

LESSON PLAN

Student:	Lesson #108
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: car, cart, cort, fort, port, pert, perd, herd, her	
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 – 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.	

tor	mur
mur	firm
con	ment
dis	port
bar	turb
pass	ber

2. Complete, the drill by asking the student to do the following things:

- 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 (torment, murmur, confirm, disturb, barber, passport).
- discuss meaning of each word and ask student to use each word in a sentence.

Review of Recent Rules and Concepts – 12 minutes

Topic: Pounding Syllables

Equipment: hands

Word List: sportsmanship, passport, disinterest

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: barber (bar-ber), disturb (dis-turb), confirm (con-firm)

Topic: Using suffixes with previously learned syllable types

Materials: suffixes worksheet

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

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

‘ur’ words: urn, burn, churn, hurt, burst, blur, fur, hurl, curl, blurb, curve

New Content/New Rule – 3 minutes

<p>Topic: R-controlled exceptions – ‘ar’ and ‘er’ at the end of multisyllable words</p> <p>Materials: rule card, index cards</p> <ol style="list-style-type: none"> Place down letters cards for ‘ar’ and ‘or.’ Have the student build words by adding tiles to ‘ar’ and ‘or.’ Ask the student to say the sounds that ‘ar’ and ‘or’ are making. Explain that the r-controlled syllable type has some exceptions when we start making multisyllable words. Specifically, “ar” or “or” in the final syllable of a multisyllabic word make an unexpected sound. They say /er/. This is because the way that we speak changes over time but the way that we write does not. Give student a rule card with the rule written on it. <p>In the final syllable of a multisyllabic word, <ar> and <or> make an unexpected sound. They say, “Er.” Examples: doctor, dollar</p> <ol style="list-style-type: none"> Place down syllable cards for the following words and have the student read them: actor, doctor, harbor, sculptor, dollar, popular 	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
<p>Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order</p> <p>Words: doctor, actor, dollar</p>	
Word List – Oral Reading of Isolated Words – 2 minutes	
<p>Word list: arm, farm, charm, form, term, verb, dirt, bird, sir, burn, churn, blurb, actor, doctor, harbor, sculptor, dollar, popular</p>	
Sentences – Oral Reading of Connected Text – 2 minutes	
<p>“The Robbers” story</p>	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
<p>Word list: dark, form, actor, harbor, sculptor</p>	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
<p>Word list: torn, farm, doctor, dollar</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"> The actor played a doctor on the show. The sculptor went to the harbor. They gave out dollars and were very popular. 	
Wrap-Up/Review – 2 minutes	
<p>Student uses multisensory tools to summarize key concepts.</p> <ul style="list-style-type: none"> Sounds of ‘ar,’ ‘or,’ ‘er,’ and ‘ir’ Sounds of ‘ar,’ and ‘or’ when they are at the end of a multisyllable word <p><u>Homework:</u> Practice sight words (reading and writing)</p>	

tor	mur
mur	firm
con	ment
dis	port
bar	turb
pass	ber

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

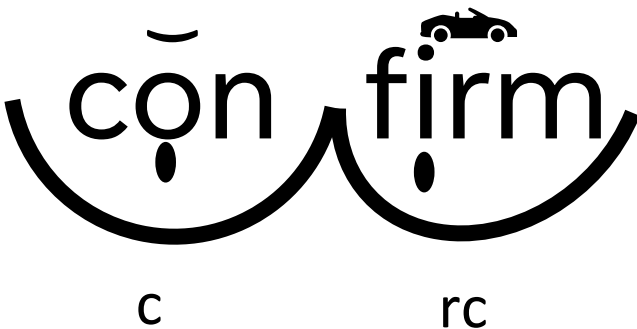
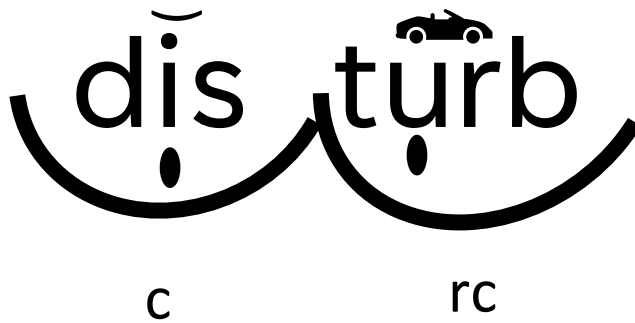
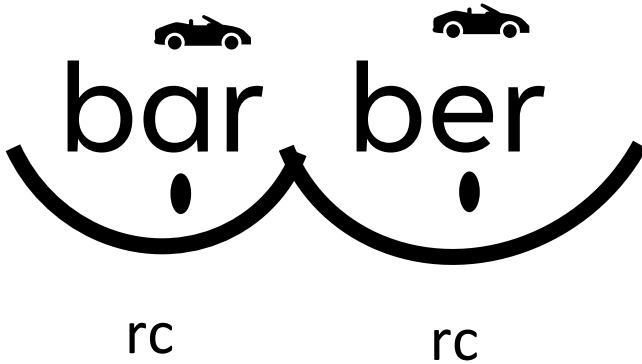
barber

disturb

confirm

Teacher's Answer Key for Syllabication Worksheet

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
dip	✓	✓	✓	dipped
slam, pump, wish, wet rin				

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
open	✓	✓	✗	✓	opening
regret, begin, control ontrol					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
go, dry, shy mo		

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
time, space, make, spice pice		

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
green, blue, low 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
round, few, fault, join tound		

R-Controlled Exception

Definition

In the final syllable of a multisyllabic word, <ar> and <or> make an unexpected sound. They say, "Er."



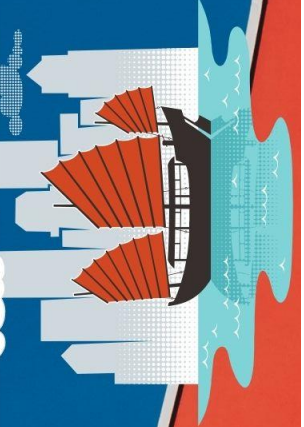
harbor

doctor

sculptor

dollar

popular



Unexpected
/er/
Sound



ac	tor	
doc	tor	
har	bor	
sculp	tor	
dol	lar	
pop	u	lar

arm		burn
farm		churn
charm		blurb
form		actor
term		doctor
verb		harbor
dirt		sculptor
bird		dollar
sir		popular

The Robbers

A gang of robbers ran into a bank with guns.

All the customers fled. The bank manager faced the robbers.

“How can I help you, sirs?” he asked politely.

“Give us every dollar you have!” shouted the lead robber.

“That many dollar bills will not fit in your bags.”

The robbers looked down at the sacks in their hands.

“Well then give us as many dollars as you can stuff in the bags!”

The bank manager thought, “These robbers are not smart.”

“And be quick about it!” shouted the lead robber.

The bank manager nodded and took the empty sacks.

On the way to the bank vault, the manager pushed an alarm button.

The manager smiled. He knew the cops were on their way.

Slowly, he turned the lock on the vault. He just had to keep the robbers in the bank for three minutes.

The lead robber knew he was stalling. “Grab the money, boys!” he cried.

The robbers stuffed the bags themselves.

They dashed out of the bank just as the cops arrived.

“Toss the cash!” cried the lead robber.

The gang members all threw their bags. Dollars flew everywhere.

People stopped their cars and jumped out to grab them.

In seconds the street was jam packed with people jumping for bills.

In the confusion, the robbers slipped away.

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 actor played a doctor on the show.

The sculptor went to the harbor.

They gave out dollars and were very popular.