

# LESSON PLAN

Student:	Lesson #102
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: ban, barn, bar, car, carn, carm, farm, far, tar, har, hard	
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 (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: am, arm, harm, harn, barn, bar, tar, star, scar, scarf	
Review of Recent Rules and Concepts – 12 minutes	

**Topic: Pounding Syllables**

Equipment: hands

Word List: starlight, harness, larm, alarming

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: harness (har-ness), carpet (car-pet, schwa on 'pet'), alarm (a-larm, schwa on 'a')

**Topic: Using suffixes with previously learned syllable types**

Materials: suffixes worksheet

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

**Topic: Review the 'oo,' 'ew,' 'ou,' and 'ea' vowel diphthongs**

Materials: index cards from drill that was introduced in Lesson #100

1. Teacher reads a card and student points to a heading to indicate the spelling of the word. Then, the teacher hand the card to the student to check work and the student sorts it under the correct heading

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

**Topic: Review the 'igh' exception to the closed syllable rule**

Materials: slider

1. Use slider and ask student to read 'igh' words

**New Content/New Rule – 5 minutes**

**Topic: Introduction to 'or' 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 letter 'r,' the vowel makes a new sound with the letter 'r'

2. Show the <ar> grapheme card. Ask the student to say the sound that <ar> represents

3. Show the <or> grapheme card. Explicitly say that <or> represents the phoneme /ôr/

Ask student to repeat the sound.

4. Use letter cards to explain how the <r> controls the vowel in words that have the grapheme <or>. Do this by showing how the sound changes from closed syllables (short vowel) to r-controlled syllables (new sound).

pot-port bon – born fom – form cob – corb

5. Blending Drill (letter tiles): pat, part, port, sport, short, sort, hort, horm, dorm, form, for

6. Sorting Drill: Other syllable types or R-controlled

Other Syllable Types	R-Controlled
mun	barn

hi	tor		
tramp	cart		
ripe	bork		
coin	marsh		
<b>Questions to Help with Sorting Drill</b>			
How many vowels are in the syllable?			
Is the vowel followed by one or more consonants within the syllable?			
What is the consonant the follows the vowel? (R?)			
What sound does this vowel-r combination make?			
What type of syllable is this?			
<b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b>			
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order			
Words: carn, corn arm, farm, form			
<b>Word List – Oral Reading of Isolated Words – 2 minutes</b>			
Word list: undead, prebreak, great, delight, tart, march, mark, card, or, for, fork, orn, corn, sort, north, sport, lorn, born			
<b>Sentences – Oral Reading of Connected Text – 2 minutes</b>			
“Swimming with Whale Sharks” story			

### Section 3: Writing

<b>Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes</b>			
Word list: ban, barn, born far, for, fort			
<b>Finger Tapping/Tracing/Writing – individual words – 2 minutes</b>			
Word list: car, cart, fort, part, port			
<b>Connected Text – 5 minutes</b>			
Ask the student to write the following dictated sentences. Use CHOPS to check work:			
1. I will get some corn from the farm			
2. Lorn was born in a fishing port.			
3. Can you sort the forks by size and shape?			
<b>Wrap-Up/Review – 2 minutes</b>			
Student uses multisensory tools to summarize key concepts.			
- Vowel Diphthongs			
- Sounds of ‘ar,’ and ‘or’			
<b>Homework:</b> 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

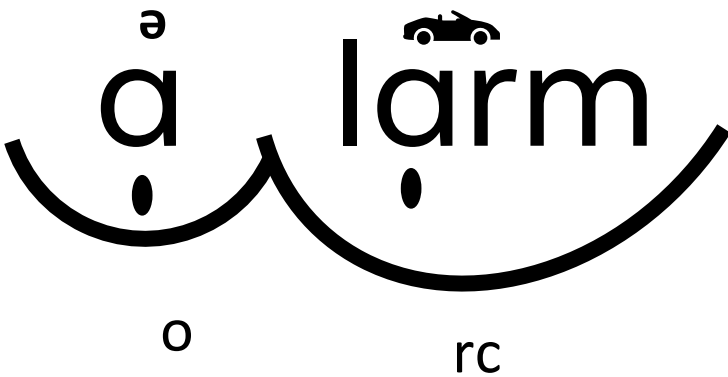
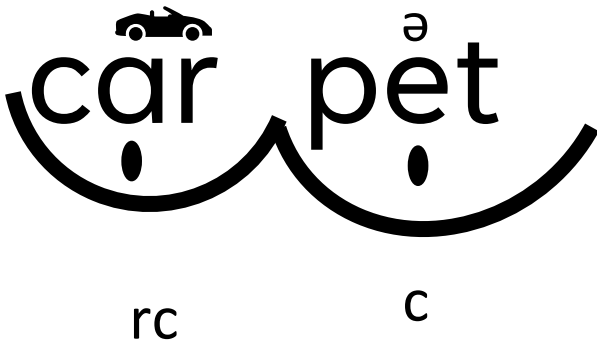
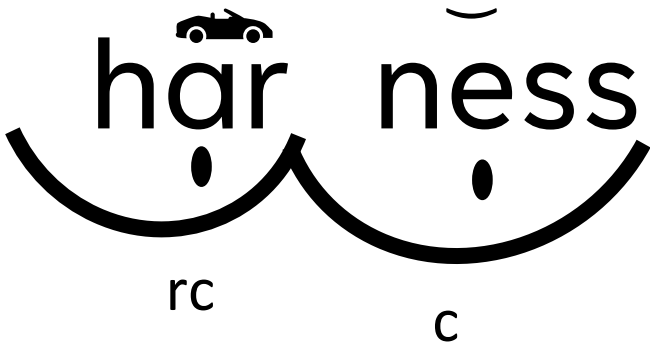
**harness**

**carpet**

**alarm**

## 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
hem	✓	✓	✓	hemmed
jump, trip, sit hin				

### **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
pilot, begin, admit ontract					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
fly, pry, dry 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
bike, tame, time tave		

### 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
tie, peace, beat, boat 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
head, toy, draw, group tealth		

<b>Other Syllable Types</b>	<b>R-Controlled</b>
<b>mun</b>	<b>barn</b>
<b>hi</b>	<b>tor</b>
<b>tramp</b>	<b>cart</b>
<b>ripe</b>	<b>bork</b>
<b>coin</b>	<b>marsh</b>



<b>undead</b>		<b>for</b>
<b>prebreak</b>		<b>fork</b>
<b>great</b>		<b>orn</b>
<b>delight</b>		<b>corn</b>
<b>tart</b>		<b>sort</b>
<b>march</b>		<b>north</b>
<b>mark</b>		<b>sport</b>
<b>card</b>		<b>lorn</b>
<b>or</b>		<b>born</b>

# Swimming with Whale Sharks

Lorn was a ten-year-old boy who was born to swim.

He lived in a small fishing port in the town of Oslob.

All the kids in the town began swimming when they were small.

Lorn and his pals spent a lot of time swimming near the reef.

It was a great place to dive.

On the best days, they got to swim with the sharks.

Swimming with sharks was the thing to do in Oslob.

There are lots of whale sharks near Oslob.

They were not feared because whale sharks do not harm humans.

Lorn felt awe when he swam along beside the huge sharks.

Over time, visitors from all over came to Oslob to swim with them.

It became popular, almost a sport.

This was great for Oslob.

Before Lorn was born, most men in the port used to fish for a living

It did not pay well. When storms came in, the boats could not go out.

When boats did not go out, kids went without food.

When visitors came for the whale sharks, they paid a lot of money.

More and more fishing boats became shark tour boats.

Wealth spread through the port.

When Lorn gets big, he will take over his dad's whale shark tour boat.

For now, he is happy to swim with his pals and the whale sharks.

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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I will get some corn from the farm.

Lorn was born in a fishing port.

Can you sort the forks by size and shape?