

LESSON PLAN

Student:	Lesson #104
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: he, her, herd, herm, horm. horn, corn, carn, barn	
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

Blending Card Drill – 2 minutes	Notes
Equipment: letter cards Words: lip, lep, hep, he, her, herd, herm, horm. horn, corn, carn, barn	
Review of Recent Rules and Concepts – 12 minutes	

Topic: Pounding Syllables

Equipment: hands

Word List: hornet, hermit, unsportsmanlike,

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: hornet (hor-net), hermit (her-mit), unsportsmanlike (un-sports-man-like)

Topic: Using suffixes with previously learned syllable types

Materials: suffixes worksheet

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

New Content/New Rule – 5 minutes

Topic: Introduction to 'ir' r-controlled syllable

Materials: magnetic letter tiles, index cards

1. Ask student to take out their r-controlled rule card:

When only 1 vowel is followed by the 'r,' the vowel makes a new sound with the letter 'r'

2. Show <ar> <or> and <er> grapheme cards. Ask student to say the sound of each one.

3. Show the <ir> grapheme card. Explicitly say that <ir> represents the phoneme /ur/

Ask student to repeat the sound. Say that it is the same sound as <er>.

bid-bird, fist-first, skit-skirt, thid-third

3. Sorting Drill: <er> and <ir> words

er	ir
her, herd, fern, germ, jerk, term, merge, nerve, perk, perm, serve, verb	girl, bird, birth, dirt, first, fir, firm, flirt, shirt, sir, stir, skirt, third, thirsty

4. Notice patterns. The student might say things such as <ir> words are often numbers (first, third) and clothing (skirt, shirt). <ir> words often end in the letter 't.'

5. Explain there is no real pattern that we can trust so that we need to have a way to remember which words are spelled with <er> and which are spelled with <ir>. For this reason, we will make a story about <ir> words. Help the student talk out a story.

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

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

Words: girl, her, dirt, herd, shirt, skirt

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: her, herd, fern, girl, bird, birth, dirt, first, fir, firm, flirt, shirt, sir, stir, skirt, third, thirsty

Sentences – Oral Reading of Connected Text – 2 minutes

"Kim's Birthday Party" story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: dirt, skirt, flirt, first, her, herd	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: third, first, bird, girl, term	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: <ol style="list-style-type: none">1. The birds are sitting in the fir tree.2. The small girl stained her skirt and shirt.3. The herd of deer went to the pond because they were thirsty.	
Wrap-Up/Review – 2 minutes	
Use multisensory tools to summarize key concepts. - 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

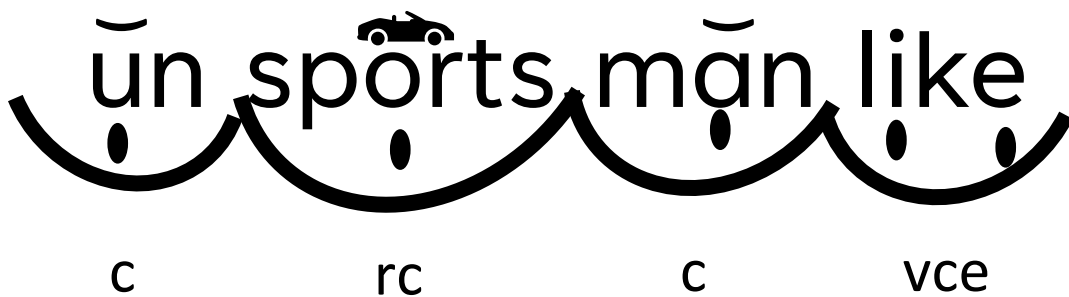
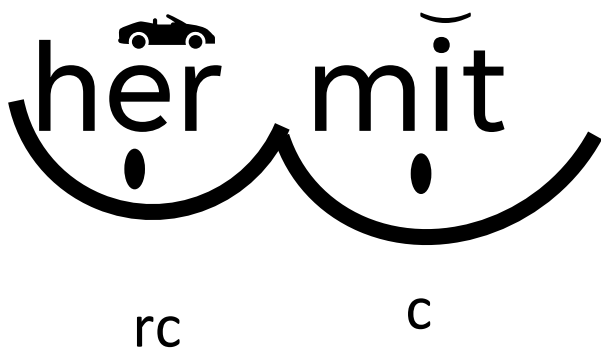
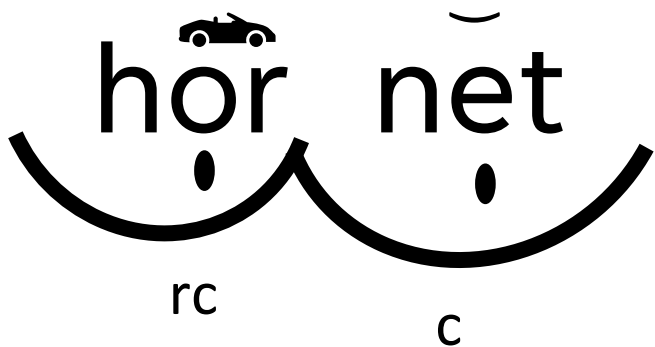
hornet

hermit

unsportsmanlike

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
big	✓	✓	✓	biggest
small, fish, sun, fit plung				

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
submit	✓	✓	✓	✓	submitter
commit, inject, contest ontest					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
go, try, sky 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
rate, time, fade, phone tane		

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
heat, feed, road, goat leet		

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
out, hoot, boy, fault, few loy		

er

ir

her

girl

herd

bird

fern

birth

germ

first

jerk

fir

term

firm

merge

flirt

nerve

shirt

perk

sir

perm

skirt

serve

third

verb

thirty

her		firm
herd		flirt
fern		shirt
girl		sir
bird		stir
birth		skirt
dirt		thirty
first		third
fir		thirsty

Kim's Birthday

It was Kim's third birthday.

Today, she was having cake and getting presents.

All her pals from preschool were coming to the birthday bash.

Teddy was the first one to get there.

"Give Kim her birthday gift, Teddy," said Teddy's mom.

Teddy had a firm hold on the gift. "No."

"Teddy..."

Teddy ran off with the gift. His mom gave chase.

Jen got there next. She spilled the drinks, stained her shirt and skirt, and began to cry.

Beth was the third one to arrive.

Beth tossed a gift at Janet and ran over to the treats.

Beth smashed her face right into a pie. She came up grinning.

"Stop it, Beth!" cried her mom, but it was much too late.

Three-year-olds really know how to party.

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 birds are sitting in the fir tree.

The small girl stained her skirt and shirt.

The herd of deer went to the pond because they were thirsty.