THERE ARE 2 SAMPLES

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

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

| **Skill**  **Rabbit rule syllable division( closed/closed with unlike 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 like and unlike 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.** |  |  |
| **Visual**  **C continues to need practice with being automatic in her drill cards. I drill all of the phonograms to increase this automaticity.** | **Phonograms Cards & Suffixes/STABLE FINAL SYLLABLE Cards**  Students says letter name first for reinforcement  **All short vowels, digraphs, glued sounds, silent e cards** |  |
| **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**:  **When I say a word, repeat it, and…**  → Use chin drops and/or clapping, ← counting syllables  basket, kid, possum, dog, stand, bandit, hot, rabbit |  |
| **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 practicing the rabbit rule using closed/closed. With like and unlike consonants.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**  **bed,** |  |
| **Visual: Review Words, Syllable Work, Syllable Division**  **C will practice reading detached closed syllables** | **Review closed syllables- detached syllables**  **Pos, sum, rab, bit, mag, net, cat, nap, ban, dit, up, set, gob, lin, trum, pet, trip, let, splen, did** |  |
| **New Skill Discovery**  **Auditory-Visual - Kinesthetic: combining the detached syllable C will discover what the words have in common. ( two consonants between 2 vowels that are unlike)The rabbit rule will be reviewed.** | **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 like and unlike consonant rabbit words. She will spot and dot the vowels with dot paint divide and then read the words.** | **NEW WORDS (10-20)**  **Possum, rabbit, magnet,catnap, bandit, upset, goblin, trumpet, triplet, splendid** |  |
| **Visual: Reading NEW words in context**  **C will read both phrases and sentences and apply the rabbit rule.** | **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** | **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.** | **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:** |