

LESSON PLAN

Student:	Lesson #6
Length: 45=60 minutes	Date:
Instructor:	Time:
Credits: This lesson was created by Shawna Audet from the Flying Cat Academy. The drills used in this lesson and the scope and sequence that it follows were created by the Dyslexia Training Institute, which runs courses out of the University of San Diego. The multisensory drill for teaching a new phoneme comes from Dr. Vincent Goetry. The pictures used in the connected text sections come from pixabay.com.	

Section 1: Sight Word Study Method and Review Drills

Sight Words – 5 minutes	
<p>Equipment: list of 100 most common sight words, sight word study method instruction sheet, blank index cards, and marker</p> <p>Current sight words:</p> <p>New words added:</p> <p><u>Notes</u></p> <ul style="list-style-type: none"> Students can have between 2 – 8 sight words at a time they are working on for homework. They should practice them once a day. When the student masters a word (by getting 5 check marks) retire the word and add a new one 	Notes
Short Vowel Drill – 3 minutes	
<p>Equipment: 5 short vowel keyword pictures and one copy of the “Fat Ed is not up” handout.</p>	Notes
Phonemic Awareness Drill – 3 minutes	
<p>Equipment: differently coloured blocks of uniform shape</p> <p>Word List: hat, hot, het, set, sit pin, pim, rim</p> <p><u>Notes</u></p> <ul style="list-style-type: none"> Make sure to correct students when they put an “UH” sound at the end of words. 	Notes
Visual Drill – 2 minutes	
<p>Equipment: Starting pack consonants and vowels written on index cards</p> <p>starting pack: consonants: b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z</p> <p>short vowels: a,e,i,o,u</p> <p>(reminders - use blocking strategies and remove mastered sounds from pack)</p>	Notes
Auditory Drill – 2 minutes	
<p>Equipment: Same pack of index cards that you used for the visual drill</p> <p>Starting pack: consonants: /b/ /c/ /d/ /f/ /g/ /h/ /j/ /k/ /l/ /m/ /n/ /p/ /qu/ /r/ /s/ /t/ /v/ /w/ /x/ /y/ /z/</p> <p>short vowels: /a/ /e/ /i/ /o/ /u/</p>	Notes

(reminders - use blocking strategies and remove mastered sounds from pack)

Section 2: New Content and Reading

Blending Drill – 2 minutes

Equipment: paper letter cards

Word List: pit, rit, hit, hut, sut, sat, bat, bam, jam, fam, yam

Notes

Review of Recent Rules and Concepts – 4 minutes

Topic: Difference between a vowel and a consonant

Equipment: magnetic letters tiles arranged in a rainbow shape in alphabetical order

Instructions:

1. Ask the student to point and touch any vowels that they know. Point to random letters and ask the student to say if they are consonants or vowel.

Notes

Topic: Resolving confusion of “b,” “d,” “p,” or “q”

Equipment: bed picture with hands

Instructions

1. Ask the student to use the hand gestures and say the following key phrase: “When I go to bed, I want peace and quiet.”

Topic: Concept of Syllable

Instructions

1. Give the student the picture page for syllable definition
2. Read the definition to the student: *Definition: A syllable is a word, or part of a word that has at least one vowel*
3. Use the word *fantastic* to show that the definition is true. *Fantastic* has 3 syllables. *Fan* is a word on its own. *Tas* is not a word on its own, but it is “part of a word.” Note how each of the 3 syllables has one vowel sound in it. Explain to the student that if there is no vowel in a sequence of letters then it is not a syllable
4. *Do a “Yes or No Syllable Card Sort.”* You need a heading for “Yes,” a heading for “No,” and cards for the following: *ypr, ject, aim, meet, hdd, go, in, lmx*. Tell the student that they are not to read the words (some are from different syllable types). Instead, they just need to use what they know about the syllable definition to sort them.

New Content/New Rule – 15 minutes

Topic: Focus on Phoneme: /qu/

Equipment: <qu> rule card, magnetic letters, word list, blank index cards, marker, pencil

Instructions

1. Give out rule card
2. Explain the rule that the letter q and the letter u always go together. Q is a chicken and won’t ever be alone. U isn’t a chicken. He will go into lots of words alone. Use the magnetic letters tiles to make words that show that the letter “u” will go into lots of words on its own: run, sun, fun, tug, mud, rub
3. Ask the student to put the card into the spelling rules section of their notebook

Notes

Auditory Discovery

Word list: quit, quid, qued, quot, quin

Instructions

1. explicitly instruct student to listen carefully and to look at the teacher's lips and mouth
2. call and repeat the words on the word list.
3. ask the student what sound she is hearing in every word – /qw/ (sound of “k” and then sound of “w”)
4. tell student that the sound that she is going to work on today is /qu/

Visual Discovery

Word list: quit, quid, qued, quot, quin

Instructions

1. give student the word list that you just read aloud
2. ask student to circle the letter which corresponds to /qu/ (the sound of ‘qu’) with her favourite colour. Tell her to watch out because you're not asking her to read the words – You are only asking her to circle the letter
3. teacher reads the words and student circles the correct letters

Oral-Kinesthetic Discovery

Instructions

1. explain the task by saying, “We are going to work together to feel what is happening in our throat and mouth when we pronounce /qu/ (the sound of ‘qu’). Remember that there are four things that may move in your throat and in your mouth when we say a sound. The vocal chords are in the throat and they are like two strings of a guitar. The lips, and tongue are also involved.
2. ask student to put her hands on her neck
3. tell student that we are going compare how different sounds feel: the /k/ as in “kite,” /w/ as in “win, and the and the /qu/ in “quit.”
4. ask student if she notices a difference between the three. When you pronounce /qu/, what do you feel in your throat? (Let student comment on what she feels.)
5. do exercise again and explain what student should be feeling: “Can you feel that when you pronounce /qu/ in your throat there are two sounds that you are making. The first sound is /k/ as in “kite.” The second sound is /w/ as in “win.” /k/ is a motor-off sound because your vocal cords are not moving. /w/ is a motor-on sound because your vocal chords are moving.
6. Tell the student that now we will look at what is happening in the mouth when they make the sound /qu/. Teacher says, “Let's see where the tongue is in the mouth when we pronounce /k/ as in “kite,” /w/ as in “win, and the and the /qu/ in “quit.”
7. Ask the student to do it all together. Say, /k/, /w/ and /qu/. Can you feel that your tongue is moving in your mouth?
8. Recap Lesson for /qu/
 - o First sound is /k/ - motor-off, jaw open, tongue touching bottom front teeth

- Second sound is the sound of /w/ - motor-on, lips pucker and then pull back, tongue is on bottom but not touching teeth

Card Pack

Instructions

1. teacher shows the “qu” card and gives the sound /qu/ as in “queen”
2. hand out blank recipe card to the student
3. explain that we are going to create review cards that will help us to remember sounds
4. ask student to think of words that have /qu/ sound in them. Ask them if the sound of the letters “qu” ever changes or if it is always the same. Answer: it is always the same.
5. the student will write the capital letters QU in bottom left.
6. on back of card, the student will make one picture of something that begins with the letters “qu” and then write the words (the teacher will tell her how to spell the word). For example, the student could make a picture of a queen.

Topic: Introduction to closed syllable

Instructions

1. Explicitly introduce closed syllable rule card by reading it to the student
 - a. A closed syllable has one vowel
 - b. It is followed by one or more consonants
 - c. The vowel is short
2. Tell the story of the closed syllable. Put the word “got” in front of the student. Tell the student that the consonant at the end of a closed syllable is the babysitter for the vowel in the word. When it is there, the vowel is calm and happy so it says its short sound. If the babysitter leaves, the vowel might wander away and start calling her its mother. It might say, “O is over here!” Explain to the student that the word is now “go.” Explain that this is now an open syllable word. Have the babysitter come back to the word to reform the word “got.” Ask the student what sound the letter o is making now (short o sound)
3. Read and model each step using letter cards (example word: *hit*) showing that the “i” cannot “run away” as it is being closed in by the “t”
4. Practice proving the rule card together using letter cards for the following words: cat, pig, dog, fun, jet
5. Yes/no sort for closed syllable: hit, hi, wet, we, meet, met, me, pet

Isolated Words – Magnetic Letter Tile Reading Drill – 5 minutes

Equipment: magnetic letter tiles placed in rainbow shape in alphabetical order
 Word list: quit, mud, quib, yes

Notes

Word List – Oral Reading of Isolated Words – 2 minutes

Word list: bat, set, hut, mip, met, tup, cat, wet, cab, win, quin, quit, quot, quid, bed, den, cop, cod, dip

Notes

Sentences – Oral Reading of Connected Text – 2 minutes

“Dog, Pup, and Cat Get Wet” story

Section 3: Writing

Isolated Words – Magnetic Letter Tile Spelling Drill – 5 minutes	
Word list: quit, bed, pot, fan	Notes
Finger Tapping/Tracing/Writing – individual words – 2 minutes	
Word list wet, pan, quit, quid	Notes
Connected Text – 5 minutes	
Ask the student to write the following dictated sentences. After each sentence, ask the student to use CHOPS to check their work: The dog got wet. The wet did not quit. Pup and cat did not get wet.	Notes
Wrap-Up/Review – 2 minutes	
Student uses multisensory tools to summarize key concepts. <ul style="list-style-type: none">- Short vowel sounds- “b,” “d,” “p,” and “d” confusion (bed, peace, quiet)- Syllable definition- Closed syllable definition <u>Homework</u> <ul style="list-style-type: none">- Practice short vowel drill- Practice reading and writing sight words	Notes



QU

Rule: Q and U always go together in words. Examples: queen, quilt, quit

Memory Trick: The letter Q is a chicken. He will not go anywhere without his good friend, letter U.

Instructions: Cut these cards out and use them for the drill.

Yes	No
ject	ypr
aim	hdd
meet	lmx
go	
in	

quit

quid

qued

quot

quin

Give the closed syllable rule card (below) to the student when you introduce the closed syllable in the “New Content” part of the lesson

CLOSED SYLLABLE

Definition

When a syllable has
1 vowel
followed by 1 or more consonants
then the vowel sound is short

up
vc

cat
cvc

list
cvcc

clip
ccvc

Short
Vowel
Sounds



Instructions: Cut these cards out and use them for the drill.

Yes	No
hit	hi
wet	we
met	meet
pet	me
in	

bat		quin
sem		quit
hug		quot
map		quid
lig		bed
top		den
cat		cop
wet		cod
hab		dip
win		hen

Dog, Pup, and Cat Get Wet

Dog is not up.

Cat is not up.

Dog is in bed.

Cat is on a mat.

A pup runs in.

“Yap! Yap! Yap”

Dog is mad.

Cat gets up.

The pup quits the yap.

Pup and cat get on top.

Dog, pup, and cat get wet.

Picture

for Connected Text for Reading Section

Do not show these pictures until AFTER the student reads the story. If you show them before, you are teaching the student to guess at words based on pictures. We want to teach students to use decoding skills.



The dog got wet.

The wet did not quit.

Pup and cat did not get wet.