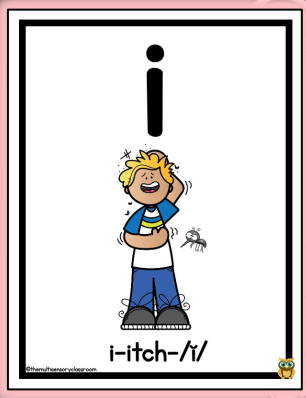
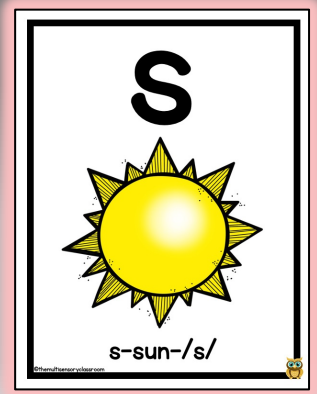
The Multisensory Classroom

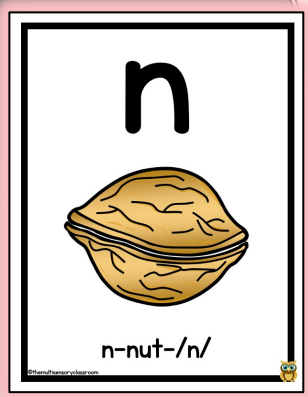
Phonics Focus Pack

Orton Gillingham

ALPHABET: t, i, s, n



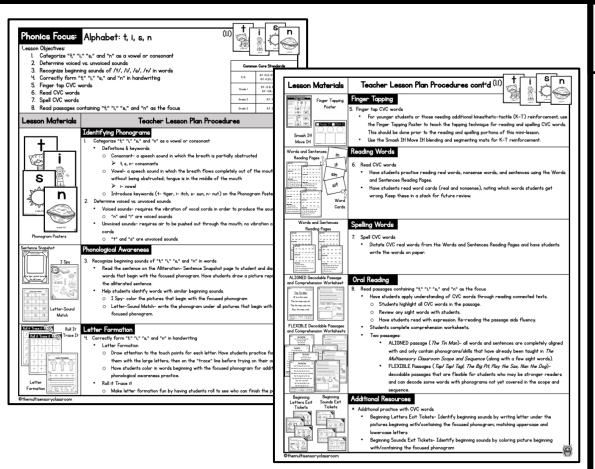




lesson plan * posters * activities
worksheets * word lists
decodable passage

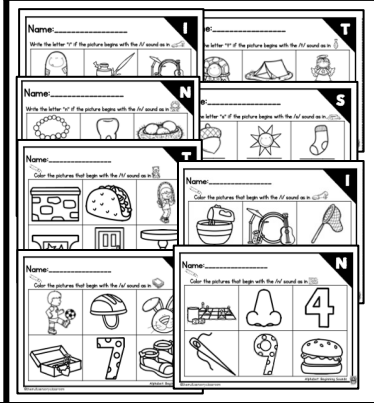
INCLUDED

Lesson Plan

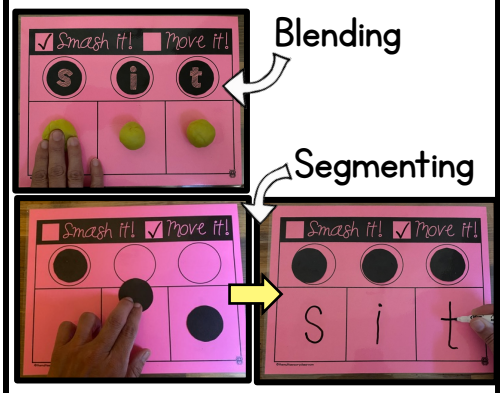


Activities

Exit Tickets

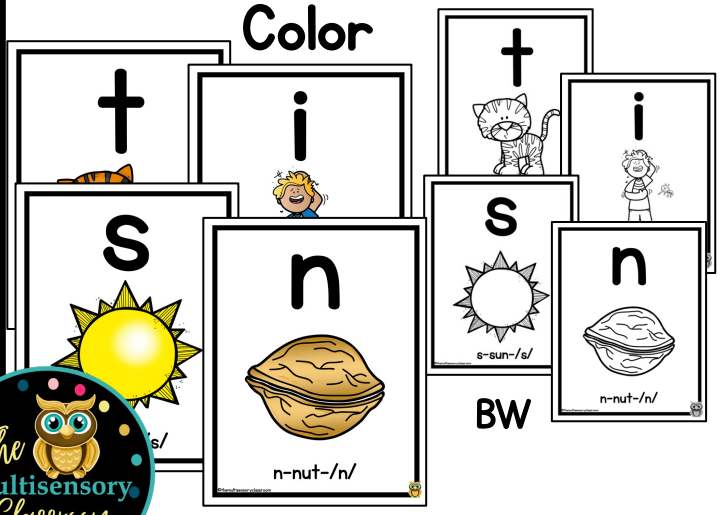


Blending/Segmenting Mats

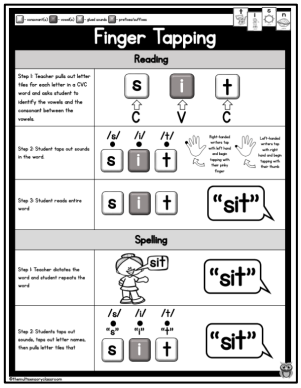


Posters

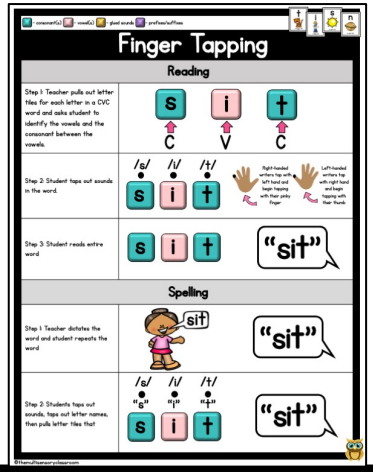
Color



BW



Color



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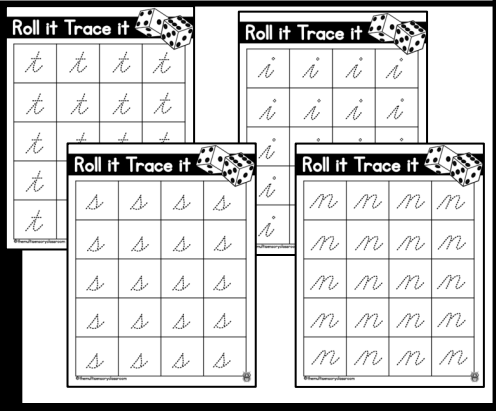
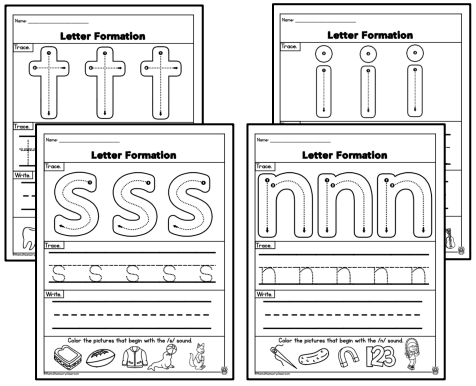
Handwriting

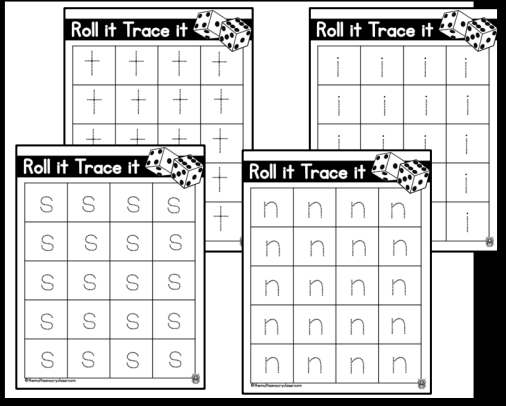
Cursive Roll it Trace It



Letter Formation



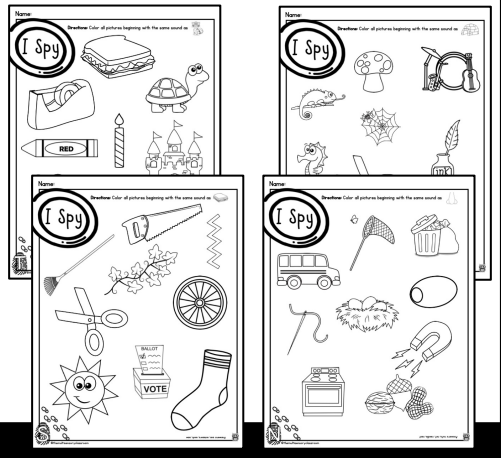
Print Roll it Trace It



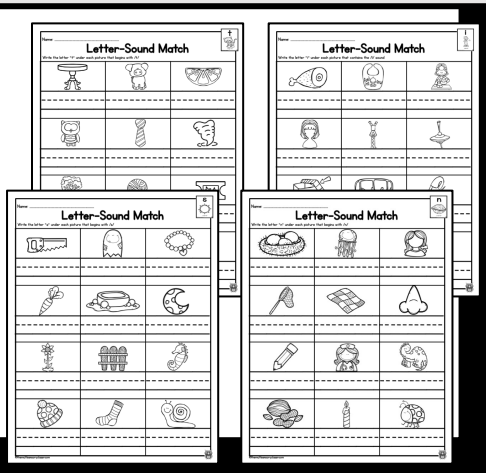
Phonological Awareness

Sentence Snapshot

I Spy



Letter-Sound Match



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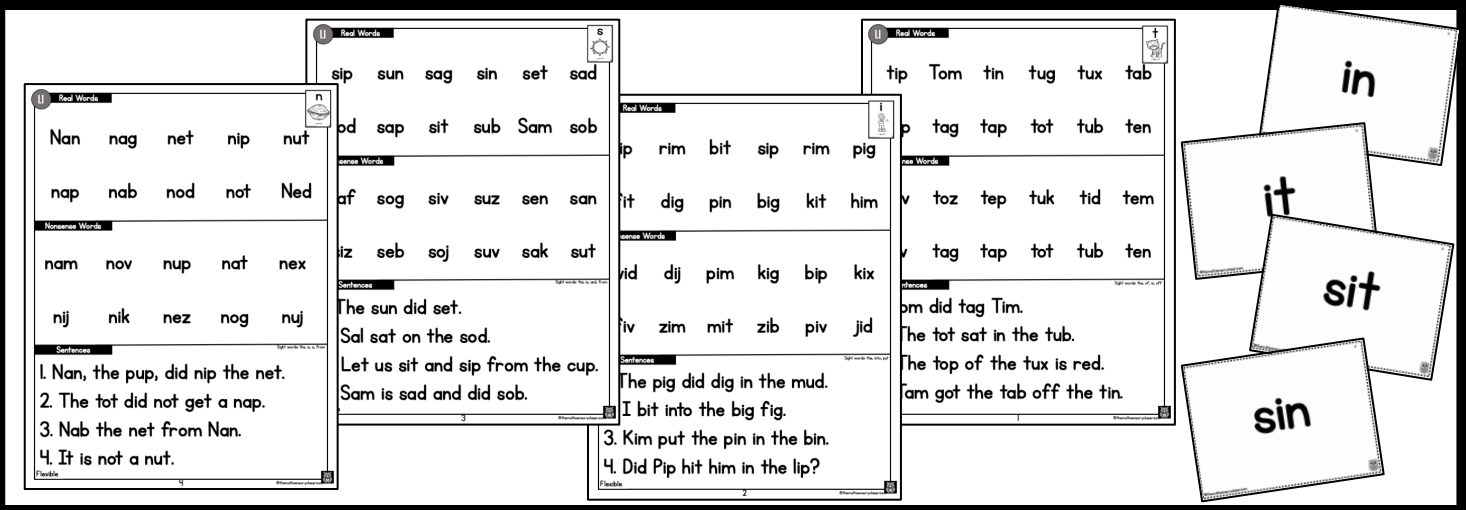
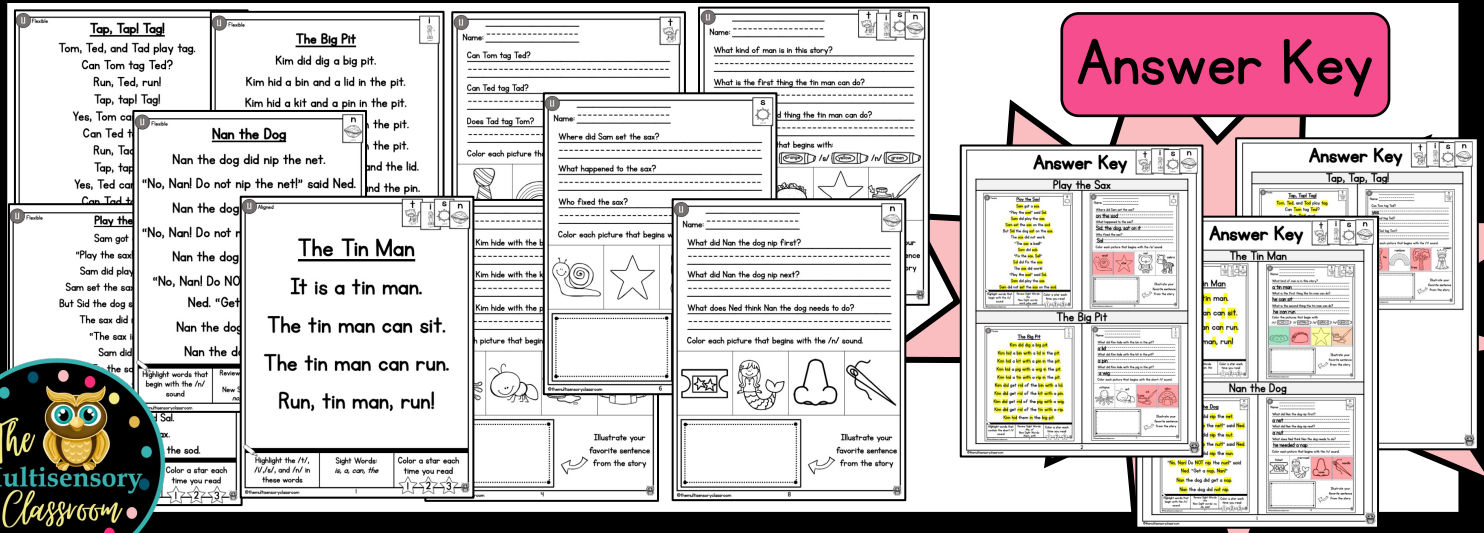
Word Lists & Word Cards



Decodable Passages & Comprehension Worksheets

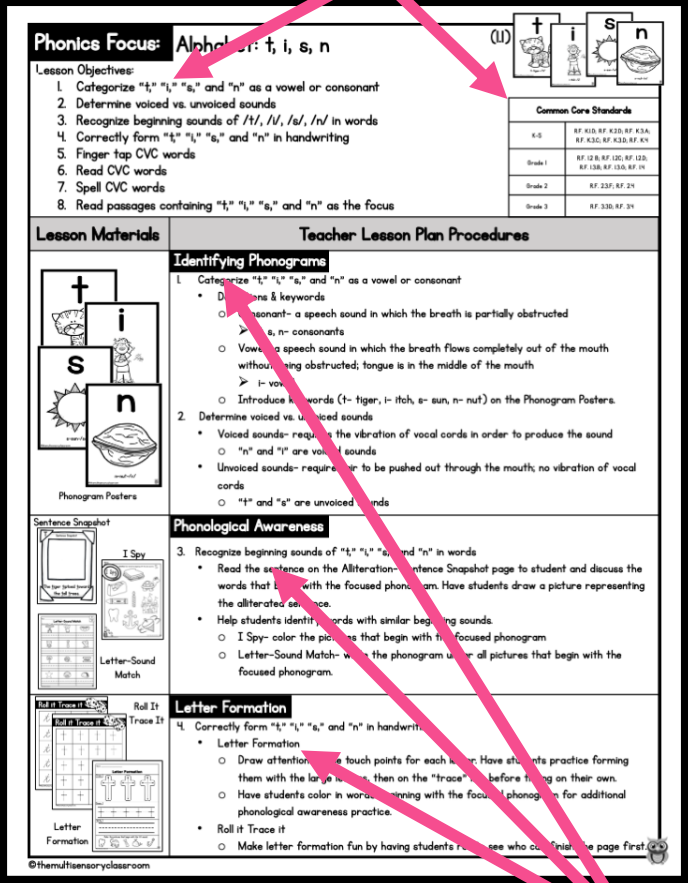


The Multisensory Classroom

lesson plan LAYOUT

Includes objectives and lesson materials and common core standards for K5-3rd grade

Instructions for reading and spelling CVC words



Phonics Focus: Alphabet: t, i, s, n

Lesson Objectives:
1. Categorize "t," "i," "s," and "n" as a vowel or consonant
2. Determine voiced vs. unvoiced sounds
3. Recognize beginning sounds of /t/, /i/, /s/, /n/ in words
4. Correctly form "t," "i," "s," and "n" in handwriting
5. Finger tap CVC words
6. Read CVC words
7. Spell CVC words
8. Read passages containing "t," "i," "s," and "n" as the focus

Common Core Standards	
K-5	RF.K.1.D, RF.K.2.D, RF.K.3.A, RF.K.3.C, RF.K.3.D, RF.K.4
Grade 1	RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3.B, RF.1.3.G, RF.1.4
Grade 2	RF.2.3.F, RF.2.4
Grade 3	RF.3.3.D, RF.3.4

Lesson Materials	Teacher Lesson Plan Procedures
Phonogram Posters	**Identifying Phonograms** 1. Categorize "t," "i," "s," and "n" as a vowel or consonant • Discuss definitions & keywords ○ Consonant- a speech sound in which the breath is partially obstructed ➢ s, n- consonants ○ Vowel- a speech sound in which the breath flows completely out of the mouth without being obstructed; tongue is in the middle of the mouth ➢ i- vowel ○ Introduce keywords (t- tiger, i- itch, s- sun, n- nut) on the Phonogram Posters. 2. Determine voiced vs. unvoiced sounds • Voiced sounds- require the vibration of vocal cords in order to produce the sound ○ "n" and "i" are voiced sounds • Unvoiced sounds- require air to be pushed out through the mouth; no vibration of vocal cords ○ "t" and "s" are unvoiced sounds
Sentence Snapshot I Spy Letter-Sound Match	**Phonological Awareness** 3. Recognize beginning sounds of "t," "i," "s," and "n" in words • Read the sentence on the Alliteration Sentence Snapshot page to student and discuss the words that begin with the focused phonogram. Have students draw a picture representing the alliterated sentence. • Help students identify words with similar beginning sounds. ○ I Spy- color the pictures that begin with the focused phonogram ○ Letter-Sound Match- write the phonogram under all pictures that begin with the focused phonogram.
Roll It Trace It Letter Formation	**Letter Formation** 4. Correctly form "t," "i," "s," and "n" in handwriting • Letter Formation ○ Draw attention to the touch points for each letter. Have students practice forming them with the large letters, then on the "trace" letters before trying on their own. ○ Have students color in words beginning with the focused phonogram for additional phonological awareness practice. • Roll it Trace it ○ Make letter formation fun by having students race to see who can finish the page first.

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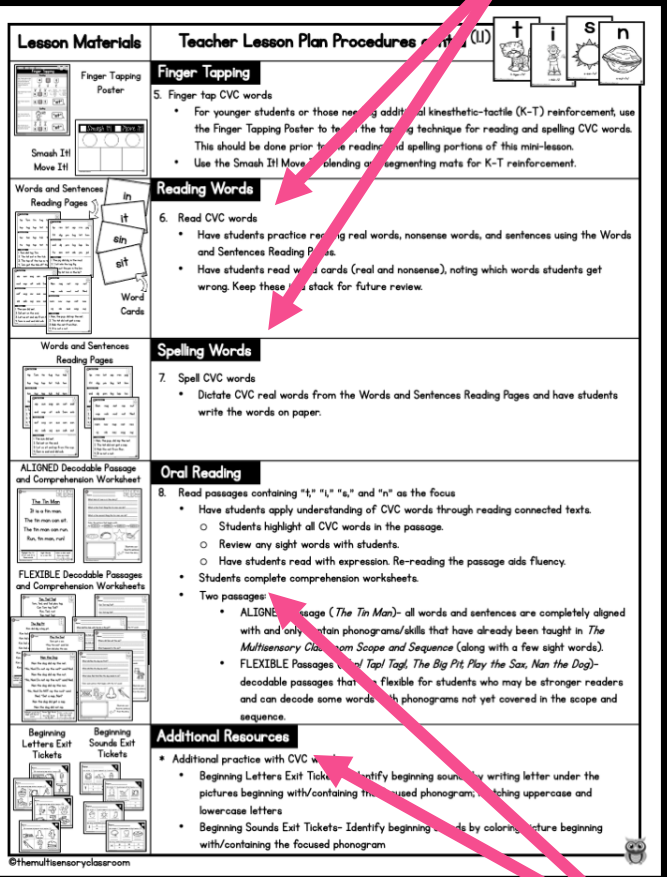

Lesson Materials	Teacher Lesson Plan Procedures cont.
Finger Tapping Poster Smash It! Move It!	**Finger Tapping** 5. Finger tap CVC words • For younger students or those needing additional kinesthetic-tactile (K-T) reinforcement, use the Finger Tapping Poster to teach the tapping technique for reading and spelling CVC words. This should be done prior to the reading and spelling portions of this mini-lesson. • Use the Smash It! Move It! blending and segmenting mats for K-T reinforcement.
Words and Sentences Reading Pages Word Cards	**Reading Words** 6. Read CVC words • Have students practice reading real words, nonsense words, and sentences using the Words and Sentences Reading Pages. • Have students read word cards (real and nonsense), noting which words students get wrong. Keep these in a stack for future review.
Words and Sentences Reading Pages	**Spelling Words** 7. Spell CVC words • Dictate CVC real words from the Words and Sentences Reading Pages and have students write the words on paper.
ALIGNED Decodable Passage and Comprehension Worksheet FLEXIBLE Decodable Passages and Comprehension Worksheets	**Oral Reading** 8. Read passages containing "t," "i," "s," and "n" as the focus • Have students apply understanding of CVC words through reading connected texts. ○ Students highlight all CVC words in the passage. ○ Review any sight words with students. ○ Have students read with expression. Re-reading the passage aids fluency. • Students complete comprehension worksheets. • Two passages: • ALIGNED Passage (*The Tin Man*)- all words and sentences are completely aligned with and only contain phonograms/skills that have already been taught in *The Multisensory Classroom Scope and Sequence* (along with a few sight words). • FLEXIBLE Passages (*Tap! Tap!, The Big Pit, Play the Sax, Nan the Dog*)- decodable passages that are flexible for students who may be stronger readers and can decode some words with phonograms not yet covered in the scope and sequence.
Beginning Letters Exit Tickets Beginning Sounds Exit Tickets	**Additional Resources** • Additional practice with CVC words • Beginning Letters Exit Tickets- Identify beginning sounds by writing letter under the pictures beginning with/containing the focused phonogram, matching uppercase and lowercase letters • Beginning Sounds Exit Tickets- Identify beginning sounds by coloring picture beginning with/containing the focused phonogram

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Identifying phonograms as vowels/ consonants and voiced/unvoiced sounds, phonological awareness activities, and handwriting

Instructions for oral reading and ideas for additional reinforcement or homework

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decodable LAYOUT

Flexible real words, nonsense words, & sentences

scope and sequence sub-step where word list's focused phonogram/skill is found

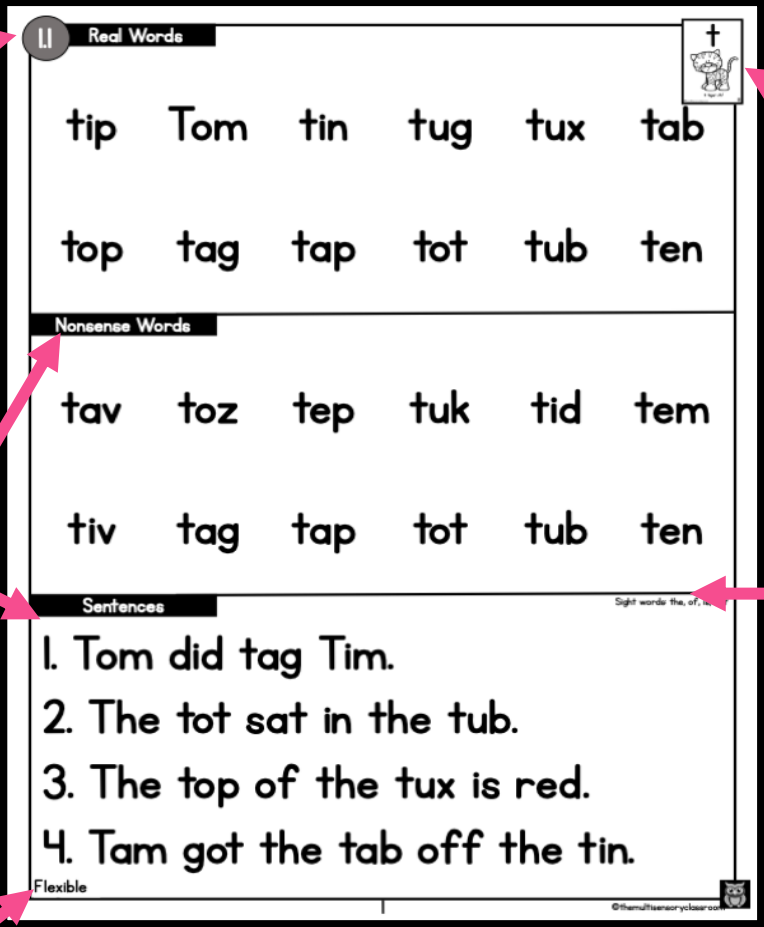

image of the passage's focused phonogram/skill card

REAL or NONSENSE words or SENTENCES banner

sentence sight words

Words & sentences are flexible for students who may be stronger readers and can decode some words with phonograms not yet covered in the scope and sequence.

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Flexible

decodable passage LAYOUT

decodable passages are flexible for students who may be stronger readers and can decode some words with phonograms not yet covered in the scope and sequence

scope and sequence sub-step where word list's focused phonogram/skill is found

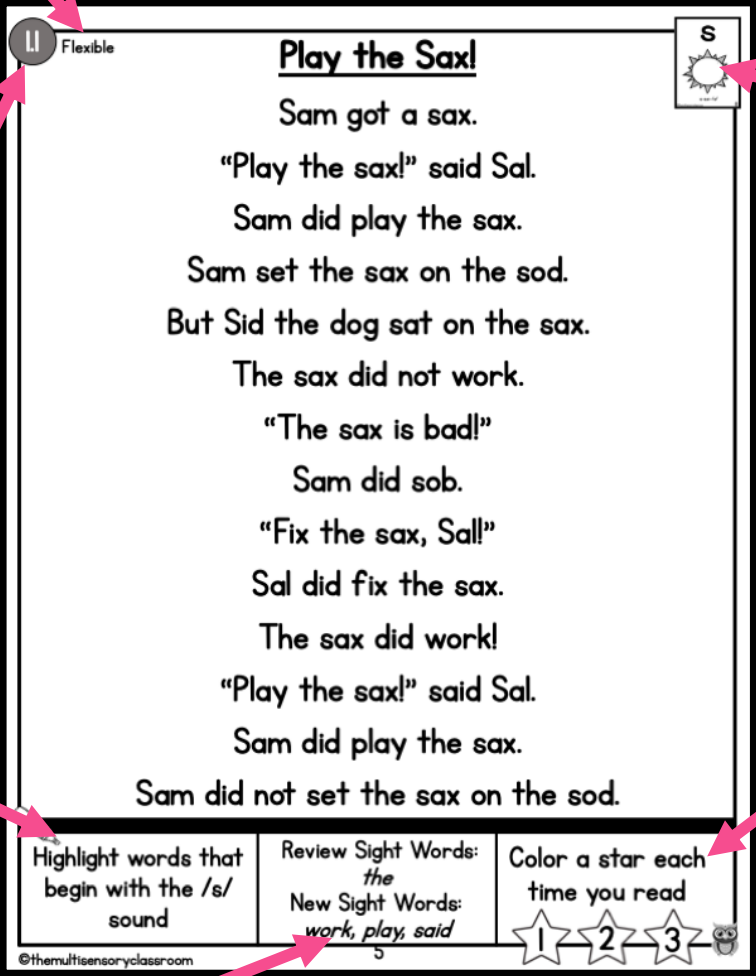

image of the passage's focused phonogram/skill card

identify words containing focus phonogram/skill

re-read to increase fluency

Common sight words for this level

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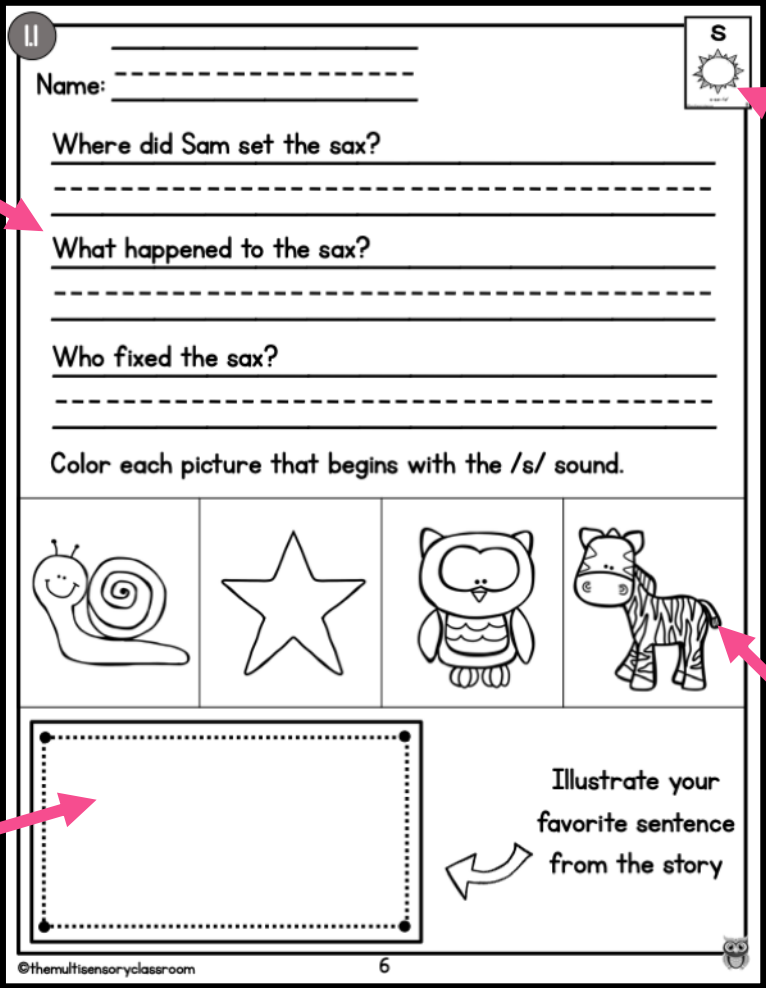
Flexible passage comprehension worksheet LAYOUT

short-answer questions to assess comprehension of text

image of the passage's focused phonogram/skill card



sentence illustration to visualize the text

phonics review of focused phonogram/skill

Aligned

decodable passage LAYOUT

decodable passage is aligned, only containing phonograms/skills that have already been taught in *The Multisensory Classroom Scope and Sequence*

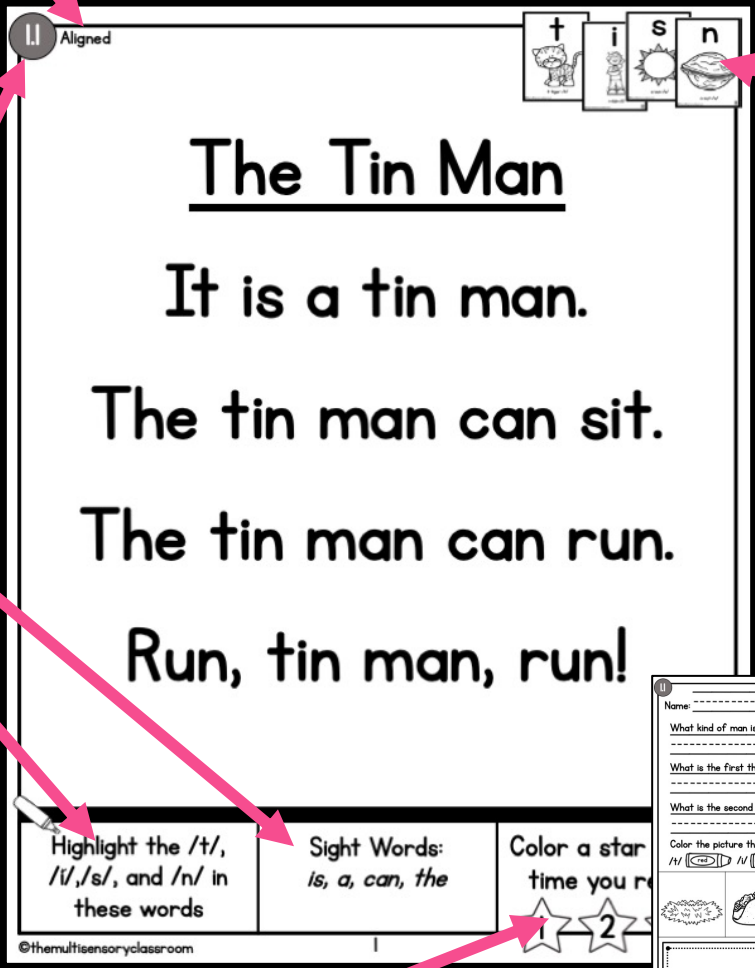
scope and sequence sub-step where word list's focused phonogram/skill is found

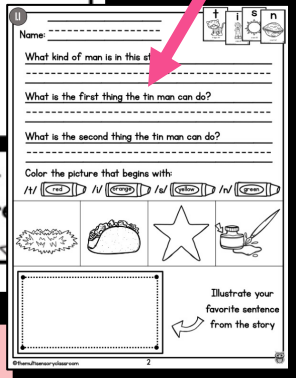
image of the passage's focused phonogram/skill card

Common sight words for this level

identify words containing focus phonogram/skill

corresponding comprehension worksheet





re-read to increase fluency

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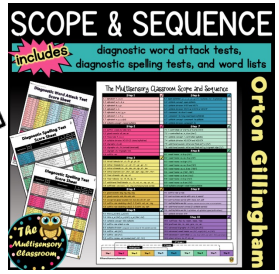
COORDINATING RESOURCES

Alphabet: t, i, s, n is taught in step 1.1 in *The Multisensory Classroom Scope and Sequence*



Cards for all phonograms included in *The Multisensory Classroom Scope and Sequence* can be purchased here: