

Phonics Lesson Plan

1. **Phonics Lesson Plan**-Using your **Orton Gillingham materials**, you will write a **phonics lesson plan** appropriate for primary-aged or intermediate struggling readers. You will choose the skill to be taught (for e.g. **beginning or ending consonant sounds, digraphs, magic e, syllabication rules**). This lesson plan must be based on the Common Core State Standards and the IRA/NCTE 12 Standards. **You will use the guidelines that I will teach you to create this plan.**

Instructions for Phonics Lesson Plan

- **Standards:** Use both Common Core and IRA/NCTE 12 (both are on Blackboard) (*Early/Elem*) For the CC you will use the Reading Standards: Foundational Skills K-5 (*Middle Level*) For the CC you will use the Language Standards 6-12
- **Objective(s):** (*Early/Elem*) Have one objective for **the letter-sound** and one for the **sight word(s)**. The reason for having a sight word objective is because you are teaching a new word or new words. If you were just reviewing sight words you would not need an objective.
(*Middle Level*) Have one objective for the syllabication or spelling rule and one for the sight word(s). The reason for having a sight word objective is because you are teaching a new word or new words. If you were just reviewing sight words you would not need an objective.
- **Assessment:** Have a corresponding assessment for each objective. If you are teaching a letter-sound, make sure that your assessment measures the student's ability to say the sound independently. If you are teaching a syllabication or spelling rule, make sure that your assessment measures the student's ability to apply the rule. If you are teaching a sight word or sight words, make sure that your assessment measures the student's ability to spell the word(s) independently.
- **Essential Vocabulary:** Use kid-friendly language. (*Early/Elem/Middle Level*) Your **vocabulary** words would be words that you brainstorm as a class, example words that you provide for students, or words that you will highlight as you are using literature to reinforce your skill etc.
- **Extension:** (*Early/Elem/Middle Level*) Please complete **all three** extensions. Ask yourselves, what can I do outside of the 15-20 minute lesson to help students have more exposure to the content, and in doing so, deepen their understanding of what they have learned?
 - Technology
 - Literacy
 - Game/Activity
- **Introduction:**
 - (*Early/Elem*) Three-Part Drill (remember, you don't need to review every sound that has been previously taught)

- (*Middle Level*) Say how you will get students to think about the skill you are going to teach them. Can you provide them with an interesting story? Can you talk to them about the importance of learning the skill? Can you make a connection from the new skill to a previously learned skill?
- **Procedures:**
 - **Multisensory** (Basic or Advance)/Syllabication or Spelling Rules
 - **Sight Word**
 - **Word Dictation**
 - **Sentence Dictation**
- **Closure:**
 - Review vocabulary words
 - Review letter sound/syllabication/spelling rule
- **Differentiation of Instruction:** These are the groups that you will address:
 - Specific Learning Disability (SLD)
 - English Language Learner (ELL)
 - Below Grade Level
 - Gifted/Talented (GT)
 - Visual Impairment

Please have one accommodation for each of these groups. You will have a total of 5 accommodations. Again, ask yourselves, if I had each of these students in my class, how would I help them to be able to be a part of the lesson?

Go back to your chapter 2 notes where you received strategies for working with each of these groups. Also, you can consult with your SPED major friends for ideas. I also have an accommodations document on Blackboard.