LESSON PLAN

Student:	Lesson #110	
Length: 45-60 minutes	Date:	
Instructor:	Time:	
Credits: This lesson was created by Shawna Audet from the Flying Cat Academy. The drills and the scope and sequence that it follows were created by the Dyslexia Training Institute. The pictures come from pixabay.com.		

Section 1: Sight Word Study Method and Review Drills

Sight Words – 5 minutes	Notes
Equipment: list of common sight words, instruction sheet, blank index cards, and marker Current sight words: New words added:	
Phonemic Awareness Drill – 3 minutes	
Equipment: coloured tiles Words: Words: er, her, herd, bird, birt, blirt, flirt	
Visual Drill – 2 minutes	
Equipment: card pack of graphemes on which student is currently working written on index cards consonants: b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z single grapheme vowels: a,e,i,o,u,y begin. consonant blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, tw, scr, spl, str, squ ending consonant blends: ct, ft, lt, pt, nt, st, xt, lf, lk, lp, ld, mp, sk, sp exceptions to closed syllable rule: all, ang, ank, ing, ank, ing, ink, old, ild, ind, igh consonant digraphs: ch, sh, ph, wh, th other: tch, ck, ci, co, cu, cy, cl, cr, ct, gl, gr, ga, ge, gi, go, gu, gy, mb, wr, kn, dge, gh, que vowel teams (also known as vowel digraphs): ai, ay, ee, ey, oa, oe, ow, ue, ie vowel diphthongs: au, aw, oi, oy, oo, ou, ow, ie ew, ea r-controlled: ar, or, er, ir, ur (reminder: use blocking strategies and remove mastered sounds from pack)	
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill	

Section 2: New Content and Reading

Syllable Card Drill – 2 minutes	
Equipment: index cards	
1. Put all syllables on index cards. Place the cards in two columns with "Syllable #1" cards	
in the first column and "Syllable #2" cards in the second column.	

dol	lar
keep	bor
har	er
doc	ty
thir	tor

Notes

- 2. Complete, the drill by asking the student to do the following things:
 - a) read down all the Column #1 syllables first and then read the Column #2 syllables.
 - b) read across each row (the words will be nonsense words)
 - c) move around syllables to create real words (dollar, harbor, doctor, thirty).
 - d) discuss word meanings and ask student to use words in sentences.

Review of Recent Rules and Concepts – 12 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: har, harbor, thirsty, thir, player, popular

Instructions: Orally practice identifying syllables in words by having student tap arm and

extend a finger for each new syllable heard.

Topic: Syllabication

Equipment: letter tiles, syllabication worksheet

1. Ask student to work through the syllable division worksheet, giving guidance as needed.

Words: thirty (thir-ty), popular (pop-u-lar), disbarring (dis-bar-ring)

Topic: Using suffixes with previously learned syllable types

Materials: suffixes worksheet

Ask student to work on "Adding Suffixes (Endings)" sheet.

New Content/New Rule – 3 minutes

Topic: exception "vowel + <rr>"

Materials: Magnetic letter tiles

- 1. Explain that when there is a vowel followed by two "r's" that the vowel will make the short vowel sound. There are not a lot of words with the "vowel + <rr>"
- 2. Give out index card with rule on it.
- 3. Use letter tiles to make the following words: carry, berry, hurry, correct, sorry

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order

Words: carry, berry, correct

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: carry, berry, hurry, correct, sorry

Sentences – Oral Reading of Connected Text – 2 minutes

"Carry a Berry" story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: carry, berry, hurry, harmed	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: correct, sorry, tarred	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. The chipmunk can carry the berry. 2. I am sorry that I burned the lunch. 3. I did not correct my math because I was in a hurry.	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - Adding suffix endings to 'ar,' 'or,' 'er,' and 'ir' - Exception: vowel + <rr> Homework: Practice sight words (reading and writing)</rr>	

dol	lar
keep	bor
har	er
doc	ty
thir	tor

Scooping Syllables Worksheet

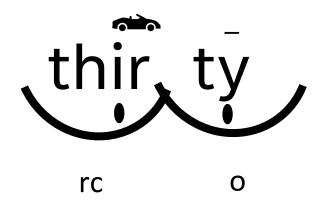
Closed Syllable	С
Open Syllable	0
Schwa	Э
Vowel, Consonant, Silent E	VCE
Vowel Team	VT
Vowel Diphthong	VD
R-Controlled	RC

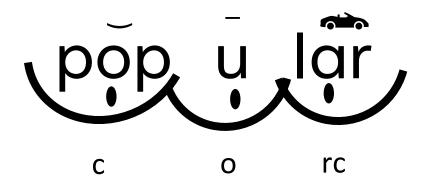
thirty

popular

disbarring

Scooping Syllables Worksheet







Adding Suffixes (Endings)

Suffixes ing, ed, ful, less, er, est, ness, y, s

Closed Syllable = 1:1:1 rule

1 syllable word	1 short vowel before the last consonant? ✓	only 1 consonant at end? ✓×	Suffix	Answer
red, hip, mud, run shep				

Closed Syllable = 2:1:1 rule

Closed Syllable	L .I.I I alc				
2 or more	1 short	only 1	Accent is	Suffix	Answer
syllables in	vowel	consonant	on last		
word	before the	at end?	syllable		
	last	✓×			
	consonant?				
	✓×				
	pilot, regret, happen appen				

Open Syllables: Change the y to an i and add the ending. Use 'es' instead of 's.'

Word	Suffix	Answer
	go, sly, pry m	10

Vowel Consonant Silent e (VCE):

drop the e on the base and add the suffix if the suffix starts with a vowel Note: when adding suffix y, you often drop the e, but not always – dicey, hokey)

Word	Suffix	Answer
	s, ing, ed,	
	ful, less, er, est, ness, y	
	make, kite, pale, late	ite

Suffixes ing, ed, ful, less, er, est, ness, y, s

Vowel Teams

- 1. Slam on the ending if the last letter in the base is any letter except 'e.'
- 2. If the last 'e' in the base is an 'e,' then drop the 'e' and add the vowel ending.
- 3. When adding 'y' to a word that ends in 'ie,' you change the 'ie' to 'y' (to avoid having the letter 'i' occur twice in a row).

Word	Suffix	Answer
	steam, die, peel, coal	oal

Vowel Diphthongs

Slam on the ending if the last letter in the base is any letter except 'e' If the last 'e' in the base is an 'e,' drop the 'e' and add the vowel ending.

Word	Suffix	Answer	
	draw, joy, join	oin	

R-Controlled = 1:1:1 rule

1 syllable word	1 short vowel	Only 1	Suffix	Answer	
	before the last	consonant at			
	consonant? 🗸 🗙	end? ✓ ×			
fur	✓	✓	\	furry	
chirp, burn, bar tir					



vowel + <rr> = short vowel sound

When a vowel is followed by <rr>, the vowel will make the short vowel sound.



carry

berry

hurry

correct

sorry

tarring

starry

barred

barning

flirty

turning

armed

actor

doctor

harbor

sculptor

dollar

popular

Carry a Berry

An old chipmunk named Harmon, was hurrying through the woods.

He was carrying a big berry back to his nest.

A young chipmunk named Chippy was sitting in a tree.

Chippy spotted Harmon having a hard time with the berry.

The berry was too big for Harmon to carry for long. He had to take rests.

"I wish that I had that berry," thought Chippy.

Chippy thought, "I want that berry."

Just then, a plan came to Chippy.

Chippy scampered down his tree trunk and ran to Harmon.

"Can I help you carry that berry, sir?" asked Chippy.

"Thanks" said Harmon. "You are a kind young chipmunk."

Chippy grabbed the berry from Harmon and started to dash off.

"Help!" cried Harmon.

Just then, an owl swooped down and grabbed Chippy.

Chippy dropped the berry. Harmon caught it before it hit the ground.

"Help!" cried Chippy.

Harmon tossed the berry at the owl. Smack! The berry hit it in the face.

The owl let go of Chippy. Chippy fell but he was able to grab a branch on the way down.

"Why did you help me?" asked Chippy. "I was trying to steal your berry."

Harmon said, "You are more important than a berry."

"I'm sorry," said Chippy.

"That's okay," said Harmon.

Instructions

Do not show this picture until AFTER the student reads the story. If you show it before, you are teaching the student to guess at words based on the picture. We want to teach the student to use decoding skills.



"chipmunk-3016200_1280" by ducken99 is licensed under CCO.

The chipmunk can carry the berry.

I am sorry that I burned the lunch.

I did not correct my math because I was in a hurry.