which is a Review of Long and Short Vowels. Do Section One about word meanings.</p> <p>Do the <i>Words for Study</i> and then have the student to read the section out loud taking turns reading the selection. (You read one paragraph and then the student reads another paragraph.)</p> <p>Phonemic Awareness Activity: (Time: 10 minutes)</p> <p>Explain to the student that you are going to do some phonemic awareness activities because the research has shown that this helps students to improve their decoding skills. (Technically phonemic awareness is an oral exercise and does not include the written part but again research has shown that combining the written letter with the sound reinforces the learning experience.)</p> <p>So orally you would say:</p> <p>The word is “hope.” Say “hope.” What is the first sound in “hope?” /h/ (This indicates the sound). Ask the student to identify the letter orally. Then ask the student to write down the letter that makes the /h/ (sound).</p> <p>The word is “house.” Say, “house.” What is the first sound in “house?” /h/ Write down the letter that makes the sound /h/.</p> <p>The word is “tight.” Say, “tight.” What is the first sound in “tight?” /t/ What is the letter that makes the sound /t/? Write the letter down that makes the /t/ sound.</p> <p>The word is “dress”. Say, “dress.” What is the first sound in “dress?” /d/ Ask the student to identify the letter of the sound orally. Then ask the student to write down the letter that makes the sound /d/.</p> <p>The word is “master.” Say, “master.” What is the first sound in “master?” /m/ Ask the student to identify the letter that makes the /m/ sound. Ask the student to write down the letter that makes the sound /m/.</p> <p>Syllable Type: (Time: 10 minutes)</p> <p>Review closed syllable rule. Ask the student to identify closed syllable words in the story. Now introduce the “silent e rule”. Explain this to the student and demonstrate writing down the following words: “Fin” and “fine.” Explain how the vowel changes from a short sound to a long sound. You may need to review the long sounds with the key word tent card.</p> <p>Have the student to identify words from the story that follow the “silent e rule.” Make sure you ask the student how it affects the vowel sound.</p>

Reading: Meeting Individual Needs	Student's long term goal is to achieve their GED. Ask student to tell why they want to get the GED and write down their story using the Language Experience Approach.
Reading for fluency	Have the student to read the story and listen for the flow. If necessary put your finger under the words and guide the student along to ensure adequate reading speed.
Homework:	Have the student to find other words that follow the "silent e rule." Write them down and bring them to class. Go over the directions for Section 2 and Section 3 and have the student to complete these for homework. Do a couple of the questions in each section together, make sure the student understands the directions.