











Wilson Lesson Plan			
			Approximate # of minutes on task
1		Sound Cards Quick Drill	2-3
2		Teach and Review Concepts for Reading	5
3		Wordcards	3-5
4		Wordlist Reading	5
5		Sentence Reading	5
6		Quick Drill (in reverse)	1-2
7		Teach and Review Concepts for Spelling	5
8		Written Work Dictation: sounds, words, sentences	15
9		Controlled Passage Reading	10-15
10		Listening Comprehension	10-30

Emphasis: Decoding

Emphasis: Encoding

Emphasis: Fluency,
Comprehension,
Visualization, Oral
Language (alternate
between 1 or the other in an
hour-long lesson or schedule
at another time)

STEP 1 - Closed Syllables (3 Sounds)

- 1.1 - f, l, m, n, r, s, (initial) and d, g, p, t, (final) a, i, o (Blending of 2 and 3 sounds)
- 1.2 - b, sh • u • h, j • c, k, ck • e • v, w, x, y, z • ch, th • qu, wh (Introduced gradually)
- 1.3 - Practice with above sounds (wish, chop, wet)
- 1.4 - Double consonants, -all (bill, kiss, call)
- 1.5 - am, an (ham, fan)
- 1.6 - Adding suffix 's' to closed syllable words with 3 sounds (bugs, chills)

STEP 2 - Closed Syllables (4 - 6 Sounds)

- 2.1 - ang, ing, ong, ung, ank, ink, onk, unk (bang, pink)
- 2.2 - Closed syllables with blends - 4 sounds only + suffix, s (bled, past, steps)
- 2.3 - Closed syllable exceptions - ild, ind, old, ost, olt (mold, host)
- 2.4 - 5 sounds in a closed syllable + suffix, s (blend, trumps)
- 2.5 - 3 letter blends and up to six sounds in a closed syllable (sprint, scrap)

STEP 3 - Closed Syllables (Multisyllabic Words)

- 3.1 - Two-syllable words with two closed syllables combined - no blends, schwa (catnip, wagon)
- 3.2 - Two-syllable words with two closed syllables, including blends (disrupt, fragment)
- 3.3 - Words with two closed syllables ending in ct blend (contract, district)
- 3.4 - Multisyllabic words, combining only closed syllables (Wisconsin, establish)
- 3.5 - ed, ing suffixes added to unchanging basewords with closed syllables (slashing, blended)

STEP 4 - Vowel - Consonant - e Syllable

- 4.1 - Vowel - consonant - e syllable in one-syllable words (hope, cave)
- 4.2 - Vowel - consonant - e syllable combined with closed syllables (combine, reptile)
- 4.3 - Multisyllabic words combining two syllable types (compensate, illustrate)
- 4.4 - ive exception: no word ends in v (olive, pensive)

STEP 5 - Open Syllable

- 5.1 - Open syllable in one-syllable words, y as a vowel (he, hi, shy)
- 5.2 - Open syllables combined with vowel - consonant - e and closed syllables in two-syllable words (protect, decline)
- 5.3 - y as a vowel at the end of two-syllable words when combined with a closed syllable or another open syllable (handy, pony)
- 5.4 - Multisyllabic words, combining 3 syllable types: open, closed, vowel - consonant - e (instrument, amputate)
- 5.5 - 'a' and 'i' in unaccented, open syllables (Alaska, indicate)

STEP 6 - Suffix Endings (unchanging basewords) and Consonant-l- e Syllable

- 6.1 - Suffix endings - er, est, en, es, able, ish, y, ive, ly, ty, less, ness, ment, ful added to unchanging basewords (thankful, classy)
- 6.2 - Suffix ending ed: /d/, /t/ added to unchanging basewords (thrilled, punished)
- 6.3 - Combining 2 suffixes to an unchanging baseword (constructively, helpfulness)
- 6.4 - Stable final syllable: consonant - le, stle exception (dribble, whistle)

STEP 7: Introduction to Sound Options, Contractions

- 7.1 - Sound options: c [e, i, y] (concentrate, concede) g [e, i, y] (gentle, pungent)
- 7.2 - ge, ce, dge (lunge, indulgence, fudge)
- 7.3 - New trigraph and digraph: tch, ph (fetch, pamphlet)
- 7.4 - tion, sion (subtraction, expansion)
- 7.5 - contractions (we've, I'll)

STEP 8: R-Controlled Syllable

- 8.1 - R-controlled syllable: ar, er, ir, or, ur in - 1 syllable words (firm, turn, barn)
- 8.2 - ar, or in - multisyllabic words (market, cortex)
- 8.3 - er, ir, ur in - multisyllabic words (skirmish, surgery)
- 8.4 - Exceptions: vowel rr (hurry, barren), para
- 8.5 - Exceptions: ar, or in final syllable (begg^ar, doctor), ard ward (blizzard, on-ward)

STEP 9: Vowel Digraph - Diphthong Syllable

- 9.1 - ai, ay (plain, display)
- 9.2 - ee, ey (tweezer, valley)
- 9.3 - oa, oe, ue (croak, toe, revenue)
- 9.4 - oi, oy, au, aw (thyroid, employ, saucer, squawk)
- 9.5 - ou, ow, oo (trousers, drowsy, spoon)
- 9.6 - ea (eat, bread, steak)
- 9.7 - eu, ew, ui (Europe, few, suit)

STEP 10: Adding Suffixes to Changing Basewords

- 10.1 - v-e exceptions: ice, ace, age, ate, ile, ite, ine
- 10.2 - Spelling Rule: Adding a suffix to a baseword ending in e (taping, lately)
- 10.3 - Spelling Rule: Adding a suffix to a one syllable closed or r - controlled baseword (starred or shopful)
- 10.4 - Spelling Rule: Adding a suffix to a multisyllabic baseword when the final consonant must double (regretting, controlled)
- 10.5 - Additional suffixes: ic, al, ible, ous, ist, ism, ity, ize, ary, ery, ory, ent, ence, ant, ance

STEP 11: Additional I, E, Y Vowel Work

- 11.1 - y in open, closed, v-e syllables (reply, gym, type)
- 11.2 - The Y spelling rule (enjoyable, player)
- 11.3 - i in an open syllable /ē / (orient), i pronounced as /y / (genius, million)
- 11.4 - ie / ei (piece, ceiling, vein)
- 11.5 - igh, eigh (light, eight)

STEP 12: Advanced Concepts

- 12.1 - Split vowels: vowel team exceptions (create, violin)
- 12.2 - Silent letters: rh, gh, mb, mn, kn, gn, wr (rhyme, ghost, lamb, column, knife, gnat, wrist)
- 12.3 - 'w' effecting vowels: (water, worship)
- 12.4 - ch, que /k / (chorus, clique)
- 12.5 - ti, ci, tu, ture (patient, official, actual, torture)
- 12.6 - Chameleon prefixes (correct, accent)