

LESSON PLAN

Student:	Lesson #107
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: ur, fur, hur, hurt, shurt, shart, short, hort, horn	
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

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.	

shark	ship
sports	port
pass	skin
hard	man
fog	rest
arm	horn

2. Complete, the drill by asking the student to do the following things:

- read down all the Column #1 words first and then read the Column #2 words.
- read across each row (the words will be nonsense words)
- move around words in Column #2 to create real words (sharkskin, sportsman, passport, hardship, foghorn, armrest).
- discuss meaning of each word and ask student to use each word in a sentence.

Review of Recent Rules and Concepts – 15 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: cordless, surprise, ter, letter

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: surprise (sur-prise), letter (letter), sportsmanship (sports-man-ship)

Topic: Using suffixes with previously learned syllable types

Materials: suffixes worksheet

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

Topic: Review of ‘er,’ ‘ir,’ and ‘ur’ board game

Materials: index cards, game board, piece to move around board, die

1. The teacher writes ‘er,’ ‘ir,’ and ‘ur’ words on index cards, shuffles them, and places them into one pile before the game begins

3. Ask the student to roll a die and move their piece to the correct place on the board.

4. The teacher reads a word from the pile and the student either writes it down, spells it with tiles, or spells it verbally

5. If the student spells the word incorrectly, then they move backward 4 spaces

6. The goal is for the student to get to the finish line.

‘er’ words: her, herd, fern, germ, term, verb

‘ir’ words: girl, bird, birth, dirt, first, fir, firm, flirt, shirt, sir, stir, skirt, third, thirsty

‘ur’ words: urn, burn, churn, hurt, burst, blur, fur, hurl, curl, curve

New Content/New Rule – 0 minutes	
No new content. This is a review lesson.	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: fir, fur, hurt, bird, herd	
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: fern, verb, nerve, term, germ, her, skirt, shirt, girl, bird, flirt, fir, fur, hurt, burn, churn, curl, hurl	
Sentences – Oral Reading of Connected Text – 2 minutes	
“Fern’s Birthday” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: dirt, burn, herd, germ, curl	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: shirt, girl, term, hurt	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. Fern got a puppy for her birthday gift. 2. The girl came first and third in the running races. 3. The birds flew away when the tree began to burn.	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - Sounds of ‘ar,’ ‘or,’ ‘er,’ ‘ir,’ and ‘ur’ <u>Homework:</u> Practice sight words (reading and writing)	

shark	ship
sports	port
pass	skin
hard	man
fog	rest
arm	horn

Scooping Syllables Worksheet

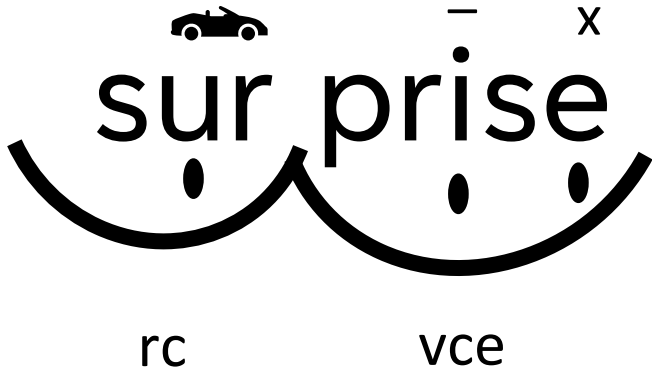
Closed Syllable	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE
Vowel Team	VT
Vowel Diphthong	VD
R-Controlled	RC

surprise

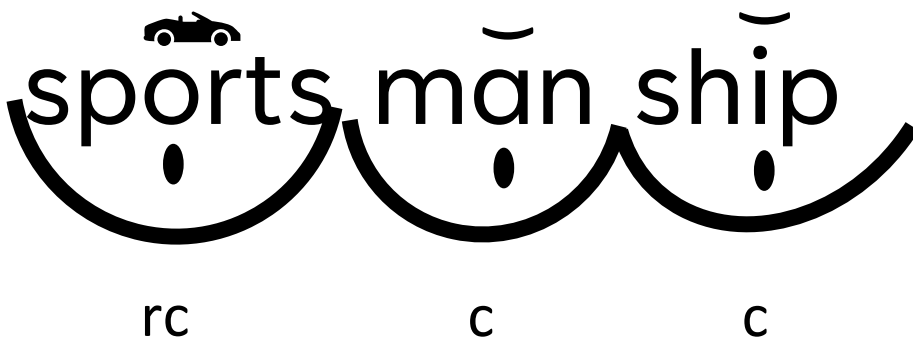
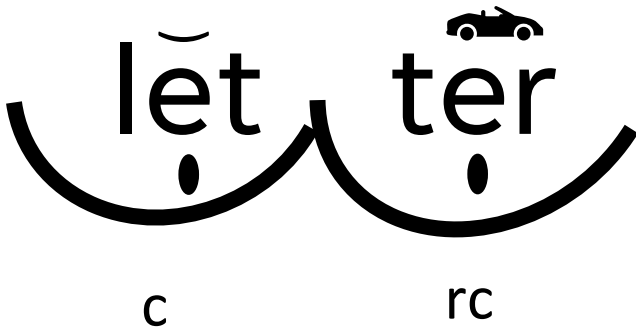
letter

sportsmanship

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
jump	✓	✗	✓	jumper
stamp, bliss, tip, wish liss				

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
begin	✓	✓	✓	✓	beginner
open, happen, admit ilot					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
do, cry, try ro		

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
blame, cone, craze, space flute		

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
stay, soar, beam, peek loot		

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
look, gloom, dew, plow lew		



her	first	urn
herd	fir	burn
fern	firm	churn
germ	flirt	hurt
term	shirt	burst
verb	sir	blur
girl	stir	fur
bird	skirt	hurl
birth	third	curl
dirt	thirsty	curve

fern		bird
verb		flirt
nerve		fir
term		fur
germ		hurt
her		burn
skirt		churn
shirt		curl
girl		hurl

Fern's Birthday

Fern woke up feeling excited.

She jumped out of bed and got dressed.

She put on her best red shirt and a blue skirt.

Fern wanted to look great: it was her birthday.

Fern raced down to the kitchen.

Her mom was at the stove making eggs.

Fern's mom grinned and said, "Happy Birthday, Fern!"

"What did you get me?" asked Fern. "I can't wait one second longer."

Her mom slid the eggs onto a plate and handed it to Fern. "Eggs."

"Eggs?"

"Yes. You love eggs, don't you?"

"Yes, but..."

Fern took the egg over to her chair.

When she went to sit down, her bum hit something hard.

Fern looked down. She was sitting on a big box.

"You did get me a gift!" cried Fern.

Her mom grinned. "I know you like surprises."

"What is it?" asked Fern. As she ripped open the wrapping, she felt something wet on her hand.

Then she felt soft fur.

"Bark," said her new puppy.

"This is the best birthday ever," said Fern.

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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Fern got a puppy for her birthday gift.

The girl came first and third in the running races.

The birds flew away when the tree began to burn.