THERE ARE 2 SAMPLES

Lesson #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_5/16/2024\_\_\_\_\_\_\_\_\_\_\_

Student(s): \_\_\_\_\_\_\_\_Cecilia\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_

| **Skill**  **Rabbit rule syllable division( closed/closed with twin consonants)** | **NEW Lesson Concept/Objective:**  **Rabbit Rule Syllable division ( closed/closed)** | **Comments/ErrorPatterns/DATA** |
| --- | --- | --- |
| **Error Patterns from previous lesson**  **C has learned closed, open and silent e syllable types. She is able to decode all of these syllable types but requires continued practice to automatically recognize closed vs silent e syllables. She also needs to begin reading more multisyllabic words. Learning the rabbit rule with closed/closed and using twin consonants will help with her automaticity. The goal is for C to eventually use the rabbit rule with closed/ closed with like and and unlike consonants and closed with silent e and be able to recognize and read these syllable types automatically.** |  |  |
| **C: Phonogram Decoding**  **O-G drill cards are presented to C and**  **she identifies letter sounds orally.**  **Goal: To decode known phonograms.**  **Materials: Drill cards**  **Procedure:**  **I present the graphemes below in random order. If C gives an incorrect**  **response, I will prompt her to refer to the classroom visual cues that are**  **displayed on the wall and I will place this card at the end of the deck for re-**  **drill at the end of the activity.**  **• Short vowels**  **• Glued sounds: /an/, /am/, /all/, /ang/, /ing/, /ong/, /ung/, /ank/, /ink/, /onk/,**  **/unk/**  **• Digraphs: /sh/, /ch/, /wh/, /ck/ and 2 sounds of /th/**  **• Silent-e: a-e, e-e, i-e, o-e, u-e (2 sounds** | **C: Phonogram Decoding**  **O-G drill cards are presented to IG and**  **she identifies letter sounds orally.**  **Goal: To decode known phonograms.**  **Materials: Drill cards**  **Procedure:**  **I present the graphemes below in random order. If C gives an incorrect**  **response, I will prompt her to refer to the classroom visual cues that are**  **displayed on the wall and I will place this card at the end of the deck for re-**  **drill at the end of the activity.**  **IG can be impulsive and may need reminders to take her time. She often**  **wants to refer back to her student notebook but tends to become distracted**  **by all of her work, needing multiple reminders to focus on what she is**  **looking for. By guiding her to use the classroom visual on the wall, she is**  **able to remain on task and not waste valuable time.**  **• Short vowels**  **• Glued sounds: /an/, /am/, /all/, /ang/, /ing/, /ong/, /ung/, /ank/, /ink/, /onk/,**  **/unk/**  **• Digraphs: /sh/, /ch/, /wh/, /ck/ and 2 sounds of /th/**  **• Silent-e: a-e, e-e, i-e, o-e, u-e (2 sounds** |  |
| **Auditory: Phonological/Phonemic Awareness**  **To prepare C to begin her multisyllabic work we will review listening for the syllables in one, two and three syllable words.** | **Counting Syllables**:  **I say a word, repeat it, and ask C to**  **→ Use chin drops and/or clapping, ← counting syllables**  **kitten, fantastic, pencil, duck, umbrella, pen, rainbow, kit, helicopter, Cecilia** |  |
| **Visual: Word Building, Syllable Work**  **Using gems C will map and then write closed syllable words to prepare for her multisyllabic word work. This will help her review one syllable words before moving on to the rabbit rule using closed/closed. These words will also help her work on letters she still has trouble forming and remembering**  **( b,d,p, e,i )** | **Build words- mapping- closed syllables**  **I will ask C to say the word, map the word with gems, write the letters under the gems and then write the whole word.**  **fin, did, bed trip, test** |  |
| **Visual: Review Words, Syllable Work, Syllable Division**  **C will practice reading detached closed syllables for automaticity before moving into the rabbit rule.** | **Review closed syllables- detached syllables**  **I will tell C to turn her hand and tap to read the detached syllables , I will then ask her to read a second time for automaticity.**  **at, tic, gal, lop, kit, ten, rib, bon, fos, sil, muf. fin. ten, nis** |  |
| **New Skill Discovery**  **Auditory-Visual - Kinesthetic:**  **C will discover what the words have in common. This activity will help her practice identifying closed syllables before the rabbit rule is introduced.** | **I will combine the detached syllables. C will discover that all of the words have two consonants between the vowels and both syllables are closed syllables. I will then introduce the rabbit rule using a rabbit rule poster.**  **INTRODUCTION NEW SKILL/CONCEPT**  **Focus sound/concept: \_\_\_\_rabbit rule\_\_\_\_\_\_\_\_**  **VCCV: When there are two consonants between two vowels, divide the word between the two consonants.**  **Review the steps with them for the syllable division**   * Dot the vowels * Underline the middle consonants * Divide or scoop between the consonants * Read each syllable to read the word |  |
| **Visual: Reading NEW words in isolation**  **C will practice the rabbit rule with closed/closed twin consonant rabbit words. .** | **NEW WORDS (10-20)**  **I will give C 10 rabbit rule words and dot paint. She will then follow the rabbit rule procedures. She will spot and do the vowels, underline the 2 consonants. Identify the syllable type and vowel sound and then read the words.**  **attic, gallop, kitten, ribbon, fossil, muffin, tennis,flatten, bonnet, command** |  |
| **Visual: Reading NEW words in context**  **C will read both phrases and sentences and apply the rabbit rule.** | **I will give C 3 phrases and 2 sentences. When she comes to a rabbit word she will follow the rabbit rule procedure to read the new word. She will then re-read the sentence for fluency.**  **PHRASES/SENTENCES (5-10)**  **The attic**  **Chomp the muffin**  **Will flatten the bonnet**  **The rabbit and kitten will hop.**  **When I sit on the bonnet it will flatten.** |  |
| **Auditory- Kinesthetic: Dictated Sounds:Include NEW with**  **SOS Procedure** | **I will give C 10 sounds and ten words. She will use the SOS procedure to correctly write the sounds and words.**  **1. b 2. ong 3. d 4. all 5. e**  **6. p 7. unk 8. Long a 9. ch 10. i** |  |
| **Auditory-Kinesthetic: Focus on NEW SPELLING Words & Sentences with SOS Procedure C will use the SOS procedure ( listen, repeat, tap, write, spell and read) for sounds, words and sentences. When given a two syllable word she will say each syllable and tap and write syllable by syllable.** | **1. pen 2. fin 3. net 4. ten 5. sum**    **6. happen 7. muffin 8. bonnet 9. tennis 10. possum**  **SENTENCES:**  **1. I am in the attic**  **2. I will chomp the muffin.**  **3. The bonnet had a ribbon on it.** |  |
| **Visual - Auditory**  **C will read a story to help practice closed syllables, silent e and the rabbit rule with twin consonants.** | **C will read a rabbit rule story. She will then re-read for fluency and identify all rabbit rule words.**  **STORY: Cecilia Can Make Muffins!** |  |
| **Visual or/& Kinesthetic** | **Comprehension: Why did Cecila make the muffins?**  **What happened when Cecilia tried to make the muffins?**  **What happened at the end of the story?** |  |
| **Visual** | **Fluency:** |  |

| **REVIEW CURRENT CONCEPT (Below 90% for reading/ 80% for spelling):** |
| --- |
| **INTRODUCE NEW SKILLS:** |

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**Student(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_**

|  | **Lesson Concept/Objective:** | | **Comments/**  **Error Patterns** |
| --- | --- | --- | --- |
|  | **Handwriting** | |  |
|  | **Phonograms / Suffix Cards: (Always Vowels)** | |  |
|  | **TCCA/C NEW SKILL or SIGHT/IRREGULAR WORD** | |  |
|  | **PHONOLOGICAL/PHONEMIC AWARENESS (7-10)** | |  |
|  | **WORD BUILDING (7-10)** | |  |
|  | **READING OF WORDS: (10-20)** | |  |
|  | **INTRODUCTION (DISCOVERY) OR CONTINUED NEW WORDS** | |  |
|  | **READING OF PHRASES/SENTENCES (5-10)** | |  |
|  | **SOS DICTATION OF SOUNDS (5-7 at least)**  **1. 2. 3. 4. 5.**  **6. 7. 8. 9. 10.** | |  |
|  | **SOS DICTATION OF WORDS (5-7 at least)**  **1. 2. 3. 4. 5.**    **6. 7. 8. 9. 10.**  **SOS DICTATION OF SENTENCES:**  **1.**  **2.**  **Student’s 3.** | |  |
|  | **STORY:** | |  |
|  | **Comprehension:** | |  |
|  | **Fluency:** | |  |

| **REVIEW CURRENT CONCEPT (Below 90% for reading/ 80% for spelling):** |
| --- |
| **INTRODUCE NEW SKILLS:** |