

LESSON PLAN

Student:	Lesson #105
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: fin, fen, fern, ferd, herd, nerd, nord, norm, torm, torn, born	
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: dirt, firt, fir, ferd, herd, nerd, nord, norm, torm, torn, born, barn	
Review of Recent Rules and Concepts – 15 minutes	

<p>Topic: Pounding Syllables Equipment: hands Word List: thirty, flirt, flirting, dirty 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: concert (con-cert), birdcage (birdcage), thirteen (thir-teen)</p> <p>Topic: Using suffixes with previously learned syllable types Materials: suffixes worksheet Ask student to work on “Adding Suffixes (Endings)” sheet.</p> <p>Topic: Review of ‘er’ and ‘ir’ r-controlled syllable Materials: index cards 1. Ask student to take out their r-controlled rule card: When only 1 vowel is followed by the ‘r,’ the vowel makes a new sound with the letter ‘r’ 2. Show <ar> <or> <er> and <ir> grapheme cards. Ask student to say the sound of each. 3. Ask student to place down <ir> word cards and retell story that student made in last lesson to remember the <ir> words Words: girl, bird, birth, dirt, first, fir, firm, flirt, shirt, sir, stir, skirt, third, thirty</p>	
New Content/New Rule – 0 minutes	
No new content. This is a review lesson.	
Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes	
Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order Words: girl, her, dirt, herd, shirt, skirt	
Word List – Oral Reading of Isolated Words – 2 minutes	
Word list: car, part, port, torn, storm, her, her, herd, perm, pert, skirt, shirt, fir, first, third, thirty, thirsty, dirt, girl	
Sentences – Oral Reading of Connected Text – 2 minutes	
“Fir Trees” story	

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: car, cart, form, port, fir, first	
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list: girl, bar, lord, her, herd	
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. Use CHOPS to check work: 1. Fir trees like to grow in dirt that is moist. 2. I docked my boat at the port in the storm. 3. The girl can see thirty stars in the dark sky.	
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. - Sounds of 'au,' 'aw,' 'oi,' 'oy,' 'oo,' 'ou,' 'ow,' 'ew' and 'ea' - Sounds of 'ar,' 'or,' 'er,' and 'ir' <u>Homework:</u> 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

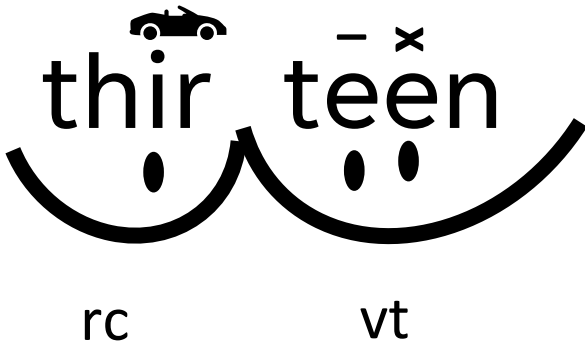
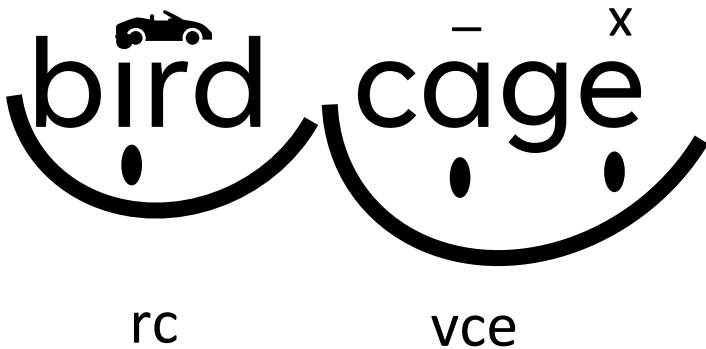
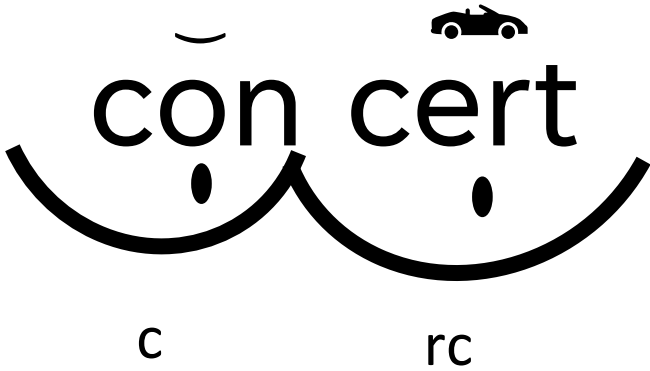
concert

birdcage

thirteen

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
sun	✓	✓	✓	sunny
hug, wed, ring lem				

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
submit	✓	✓	✓	✓	submitter
forbid, control, invest ontrol					

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

Word	Suffix es, ing, ed, ful, less, er, est, ness	Answer
be, dry, pry fe		

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
wade, tame, fine, cone nane		

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
play, rain, team, tree 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
moon, loud, head hout		

girl	flirt
bird	shirt
birth	sir
dirt	skirt
fir	first
firm	third
	thirty

car		skirt
part		shirt
port		fir
torn		first
storm		third
her		thirty
herd		thirsty
perm		dirt
pert		girl

Fir Trees

Fir trees are evergreen trees.

Evergreen means that fir trees stay green all year long.

Fir trees like to grow in dirt that is moist and drains well.

Young fir trees have thin smooth bark.

Old fir trees have thick, bumpy bark.

Most fir trees live to be about 60 years old.

Is 60 years a long or short life span for a tree? It depends.

Peach trees only live to be about thirty.

Ash trees can live up to 350 years.

The oldest fir trees ever recorded were 700 years old.

That sounds very old, but 2000 years is the age of the old redwoods.

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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Fir trees like to grow in dirt
that is moist.

I docked my boat at the port
in the storm.

The girl can see thirty stars in
the dark sky.