

# LESSON PLAN

Student:	Lesson #111
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, 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 – 2 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
ber	ry	
hur	ry	
sor	ry	
car	ry	
cor	rect	
<p>2. Complete, the drill by asking the student to do the following things:</p> <p>a) read down all the Column #1 syllables first and then read the Column #2 syllables.</p> <p>b) read across each row (the words will be real words: berry, hurry, sorry, correct, carry). Remind the student that when there is a vowel followed by two “r’s,” the vowel = short vowel sound. There are not a lot of words with the “vowel + &lt;rr&gt;.”</p> <p>c) discuss word meanings and ask student to use words in sentences.</p>		
<p><b>Review of Recent Rules and Concepts – 12 minutes</b></p>		
<p><b>Topic: Pounding Syllables</b>            Equipment: hands            Word List: car, carry, ber, berry, sor, sorry            Instructions: Orally practice identifying syllables in words by having student tap arm and extend a finger for each new syllable heard.</p> <p><b>Topic: Syllabication</b>            Equipment: letter tiles, syllabication worksheet            1. Ask student to work through the syllable division worksheet, giving guidance as needed.            Words: berry (ber-ry), carrying (car-ry-ing), unhurrying (un-hur-ry-ing)</p> <p><b>Topic: Using suffixes with previously learned syllable types</b>            Materials: suffixes worksheet            Ask student to work on “Adding Suffixes (Endings)” sheet.</p>		
<p><b>New Content/New Rule – 3 minutes</b></p>		
<p><b>Topic: exception “para”</b>            Materials: Magnetic letter tiles            1 Explain to the student that “para” is a prefix that can be added to a base/root word. The primary meanings of “para” are position – beside or beyond            2. Do syllable card drill in which “para” goes on one card even though it has 2 syllables            Words to use: parasol, paradox, paragraph, parasite, paramedic</p>		
<p><b>Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes</b></p>		
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order            Words: berry, correct, paragraph</p>		
<p><b>Word List – Oral Reading of Isolated Words – 2 minutes</b></p>		
<p>Word List: barn, bird, fir, fur, her, actor, doctor, sculptor, harbor, dollar, popular, berry, hurry, sorry, correct, paragraph, paramedic, parasite</p>		

**Sentences – Oral Reading of Connected Text – 2 minutes**

“Paramedic Help and Advice” story

**Section 3: Writing**

**Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes**

Word list: paramedic, paragraph, berry, sorry

**Finger Tapping/Tracing/Writing – individual words – 2 minutes**

Word list: parasite, hurry, carry

**Connected Text – 5 minutes**

Ask the student to write the following dictated sentences. Use CHOPS to check work:

1. The paramedic read a paragraph about the parasite.
2. I am sorry that I was in a hurry to carry the berry.
3. The sculptor had to hurry to complete his project.

**Wrap-Up/Review – 2 minutes**

Student uses multisensory tools to summarize key concepts.

- Exception: vowel + <rr>
- Exception: “para”

Homework: Practice sight words (reading and writing)

<b>ber</b>	<b>ry</b>
<b>hur</b>	<b>ry</b>
<b>sor</b>	<b>ry</b>
<b>car</b>	<b>ry</b>
<b>cor</b>	<b>rect</b>

## Scooping Syllables Worksheet

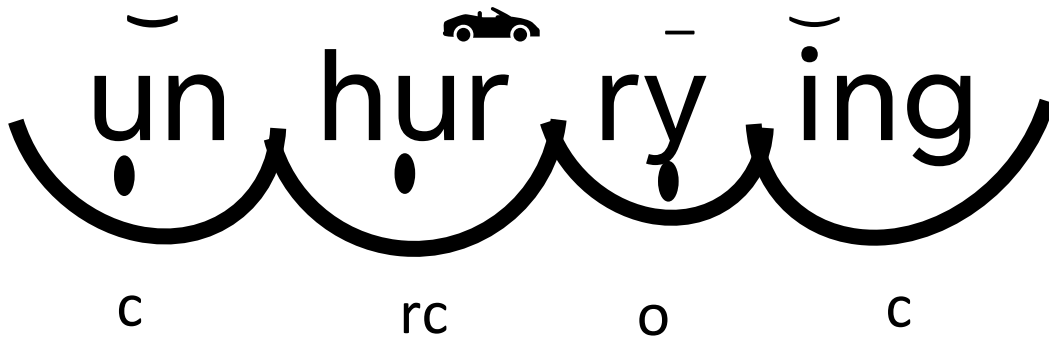
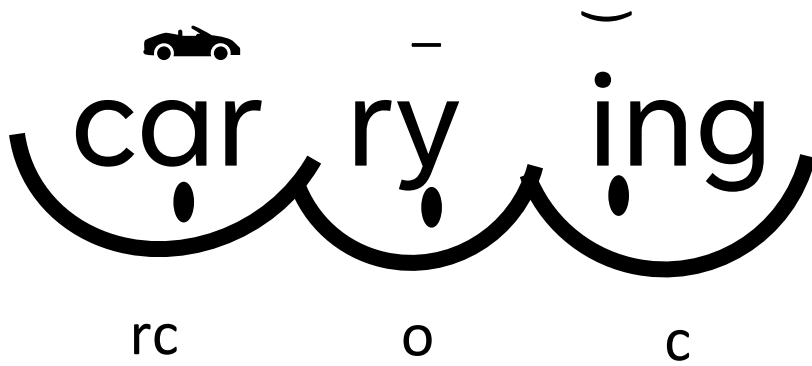
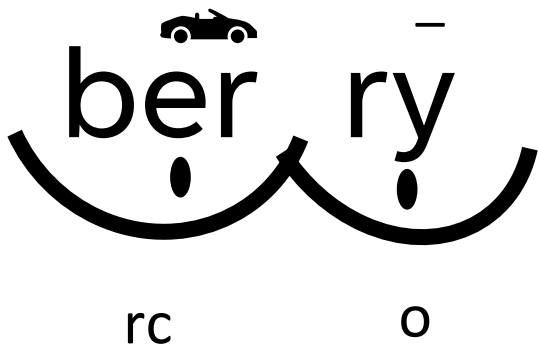
Closed Syllable	C
Open Syllable	O
Schwa	ə
Vowel, Consonant, Silent E	VCE
Vowel Team	VT
Vowel Diphthong	VD
R-Controlled	RC

berry

carrying

unhurrying

Scooping Syllables Worksheet



## Adding Suffixes (Endings)

Suffixes  
ing, ed, ful, less, er, est,  
ness, y, s

### Closed Syllable = 1:1:1 rule

1 syllable word	1 short vowel before the last consonant? ✓✗	Only 1 consonant at end? ✓✗	Suffix	Answer
skip, zap, rip, hum                  blen				

### 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 ✓✗	Suffix	Answer
admit, omit, regret                  egret					

### Open Syllables: Change the y to an i and add the ending. Use 'es' instead of 's.'

Word	Suffix	Answer
cry, dry, go                  ry		

### 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
flume, take, robe                  lume		

<u>Suffixes</u> ing, ed, ful, less, er, est, ness, y, s
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**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
snow, play, rain		ain

**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, soup, fault, claw		ault

**R-Controlled = 1:1:1 rule**

1 syllable word	1 short vowel before the last consonant	Accent is on last syllable	ending starts with vowel: s, ing, ed, ful, less, er, est, ness, y	Answer
jar	✓	✓	✓	jarring
fork, horn, bar, star				ird



<b>para</b>	<b>sol</b>	
	<b>dox</b>	
	<b>graph</b>	
	<b>site</b>	
	<b>med</b>	<b>ic</b>

<b>barn</b>		<b>dollar</b>
<b>bird</b>		<b>popular</b>
<b>fir</b>		<b>berry</b>
<b>fur</b>		<b>hurry</b>
<b>her</b>		<b>sorry</b>
<b>actor</b>		<b>correct</b>
<b>doctor</b>		<b>paragraph</b>
<b>sculptor</b>		<b>paramedic</b>
<b>harbor</b>		<b>parasite</b>

# Paramedic Help and Advice

Dan spent the day at the beach.

He was a great swimmer and he needed to train.

Dan was excited about getting into the water; it was a hot day.

Dan forgot to put on sunscreen.

He swam front crawl for a long time.

When he got out of the water, his back was burned.

A paramedic was on the beach reading a book.

Dan went over to him and said, “Excuse me, can you help me?”

The paramedic raised his hand and said, “Just let me finish this paragraph...”

When the paramedic finished reading, he looked up. “What is the problem?”

Dan turned around to show him his back.

The paramedic said, “That is a bad burn. Why is the burn only on your back?”

“I was swimming. I am training for the Olympics.”

“I hope that there is not an Olympic event for tanning because you won’t win that.”

Dan grinned. “If I trained, maybe I could earn a bronze.”

“I suggest you stick to swimming.”

The paramedic tossed Dan some lotion. “Here. This will help.”

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 paramedic read a paragraph about the parasite.

I am sorry that I was in a hurry to carry the berry.

The sculptor had to hurry to complete his project.