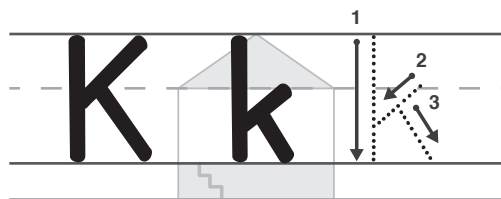




Sample Lesson



Kk as in kite



Card Pack #12 Decodable Reader #4

Object Ideas:

kite, ketchup, kick, kitten,
king, key, kiwi

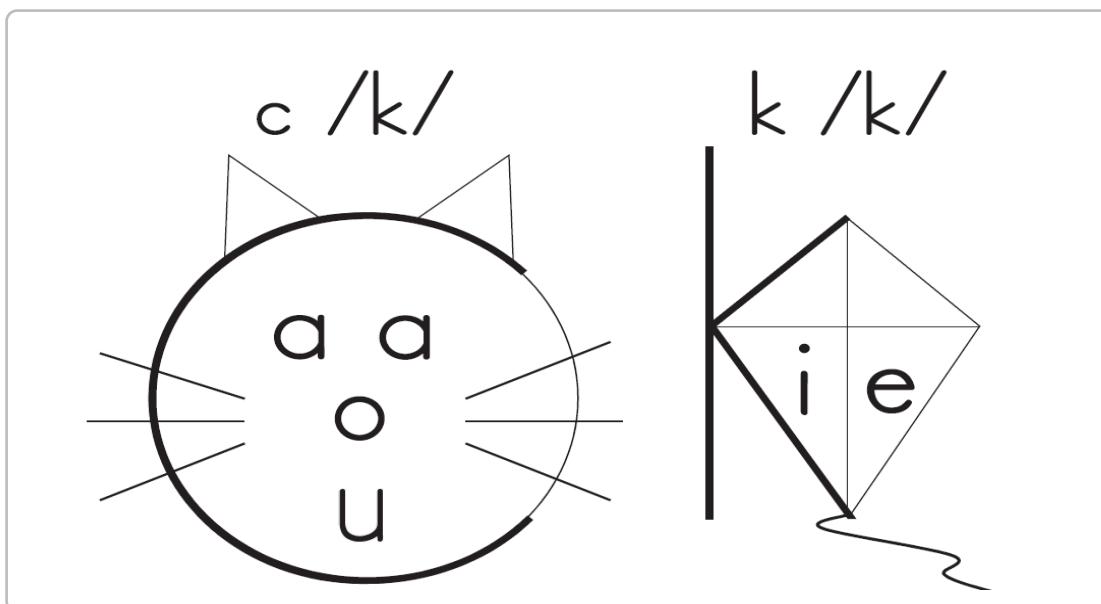
Literature Ideas:

- *The Kissing Hand* by Audrey Penn
- *Ella McKeen, Kickball Queen* by Beth Mills
- *The One in the Middle Is the Green Kangaroo* by Judy Blume
- *A Computer Called Katherine: How Katherine Johnson Helped Put America on the Moon* by Suzanne Slade
- *One Kitten for Kim* by Adelaide Holl
- *The King of Kindergarten* by Derrick Barnes
- *Mommy's Khimar* by Jamilah Thompkins-Bigelow

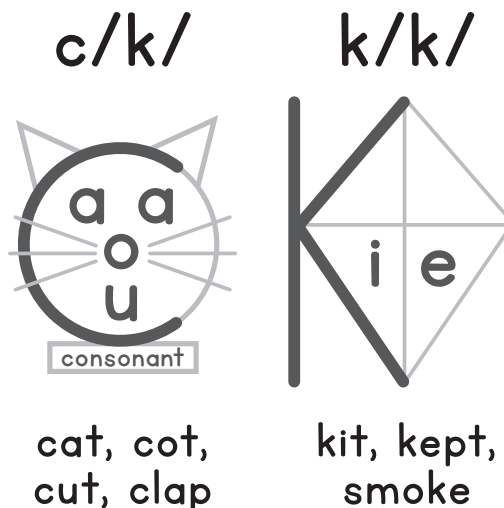


Notes

- Use the Comprehensive Flip Chart for the steps on how to teach each part of IMSE's Lesson Plan.
- Kk /k/ is an unvoiced, stopped consonant sound. This is formed with the lips parted and the back of the tongue on the back roof of the mouth.
- Draw the cat/kite image to help teach the spelling rule.



- Show the cat/kite poster.
- From now on, your students will know 2 ways to spell the /k/ sound during the Auditory/Kinesthetic part of the Three-Part Drill. (T): You know 2 ways to spell this. Spell /k/. Repeat. (S): /k/ c says /k/ and k says /k/.
- Keep “k” in the initial position on the blending board at first. At the end of a one-syllable word with one short vowel, the /k/ sound is spelled “-ck.” The “k” can go at the end of the blending board after vowel teams are introduced for words like *sneak*.



Phonological Awareness:

Materials Needed:

tokens, sound boxes, one-minute activities, or Zgonc PA book

Use the PAST assessment to determine a starting point for instruction. Incorporate daily phonological awareness activities by using Zgonc’s tiered activities and/or Kilpatrick’s One-Minute Activities in *Equipped for Reading Success*.

Phonemic awareness warm-up: Use tokens (or letter tiles once concepts have been taught) and sound boxes to do a quick phonemic awareness activity that ties in with the new concept, if appropriate.



Three-Part Drill

Materials Needed:

review cards, sand, blending board, vowel tents or sticks

Do this at least 3x per week. Use the Flip Chart for steps. Include the new concept after Day 1.

- Include the Vowel Intensive with “a,” “i,” and “o.”

| V | VC | CVC |
|---|------------|---------------|
| a | ag, ap, ab | lat, cad, zan |
| e | et, en, eb | zeg, ren, med |
| i | ig, ib, im | lin, hib, fid |
| o | ob, ot, oz | rom, hob, cog |
| u | un, ud, ub | sup, pum, dut |

- Below is a sample script. Remember to use all of the review concepts.

1. Visual:

(T) Tell me the sounds you know for these letters.

(S) /m/, /l/, etc.

**Alternative:*

(T) Tell me the names and sounds you know for these letters.

(S) m says /m/, l says /l/, etc.

2. Auditory/Kinesthetic:

(T) Eyes on me. Spell /m/. Repeat

(S) /m/ m says m.

3. Blending:

(T) Tell me the sound for each letter as I point. Then blend the sounds together to read the word or syllable. Give me a thumbs up if it is a real word.

(S) /mmm/ /ööö/ /mmm/ *mom* (thumbs up)

**Alternative:*

(T) Watch me first. /mmm/ /ööö/ /mmm/ *mom*

(T) Do it with me. (T&S) /mmm/ /ööö/ /mmm/ *mom*

(T) Your turn. (S) /mmm/ /ööö/ /mmm/ *mom* (thumbs up)

***Vowel Intensive:** Model the visual cue while calling out the sound. Students will do the visual cue as they repeat the sound. Students will then hold up the vowel tent while stating the letter name and sound.

- (T): Eyes on me. The sound is /ă/. Repeat.

- (S): /ă/ a says /ă/



Teaching a New Concept

Materials Needed:

concept card, screen, green crayon, object, sand, decodable readers, literature, P/G chart

Introduce on Monday, and practice daily.

- (T) Reads alliteration sentences. (S) Identify the target sound.
 - Kit kept Kim's kangaroo kite.
 - Kip kissed Kathy's koala.
- (T) Shows the new concept card.
 - (T) Tells students the letter name and sound. Have (S) repeat, 3 times (k says /k/).
 - (T) Tells students that "k" is a consonant.
 - (T) Tells students it is an unvoiced sound.
 - (T) Asks students where they find "k" in the alphabet.
 - (T) Uses mirrors to discuss the mouth, tongue, and teeth placement.
- (T) Shows an object.
 - (T) Allows students to manipulate the object and discuss prior knowledge. Reminds (S) that the object has the target sound spelled with the target letter.
 - (T) Uses the cat/kite poster to teach the c/k rule.

4. (S) Brainstorm.
 - a. Brainstorm words that have the target sound. (Accept all answers, but place incorrect answers in a “thought bubble” to discuss.) The brainstorming can be a teacher-directed activity if students need extra support.
5. (T) Teaches Letter Formation. Use house paper to teach lowercase letters.
 - a. (T) models with the solid letter. The letter “k” starts in the attic and goes to the floor. Then start at the ceiling, kiss the line, and come back to the floor.
 - b. Using the screen and green crayon, (T&S) trace the solid while saying, “k says /k/” (3x).
 - c. (T&S) use their finger to trace the solid while saying, “k says /k/” (3x).
 - d. (S) trace the dotted letter and complete the remainder of the row independently.
 - e. (S) move to smaller house and repeat process if needed.
 - f. Teach capital letters throughout the week using the same process. Capital letters go outside the house.
6. (T) Dictates target sound. (S) Practice in the sand or other medium.
 - a. Practice writing the letter using a different medium, such as sand, shaving cream, finger paint, gel board, iPad app, air writing, etc.
 - b. Do this while stating: c says /k/; k says /k/ (3 times). (Because this is the second spelling learned for /k/, students should write all known spellings for the sound [i.e., c, k]).
7. (T) Connects with literature.
 - a. Have students signal when they hear the /k/ sound for the first page or two.
 - b. Read again for language comprehension.
 - c. Continue to work on language comprehension with rich literature throughout the week.
8. (S) Use decodable readers to practice the concepts learned.
 - a. (S) Highlight words with the new concept. Read those words.
 - b. (S) Highlight Red Words. Read those words.
 - c. (S) Start reading the decodable reader.
 - d. (S) Continue reading throughout the week.
 - e. (S) Read a clean copy on Friday.
9. (T&S) Mark the Phoneme/Grapheme (P/G) chart by highlighting the target sound.



Word Dictation

Materials Needed:

fingertapping hand, dictation paper, pencil

Create any syllables using the new concept and previously taught concepts. Practice daily. Use the Flip Chart to follow the steps for word dictation.

| | | | | | |
|------------------|---------------------|--------|--------|--------|--------|
| Day 1: | 1. kid | 2. cat | 3. kit | 4. cad | 5. cod |
| Day 2: | 1. Kim | 2. cod | 3. kid | 4. gag | 5. cat |
| Day 3: | 1. Cam | 2. Kim | 3. cad | 4. kit | 5. kit |
| Days 4-5: | Review prior words. | | | | |

See Student Spelling Book example on pg. 27

Below is a sample script:

1. (T) States word: *mom*. Uses it in a sentence: My *mom* is a wonderful lady. (Pounds) *mom*. (T) Models fingertapping if needed: /m/ /ō/ /m/. (Pounds) *mom*.
2. (S) State while pounding: *mom*. (Fingertap) /m/ /ō/ /m/. (Pound) *mom*. Write the letters known for the sounds.
3. (T) When yours looks like mine, rewrite the word.
4. (S) Rewrite.
5. Repeat the process for each word.
6. (S) Read the list of words multiple times to build automaticity.

NOTE: To handle miscues with the /k/ sound, ask students to look at the letter that comes after the /k/ sound. Refer to the poster. If the next letter is “a,” “o,” “u,” or a consonant, the /k/ sound is spelled with a “c.” If the next letter is an “i” or “e,” the /k/ sound is spelled with a “k.”

C
U
P
S

Sentence Dictation

Red Words are underlined. Students can fingertap the green words. Use the Flip Chart to follow the steps for sentence dictation.

1. The kid was mad.
2. Did Dad and Kim jig and jog?
3. The kit had ham and jam.
4. Mom and Kim hid the kit.
5. The kid got jam on the hat.
6. Kim will get the hot dog for Tad.
7. The kit is for Mom.
8. I like the hat for Kit.
9. Kim did get the dog.
10. The kid had a tag on the mat.

See Student Spelling
Book example on
pg. 28

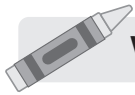
- Below is a sample script for sentence dictation.

1. (T): Listen to the sentence. *Tad had a cat.*
2. (T): Listen while I pound the syllables. *Tad had a cat.*
3. (T): Pound it with me. (T&S): *Tad had a cat.*
4. (T): You pound the sentence. (S): *Tad had a cat.*
5. (T): Watch me as I point to the lines while stating the sentence. *Tad had a cat.*
6. (T): You point to the lines while stating the sentence.
7. (S): *Tad had a cat.*
8. (T): Now write the sentence. Fingertap if needed.

- Below is a sample script to check CUPS*.

1. (T): C stands for capitalization. Did you remember a capital letter at the beginning of your sentence? It's also a name. *Tad* would always be capitalized. If you forgot, fix it. If you remembered, put a tally mark above the capital letter. Add a mark in the box for C.
2. (T): U stands for understanding. Is your sentence neat? Reread it to yourself. Does it make sense? Could someone else understand it? If not, fix it. Add a mark in the box for U.
3. (T): P stands for punctuation. Did you remember a period at the end? If not, fix it. If you remembered, put a tally mark above the period. Add a mark in the box for P.
4. (T): S stands for spelling. Did you spell your words correctly? Check them. Now, check yours with mine (show the teacher's copy). Fix any words you spelled incorrectly. Put a tally mark above the words you spelled correctly. Add a mark in the box for S.
5. (T): Rewrite your sentence with all of the corrections.
6. (T): Check for CUPS again. Put another mark in the boxes.
7. (T): Let's read the sentences.
8. (S) Read the sentences for fluency and automaticity.

***Please note:** Once students understand how to use CUPS, transition to letting them check their sentence independently before showing the teacher's copy.



Weekly Red Words

Materials Needed:

screen, red crayon, red word paper

Introduce on Tuesday, and practice daily. Use the Flip Chart for steps.

| New: | Review: | New Read-Only: | Review Read-Only: |
|---------|--|----------------|-------------------------------------|
| get, no | the, was, is, a, on, and, to, for, go, I, like, of, will | red, see | orange, white, brown, stop, said |

Steps for Teaching a New Red Word:

1. (T) States the word. (*get*)
2. (T&S) Use tokens to determine how many sounds are in the word. (/g/ /è/ /t/; 3)
3. (T&S) Discuss how we would expect to spell each sound as the teacher writes the grapheme(s) correctly. Identify what is unexpected or irregular about the spelling of the word. It could also be expected, but the concept hasn't been taught yet.
4. (T&S) Discuss the etymology of the word, if appropriate (lexical words). Visit www.etymonline.com for more information on the word.
5. (T) Defines the word, and writes a sentence using the word.

6. (T) Writes the word on Red Word paper with the screen underneath, using red crayon.
7. (S) Write the word on Red Word paper with the screen underneath, using red crayon.
(S) Show the word to the teacher.
(**NOTE:** The teacher should have students chunk the word if it has more than four letters.)
8. (T&S) Stand up, holding the Red Word in the nondominant hand. Armtap word while naming each letter. Then “underline” the word by sweeping left to right while stating the word, 3x. (**NOTE:** Left-handed students will place their left hand on their right wrist. They tap to their right shoulder. Underline from wrist to shoulder. Right-handed students place their right hand on their left shoulder. They tap to their left wrist. Underline shoulder to wrist.)
9. (T&S) Trace crayon bumps with the pointer finger while naming the letters, 3x.
10. (T&S) Place the screen over the paper and trace the word with the pointer finger while naming the letters, 3x.
11. (S) Turn paper over. With red crayon, write the word without the screen one time, and hold up the word for the teacher to check. (S) Write the word two more times.
12. (S) Write an original sentence in pencil and underline the Red Word with a red crayon. (**NOTE:** The sentence can also be dictated by the teacher while the student writes or dictated by the student while the teacher writes it.)
13. Repeat the steps for *no*. (/n/ /ō/; 2)

Review Ideas for Red Words:

- Sculpt the word using red Play-Doh or clay. Have students spell the word as they smash each letter.
- Print flashcards from IOG, and practice reading.
- Armtap the word to review.
- Cross-clap the word to review.
- Do Spelling Aerobics.



Fluency, Vocabulary, and Comprehension

- Incorporate fluency into your literacy lessons daily/weekly (minimum 30 min/week) by using Rapid Word Charts, IMSE Decodable Readers, words and sentences, Acadience Reading K-6 or DIBELS 8th Edition, repeated reading, and other activities.
- Incorporate vocabulary into your literacy lessons daily/weekly (minimum 50 min/week) by choosing 3-5 appropriate tier two words (can pull from rich literature or decodable readers). Teach the words through explicit, direct instruction using student-friendly definitions, word webs, vocabulary charts, illustrations, and other activities.
- Incorporate oral language comprehension into your literacy lessons daily/weekly (approximately 100 min/week). Comprehension instruction should be explicit, direct instruction that includes teacher modeling, guided practice, and independent practice. Plan ahead to build on students’ background knowledge, language structures, verbal reasoning, and literacy knowledge.



Extension Activity Ideas

- Continue to add to the multi-sensory ABC book. Have students glue kites (or another object) in the shape of the target letter.
- Teach students the following rhyme: “C goes with a, o, and u. K goes with the other two.”
- Have students compare and contrast a koala and a kangaroo using a Venn Diagram. ***Note:** Koala and kangaroo are Aboriginal words. Therefore, they do not fit the c/k rule, which is a rule for English spelling.
- Make a paper kite. Have students glue pictures of words that begin with the /k/ sound on the kite.
- Divide students into teams of 3 and have them lie on the ground to form the target letter. Take pictures to hang around the classroom.
- Create the target letter out of green Play-Doh or clay.
- Have students use a bingo dauber to find the target letter on a page with various letters.
- Have students go on a “sound hunt” around the room or outside to find objects that begin with the target sound.
- Coding activity: Have students underline and label the letters in words or syllables with a “v” for vowels and a “c” for consonants. For example, when using the word *mom*, each letter should be underlined with the labels “cvc” underneath the word. This activity will help prepare students for decoding multisyllabic words later in the sequence.
- Visit IMSE’s Orton-Gillingham’s Pinterest page for more ideas.



Weekly Lesson Reminders

- Any of the above extension activities
- Practice writing the target letter (capital and lowercase) using a screen, green crayon, and house paper.
- Practice writing the target letter using another medium (sand, paint, shaving cream, pudding, iPad app, etc.).
- Practice writing the target letter using age-appropriate paper and pencil.
- Daily practice with writing the weekly Red Word(s)
- Kilpatrick’s “One-Minute Activities” for daily phonological awareness practice
- Zgonc’s phonological awareness activities
- Listen to rich literature to work on oral language comprehension.
- Target letter practice sheets from IMSE’s practice books and handwriting books
- Practice test on Thursday and test on Friday