

LESSON PLAN

Student:	Lesson #101
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: ow, dow, now, pow, poi, poin, point, spoint, spoin, spoil	
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	Add 'igh' to the card 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 first column and "Syllable #2" cards in the second column.	

		Notes
en	son	
poi	joy	
bed	house	
light	night	
mid	room	
<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 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 (enjoy, poison, bedroom, lighthouse, midnight). Ask student to use each word in a sentence 		
Review of Recent Rules and Concepts – 11 minutes		
<p>Topic: Pounding Syllables Equipment: hands Word List: en, enjoyment, mouse, lighthouse, highlight 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: enjoyment (en-joy-ment), chewing (chew-ing), edroom (ed-room)</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 the ‘oo,’ ‘ew,’ ‘ou,’ and ‘ea’ vowel diphthongs Materials: index cards from drill introduced in Lesson #100 1. Teacher and student take turns reading cards with vowel diphthong words on them and saying one sentence of a story that they make up together. Words: too, moo, boo, toon, soon, tool, poo, dew, crew, flew, stew, knew, grew, chew, threw, you, youth, group, through, route, sea, pea, meat, seat, beat, bean, beam, team, seal, heal, heat, bread, dead, head, read, dread, spread, thread, health, wealth, breath, breast. great, break, steak</p> <p>Topic: Review the ‘igh’ exception to the closed syllable rule Materials: slider 1. Ask student to explain what they know about the sound of ‘igh’ 2. Use slider and ask student to read ‘ight’ words</p>		
New Content/New Rule – 6 minutes		
<p>Topic: Introduction to R-controlled syllable with focus on ‘ar’ Materials: magnetic letter tiles, letter cards 1. Explicitly introduce r-controlled rule card:</p>		After this lesson, put <ar> < or > <ir> < ur > and

<p>When only 1 vowel is followed by the letter 'r,' the vowel makes a new sound with the letter 'r'</p> <p>2. Introduce the r-controlled graphemes (< ar > < or > < ir > < ur > and < er >) Show the <ar> grapheme card. Explicitly say that <ar> represents the phoneme /är/. Ask student to repeat the sound.</p> <p>3. Show the <or> grapheme card. Explicitly say that <or> represents the phoneme /ôr/. Ask student to repeat the sound.</p> <p>4. Show the <er> <ir> and <ur> grapheme cards. Explicitly say that <er> <ir> and <ur> represent the phoneme /ër/. Ask student to repeat the sound.</p> <p>5. Explain that over the next while, the student will be learning about r-controlled syllables and we'll tackle them one at a time. In this lesson the focus will be on <ar>.</p> <p>5. Use letter tiles to explain how the <r> controls the vowel in words that have the grapheme <ar>. Do this by showing how the sound changes from closed syllables (short vowel) to r-controlled syllables (new sound). at-art ban – barn</p> <p>6. Blending Drill (letter cards): at, art, part, chart, charm, farm, harm, hard, yard, yarn</p>	< er > in the card pack
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: cat, cart, am, arm, mash, marsh, fam, farm	
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: pea, health, wealth, sight, fright, flight, car, card, mark, part, smart, ark, lark, stark, arch, march, marsh	
Sentences – Oral Reading of Connected Text – 2 minutes	
"The Garden" story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: cad, card, car, tan, tar, ban, barn, yarn	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: pat, part, stat, start, cat, cart	
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 arch marks the start of the race, 2. When the sparks hit the barn, it will catch fire. 3. The bark on the tree near the marsh looks like art. 	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts.	
- Review vowel diphthongs and sound of 'ar'	
<u>Homework:</u> Practice sight words (reading and writing)	

en	son
poi	joy
bed	house
light	night
mid	room

Scooping Syllables Worksheet

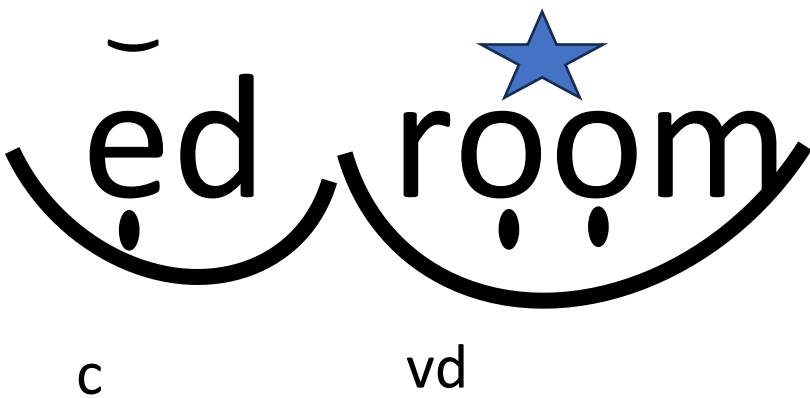
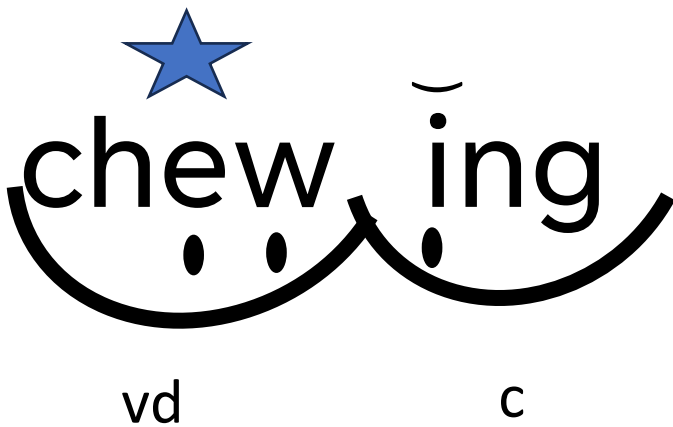
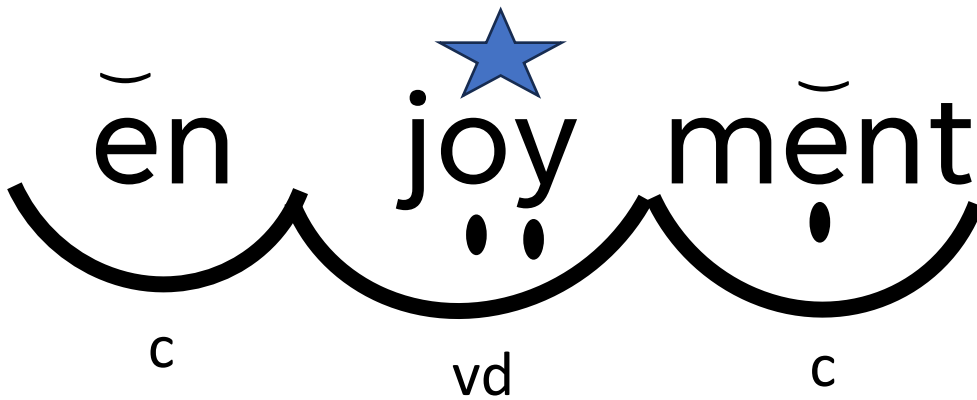
Closed Syllable	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE
Vowel Team	VT
Vowel Diphthong	VD

enjoyment

chewing

edroom

Scooping Syllables Worksheet



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
tip	✓	✓	✓	tipped
hem, zip, pop, thin hant				

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	✓	✓	✓	✓	beginning
unfit, contract, regret ommit					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
lady, baby, go timy		

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
love, brave, give pite		

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
coast, brain, grow, green reen		

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
dead, head, wealth, great tealth		

f
n
m
r
s
t
br
fl
fr
pl

__ ight

r-CONTROLLED SYLLABLE



Definition

When a syllable has
1 vowel followed by an 'r'
then the vowel makes a new sound with the 'r'
that is not long or short

ar
car

or
for

er
her

ir
bird

ur
fur

New
Vowel
Sound



pea		mark
health		part
wealth		smart
sight		ark
fright		lark
flight		stark
car		arch
ard		march
card		marsh

The Garden

Hopsy and Mopsy are bunnies.

They live on a farm.

On the farm, there is a big garden.

Hopsy and Mopsy hide in the long grass and look at the garden.

Hopsy says, “Look at all that fantastic food.”

Mopsy points. “And look at the big man standing in the garden with a rake in his arms.”

“The big man will have to leave sometime.”

“Until he does, we must stay away from the garden.”

Hopsy hops to the edge of the long grass. “It is a very big garden.”

“No.”

“If we stay out of the part of the garden where the man is standing, we should be fine.”

“No.”

“We can dart in, take some food, and run away before he sees us.”

“No.”

Just then, the man spots the rabbits.

Hopsy and Mopsy freeze in alarm.

The man reaches down, grabs some greens, and tosses them.

He says, “Have some food bunnies. It’s a big garden.”

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 arch marks the start of the race.

When the sparks hit the barn, it will catch fire.

The bark on the tree near the marsh looks like art.