

Beginning Lesson Plan

Instructional Component	Approximate Time	1) Referenced Chapter with the 2011 Edition of Multisensory Teaching of Basic Language Skills; 2) Keystone Page #	Virginia 2010 English Standard Applicable
<p>Alphabet Knowledge and Phonemic Awareness Alphabet Knowledge – students touch and name the letters of the alphabet in sequence as warm-up; students can match plastic uppercase letter to a grid of alphabet letters on a mat (FCRR, Activity P.003, Alphabet Arc) Phonemic Awareness – ask students if these words rhyme, examples – <i>pill/hill, tip/hip, yes/my, run/sun, mice/nice, now/nap.</i></p>	5 minutes	1) Chapters 5 and 6 2) Pages 3 - 13	K.7, K.11, 1.5, 1.6, 1.11, 1.12, 2.5
<p>Reading Decks (http://readingteachersnetwork.org/decks/) 1) Show letter cards (FCRR, Activity P.002, Letter Cards) for quick drill for student to name. 2) Give key words and sounds: <i>l, t, p, n, s, a, l, d, f, h, g, o</i> (can use <i>Ron Yosimoto's Primary Card Deck in file - Basic</i>) 3) Use irregular word deck (Reading Teacher Network – Decks): <i>said, the, of, on</i>. High Frequency Words might be used as well (FCRR, Part Five Activity Packet)</p>	3 minutes	1) Chapter 8 2) Pages XIV, 3 – 13, 71 - 72, 115, and 117 - 225	Reading Decks – Standards listed above Phonemic Awareness – K.4, 1.4, 2.4 Irregular Word Deck and High Frequency Word Deck – 1.6
<p>Spelling Deck Using a spelling deck (cards bearing letters and sounds introduced for reading), Procedure:</p> <ul style="list-style-type: none"> dictate sounds to student, the student: a) repeats the sound(s), b) says the letter name(s), and c) writes them on a board or paper: short /i/, /t/, /p/, /n/, /s/, short /a/, /l/, /d/, /f/, /h/, /g/, /o/ and so on. 	3 minutes	1) Chapter 9 2) Pages XIV, 3 - 13	Phonemic Awareness – Standards Listed Above
<p>Multisensory Introduction of Letter or Concept Provide multisensory introduction of digraph <i>ng</i> using guided discovery of sound, letters, key words, and mouth position. Discovery words might be: <i>sing, sang, sting, ding</i>. Reinforce with sky writing, handwriting, reading the sound, and spelling the sound.</p>	5 minutes	1) Chapters 2, 7, 8 and 9 2) Pages 3 - 13	K.7, K.11, 1.5, 1.6, 1.11, 1.12, 2.5

Adapted from Figure 15.1 Beginning level lesson plan (Source: Cox, 1984) Day One
 Birsh and Schedler, 2011, Page 473; Days Two through Five, Pages 475 and 476

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<p>Reading Practice For Accuracy And Fluency Students prepare and read orally closed-syllable words: <i>hint, stand, tint, slop, split, spat, spin, snap, nips, plant. Dad lifts the sand in a tin pan.</i> (Can use Ron Yosimoto’s worksheets found in Structural Analysis, within file – Basic or Structural Analysis or FCRR – Part Seven Activity Packet Syllable Patterns and Morpheme Patterns) Use this portion of the lesson for the syllable type studying, and combine with spelling patterns (Keystone - Lund and Cheatum, 2004).</p>	5 – 10 minutes	1) Chapter 8 and 10 2) Pages 15 - 69	1.4, 1.6, 2.4, 2.5, 3.3
<p>Spelling Give warm up, with review of sounds to be spelled: short /i/, /t/, /s/, /a/, /l/, /f/, /h/. Review the Floss Rule (can use Ron Yosimoto’s worksheets found in Rules and Generalizations within file – Rules and Generalizations) and spell these words: <i>sniff, tiff, staff, till, hill, spill.</i></p>	5 – 10 minutes	1) Chapter 9 2) Pages 3 – 13, 15 - 69	K.1, K.5, K.12 (spell phonetically), 1.1, 1.6, 1.12, 1.13, 2.5, 2.13, 3.3, 3.4, 3.10, 4.8, 5.8
<p>Handwriting Students practice writing <i>d</i> on folded newsprint paper or regular paper. Students trace the letter three times while listening to guided stroke description: “Curve under, over, stop, back around, up, down, release.” Student make three copies, saying the letter name each time. (Can use Ron Yosimoto’s tracing patterns found in file, Handwriting Tracing Patterns, within folder – Basic.)</p>	3 minutes	1) Chapter 7 2) Use the notebook sections for this purpose as well	K.11, 3.8
<p>Comprehension and Listening Strategies Read “The Tortoise and the Hare” to students. Have the students retell the fable with graphic organizer for stories (simple story map).</p>	10 minutes	1) Chapter 12 2) Page XIV	K.9, K.10, 1.9, 1.10, .1, 2.8, 2.9, 3.5, 3.6, 4.5, 4.6, 5.5, 5.6
<p>Oral Language Practice and Composition Introduce vocabulary: <i>boasted, plodding, patient.</i> Have students find and discuss meanings for the descriptive words from the story. Use words in sentences, and enter words in the vocabulary section of their language notebook.</p>	10 minutes	1) Chapters 3, 11, and 12 2) Add a section to the notebook	K.8, 1.2, 1.7, 1.8, 1.11, 2.2, 2.6, 2.7, 3.1, 3.2, 3.4, 4.2, 4.4, 4.7, 5.4

Resources

Reading Teacher Network (Neuhaus Reading Center) Three Years of Lesson Plans - <http://www.readingteachersnetwork.org/lesson-plans/>

Florida Center for Reading Research - <http://www.fcrr.org/curriculum/SCAindex.shtm>

Birsh, J.R.(Ed.)(2011). *Multisensory teaching of basic language skills, Third Edition.* Baltimore, MD: Paul Brookes Publishing.

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