

LESSON PLAN

Student:	Lesson #106
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, hard, vard, vord, lord, ford, form, firm	
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	
Auditory Drill – 2 minutes	
Equipment: Same pack of index cards that you used for the visual drill	

Section 2: New Content and Reading

Blending Card Drill – 2 minutes	Notes
Equipment: letter cards Words: er, her, herd, hard, card, cord, ford, form, firm, firt, flirt, slirt, skirt, shirt	
Review of Recent Rules and Concepts – 12 minutes	

<p>Topic: Pounding Syllables Equipment: hands Word List: shirtless, carport, thir, thirteen 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: paper (pa-per), spider (spi-der), morning (mor-ning)</p> <p>Topic: Using suffixes with previously learned syllable types Materials: suffixes worksheet Ask student to work on “Adding Suffixes (Endings)” sheet.</p> <p>Topic: Review of ‘er’ and ‘ir’ r-controlled syllable Materials: index cards 1. Show rule card and ask student to state the definition of an ‘r-controlled’ syllable 2. Show <ar> <or> <er> and <ir> grapheme cards. Ask student to say the sound of each. 3. Ask student to place down <ir> word cards and retell story that student made in last lesson to remember the <ir> words Words: girl, bird, birth, dirt, first, fir, firm, flirt, shirt, sir, stir, skirt, third, thirsty</p>	
New Content/New Rule – 5 minutes	
<p>1. Explain that we are going to work on <ur> in this lesson and that it makes the same sound as <er> and <ir>. Explicitly say <er> and <ir> represents the phoneme /ur/. Say, “Can you repeat the sound?” 2. Use letter cards to explain how the <r> controls the vowel in words that have the grapheme <ur>. Do this by showing how the sound changes from closed syllables (short vowel) to r-controlled syllables (new sound). bun – burn tun – turn, churn, urn cul – curl, furl, hurl 3. Ask the student to read index cards that contain the following words: urn, burn, churn, hurt, burst, blur, fur, hurl, curl, blurb, curve 4. Tell the student that there are no definitive patterns for using ‘er,’ ‘ir,’ or ‘ur.’ ‘Er’ words are the most common. The ‘ir’ story will help the student to remember ‘ir’ words.</p>	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: dirt, bird, her, burn, turn, churn</p>	
Word List – Oral Reading of Isolated Words – 2 minutes	
<p>Word list: urn, burn, churn, hurt, burst, blur, fur, hurl, curl, blurb, curve</p>	
Sentences – Oral Reading of Connected Text – 2 minutes	
<p>“Roger’s Fire” story</p>	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: car, cart, form, port, fir, first	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: girl, bar, lord, her, herd	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. It can hurt to get a sunburn. 2. It is my turn to hurl the baseball. 3. The dog ran so fast that its fur was a blur.	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - Sounds of 'au,' 'aw,' 'oi,' 'oy,' 'oo,' 'ou,' 'ow,' 'ew' and 'ea' - Sounds of 'ar,' 'or,' 'er,' and 'ir' <u>Homework:</u> Practice sight words (reading and writing)	

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

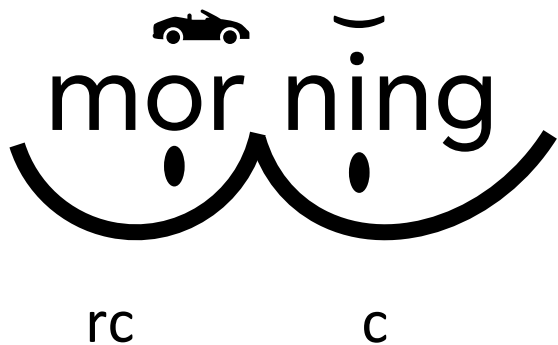
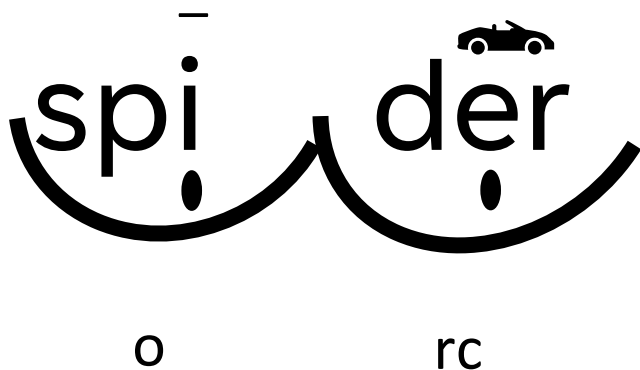
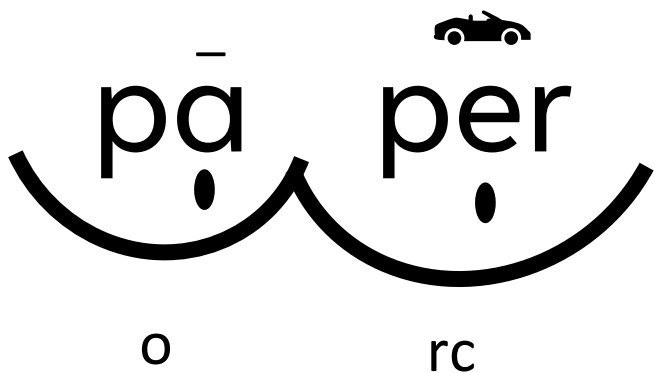
paper

spider

morning

Scooping Syllables Worksheet

I let the student choose a symbol to use to show the r-controlled syllable type. Often, the student will choose a car as the symbol because it relates to the racecar image on the r-controlled rule card.



Adding Suffixes (Endings)

Closed Syllable = 1:1:1 rule

1 syllable word	1 short vowel before the last consonant	only 1 consonant at end	ending starts with vowel: s, ing, ed, ful, less, er, est, ness, y	Answer
flip	✓	✓	✓	flipper
clamp, tug, rip, jump kunk				

Closed Syllable = 2:1:1 rule

2 or more syllables in word	1 short vowel in last syllable	Only one consonant at end	Accent is on last syllable	ending starts with vowel: s, ing, ed, ful, less, er, est, ness, ment, y	Answer
invest	✓	✗	✓	✓	investment
admit, pilot, begin ungret					

Open Syllables: (change the y to an i and add the ending)

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
go, pry, dry 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
grime, hole, bike nole		

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 s, ing, ed, ful, less, er, est, ness, y	Answer
pray, heat, row, float loat		

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 s, ing, ed, ful, less, er, est, ness, y	Answer
few, gloom, out vaul		

her		churn
herd		hurt
term		burst
bird		blur
dirt		fur
girl		hurl
birth		curl
urn		blurb
burn		curve

Roger's Fire

It was the weekend of the scouts' camping trip.

After a long day of hiking, it was time to set up camp.

Roger was excited.

He got his tent up quickly.

"I will get some wood to burn at the campfire," said Roger.

"That is fantastic," said his scout leader.

Roger came back with his arms full of wood.

He started by burning wood shavings and twigs.

When that was going, he added sticks and then logs.

Roger's scout leader came over to the fire and gave him a badge.

"You earned this badge for being able to make a fire, Roger."

Roger was surprised. "I was just trying to help."

All the scouts gathered at the campfire to sing songs and roast marshmallows.

Every now and then a spark gave a crack and then burst.

The moon came up and the stars came out.

All the kids had a great time at the campfire; Roger felt good about that because it was his fire.

When the logs burned low, it was time to go to bed.

"That was a fantastic fire," said the scout leader. "Thanks, Roger."

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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When you get a sun burn, it can hurt.

It is my turn to hurl the baseball.

The dog ran so fast that its fur was a blur.