

LESSON PLAN

Student:	Lesson #103
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: con, can, carn, corn, lorn, born, bort, fort, port, nort, north	
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: con, can, carn, corn, worn, horn, lorn, born, bort, fort, port	
Review of Recent Rules and Concepts – 12 minutes	

Topic: Pounding Syllables

Equipment: hands

Word List: lorn, forlorn, port, airport, portage, corny

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: airport (air-port), orbit (or-bit), tornado (tor-na-do)

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 ‘er’ 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 <ar> and <or> grapheme cards. Ask student to say the sounds they represent.

3. Show the <er> grapheme card. Explicitly say that <er> represents the phoneme /ur/
Ask student to repeat the sound.

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

hut-hurt pat, part, port, pert park, pork, perk

5. Blending Drill (letter tiles): pat, part, port, pert, perm, verm, verb, serb, serm, germ

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

Other Syllable Types	R-Controlled
rip	farm

stone	torn		
toy	her		
row	serve		
fly	nerve		
roin	serb		
Questions to Help with Sorting Drill			
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?			
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes			
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order			
Words: fort, pert, bark, her, herd, cart, verge			
Word List – Oral Reading of Isolated Words – 2 minutes			
Word list: cord, born, hark, shark, fern, germ, her, herd, jerk, term, merge, nerve, perk, perm, serm, verm, serve, verb			
Sentences – Oral Reading of Connected Text – 2 minutes			
"Fern's Soccer Game" story			

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes			
Word list: nerve, serve, swerve, verge far, for, from, fern,			
Finger Tapping/Tracing/Writing – individual words – 2 minutes			
Word list: tar, torn, germ, port, pert			
Connected Text – 5 minutes			
Ask the student to write the following dictated sentences. Use CHOPS to check work:			
1. Why does the horse on the farm bark?			
2. We are on the verge of a storm.			
3. The dog in the yard is on the porch.			
Wrap-Up/Review – 2 minutes			
Student uses multisensory tools to summarize key concepts.			
- Sounds of 'ar,' 'or,' and 'er'			
Homework: 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

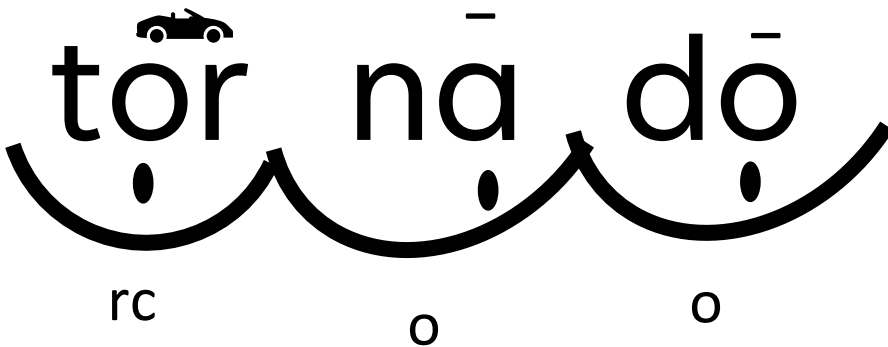
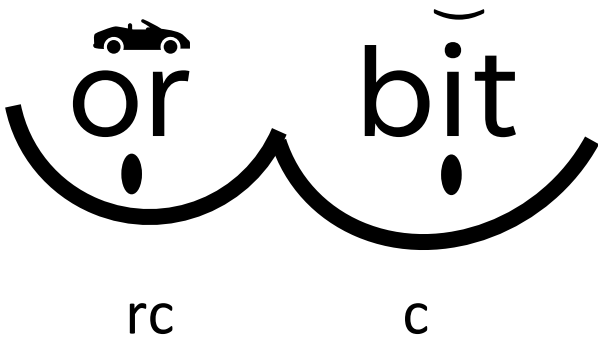
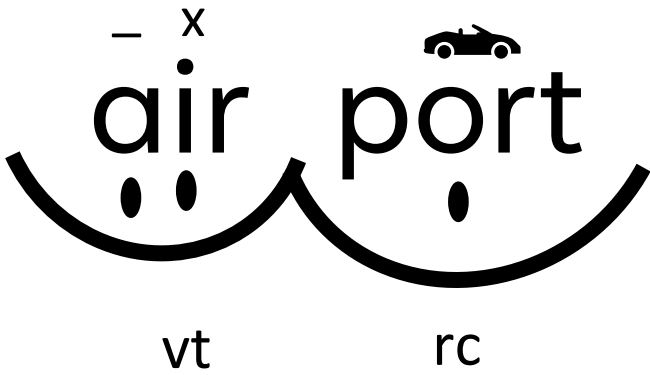
airport

orbit

tornado

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
hunt	✗	✓	✓	hunter
fish, mat, rent, swim wim				

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
admit	✓	✓	✓	✓	admitted
submit, invest, reject ubmit					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
dry, try, be bly		

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
make, game, home, ride lome		

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, greet, neat, mow reet		

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
coin, draw, head, group roup		

Other Syllable Types	R-Controlled
rip	farm
stone	torn
toy	her
row	serve
fly	nerve
roin	serb

cord		term
born		merge
hark		nerve
shark		perk
fern		perm
germ		serm
her		verm
herd		serve
jerk		verb

Fern's Soccer Game

It is a big day for Fern.

Fern loves sports.

Today, Fern is playing the sport that she loves most: soccer.

It is a big game.

If Fern's team can win, they will get a trophy.

Fern wants that trophy.

When the game begins, Fern gets a pass.

Fern takes the ball up the line.

Fern swerves around a defender.

Fern nutmegs another player and keeps going.

Fern wants this goal, but she does not have a clear shot.

The goalie is ready; she has nerves of steel.

"Pass," calls one of Fern's teammates.

Fern's teammate is open.

Fern takes the shot.

The goalie grabs the ball out of the air and saves it.

Will Fern pass next time? Let's hope so.

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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Why does the horse on the farm bark?

We are on the verge of a storm.

The dog in the yard is on the porch.