

LESSON PLAN

Student:	Lesson #109
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: Words: ir, fir, firs, first, forst, fort, tort, port, sport	
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 – 3 minutes	Notes
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
doc	er	
ac	tor	
farm	tor	
sculp	er	
play	mer	
sum	tor	
run	ner	
<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 words in Column #2 to create real words (doctor, actor, farmer, sculptor, player, summer, runner). discuss meaning of each word and ask student to use each word in a sentence. 		
Review of Recent Rules and Concepts – 12 minutes		
<p>Topic: Pounding Syllables Equipment: hands Word List: mer, summer, tor, actor, doctor, keeper 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: doctor (doc-tor), actor (ac-tor), keeper (keep-er)</p> <p>Topic: Review of ‘er,’ ‘ir,’ and ‘ur’ board game Materials: index cards, game board used in Lesson #107, 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 ‘er’ words: urn, burn, churn, hurt, burst, blur, fur, hurl, curl, blurb, curve</p>		
New Content/New Rule – 3 minutes		
<p>Topic: Adding suffix endings to R-controlled syllables 1. Place down letters cards for ‘bar.’ Explain that the r-controlled syllable type exists because of the way that the letter <r> changes the vowel sounds. If the <r> did not change the short vowel sounds, then ‘car’ would be a closed syllable. However, all closed</p>		

<p>syllables have short vowel sounds so we had to make a whole syllable type called r-controlled to deal with the fact that /r/ changes the vowel sounds.</p> <p>2. Add 'ing' to 'bar.' Tell the student when adding suffixes (endings) to r-controlled syllables, we follow the rules of the closed syllable</p> <p>3. Ask the student to explain what rule comes into play when we add 'ing' to 'bar.'" (1:1:1 rule). Ask the student how to spell the word: barring.</p> <p>3. Change the based word to "farm" and ask the student to spelling "farming."</p>	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order</p> <p>Words: arming, skirted, blurring, actor, doctor</p>	
Word List – Oral Reading of Isolated Words – 2 minutes	
<p>Word list: herding, farmed, charming, firming, thirsty, birdy, birthing, burned, burning, furry, turned, turning, actor, doctor, harbor, sculptor, dollar, popular</p>	
Sentences – Oral Reading of Connected Text – 2 minutes	
<p>"Herding Sheep" story</p>	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
<p>Word list: darkness, tarring, sculptor</p>	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
<p>Word list: farming, barking, stirring</p>	
Connected Text – 5 minutes	
<p>Ask the student to write the following dictated sentences. Use CHOPS to check work:</p> <ol style="list-style-type: none"> 1. The doctor was acting on the show. 2. The sculptor was stirring the paste. 3. Jess was running around as she herded the sheep. 	
Wrap-Up/Review – 2 minutes	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> - Sounds of 'ar,' and 'or' when they are at the end of a multisyllable word - Adding suffix endings to 'ar,' 'or,' 'er,' and 'ir' <p><u>Homework:</u> Practice sight words (reading and writing)</p>	

doc	er
ac	tor
farm	tor
sculp	er
play	mer
sum	tor
run	ner

Scooping Syllables Worksheet

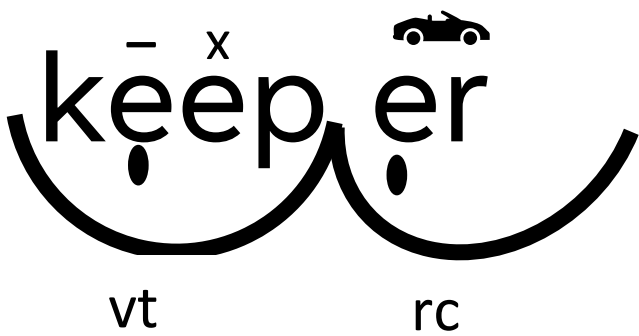
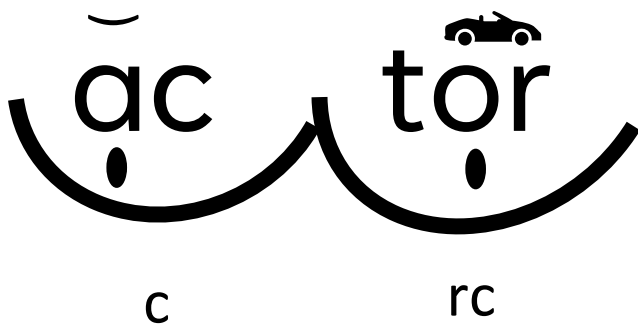
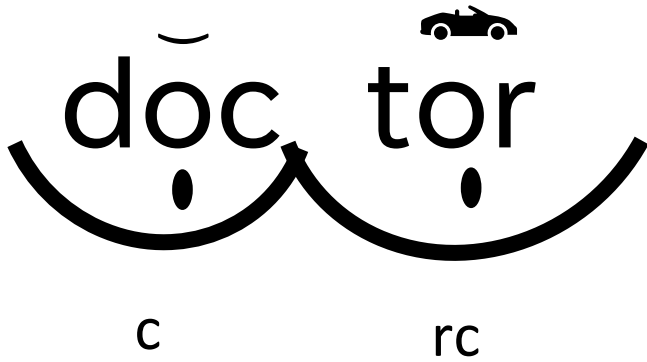
Closed Syllable	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE
Vowel Team	VT
Vowel Diphthong	VD
R-Controlled	RC

doctor

actor

keeper

Scooping Syllables Worksheet



herding		furry
farmed		turned
charming		turning
firiming		actor
thirsty		doctor
birdy		harbor
birthing		sculptor
burned		dollar
burning		popular

Herding Sheep

Jess was a big white dog.

Jess lived on a farm.

She spent all day herding sheep.

Jess had the job of keeping all the sheep in one field.

If a sheep started to wander off, Jess nipped at his heels and got him trotting back to the pack.

If a wolf came too close, Jess chased him off.

While Jess worked hard, the farmer's son, the shepherd, slept under an oak tree.

One day, Jess did not spot a baby sheep until it had wandered a long way off.

Jess spent thirty minutes trying to get the baby sheep back to the oak tree.

When she got back, the rest of the sheep had wandered off.

Jess nudged the lamb to the farmer's son, who was snoring under the oak.

The lamb fell asleep right away.

Jess raced off, searching for the sheep herd.

She found them on the road.

It took a long time and a lot of nipping at their heels to turn the pack around and get them moving.

When they finally got back to the oak, Jess laid down. She was tired.

The farmer's son woke up and said, "No sleeping on the job, Jess. Lazy dog."

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 doctor was acting on the show.

The sculptor was stirring the paste.

Jess was running around as she herded the sheep.