

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: 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, 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.	

		Notes
dol	lar	
keep	bor	
har	er	
doc	ty	
thir	tor	
<p>2. Complete, the drill by asking the student to do the following things:</p> <ol style="list-style-type: none"> read down all the Column #1 syllables first and then read the Column #2 syllables. read across each row (the words will be nonsense words) move around syllables to create real words (dollar, harbor, doctor, thirty). discuss word meanings and ask student to use words in sentences. 		
Review of Recent Rules and Concepts – 12 minutes		
<p>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.</p> <p>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), disbaring (dis-bar-ring)</p> <p>Topic: Using suffixes with previously learned syllable types Materials: suffixes worksheet Ask student to work on “Adding Suffixes (Endings)” sheet.</p>		
New Content/New Rule – 3 minutes		
<p>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</p>		
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes		
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: carry, berry, correct</p>		
Word List – Oral Reading of Isolated Words – 2 minutes		
<p>Word list: carry, berry, hurry, correct, sorry</p>		
Sentences – Oral Reading of Connected Text – 2 minutes		
<p>“Carry a Berry” story</p>		

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. <ul style="list-style-type: none">- Adding suffix endings to 'ar,' 'or,' 'er,' and 'ir'- Exception: vowel + <rr> <u>Homework:</u> Practice sight words (reading and writing)	

dol	lar
keep	bor
har	er
doc	ty
thir	tor

Scooping Syllables Worksheet

Closed Syllable	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE
Vowel Team	VT
Vowel Diphthong	VD
R-Controlled	RC

thirty

popular

disbarring

Scooping Syllables Worksheet

thir^{rc} ty^o

p^co^op^{rc} ū lar

d^ci^{rc}s b^car r^cing

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

2 or more syllables in word	1 short vowel before the last consonant? ✓ ×	only 1 consonant at end? ✓ ×	Accent is on last syllable	Suffix	Answer
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 mo		

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

<u>Suffixes</u> 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 before the last consonant? ✓✗	Only 1 consonant at end? ✓✗	Suffix	Answer
fur	✓	✓	✓	furry
chirp, burn, bar				tir

R-Controlled Exception

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



Unexpected
Short Vowel
Sound

carry	flirty
berry	turning
hurry	armed
correct	actor
sorry	doctor
tarring	harbor
starry	sculptor
barred	dollar
barring	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.



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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.