

Table of Contents and Dividers

Organize all Lesson Plan Materials!

Includes Color and Black and White Versions!

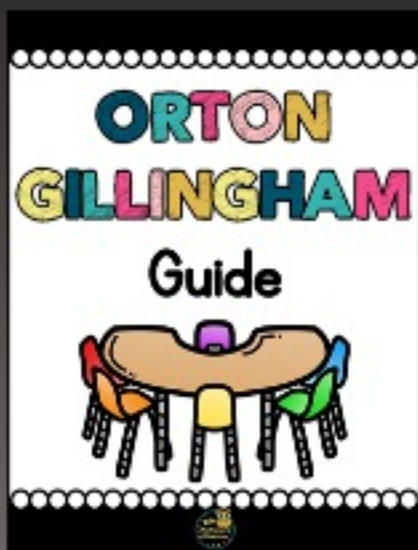
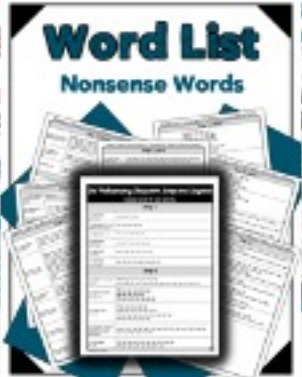


Table of Contents	
Scope & Sequence	• comprehensive, research-based list of phonics and spelling skills for upper elementary students
Diagnostic Tests	• test materials • diagnostic word attack test • diagnostic spelling test • student response sheets
Warm-up Activities	• 60 ready-to-go warm-up activities • 60/ready-to-go response activities
Lesson Plan Package 1	• 60 lessons (see parts 1 & 2) • word reading template (Book 1 & 2 series) • authors' reading template (Book 1 & 2 series)
Lesson Plan Package 2	• 60 lessons (see parts 1 & 2) • word reading template (Book 1 & 2 series) • authors' reading template (Book 1 & 2 series)
Lesson Resources	• 60/60 picture set • 60/60 picture set • page hearing picture set • cards for word study picture set
Red Words List	• red words list for each sub-level in the Multisensory Classroom Scope and Sequence
Nonsense Words List	• nonsense words list for each sub-level in the Multisensory Classroom Scope and Sequence
Words & Sentences	• readable red and nonsense words and fluency sentences for each sub-level in the Multisensory Classroom Scope and Sequence



SCOPE AND SEQUENCE

taking students from non-readers to chapter book readers

Color

The Multisensory Classroom Scope and Sequence

Step 1	Step 6
0.1 alphabet a, i, e, u	0.1 open syllables: a, e, i, u, y (not before r); 2 syllables
0.2 alphabet w, h, x, z	0.2 syllable concept: open syllable
0.3 alphabet b, c, g, f, d, t/2nd sound of 2 letter words	0.3 syllable division: VC/CV and VC/V
0.4 alphabet c, q, x	0.4 syllable division: VC/CV or VC/V or VC/VV
0.5 alphabet v, w, l, s	0.5 consonant - to short vowel
0.6 alphabet r, y, t, j	0.6 consonant - to long vowel (open syllable)
0.7 alphabet n, p, g, d	0.7 syllable concept: division - to syllable
0.8 syllable concept: closed syllable	
Step 2	Step 7
0.1 suffix: -e, -ed, -ing, -ed, -ed	0.1 r-controlled ar (ar/)
0.2 plural sounds of: -s, -es	0.2 r-controlled er (er/)
0.3 base rule r, l, s, e	0.3 r-controlled ur (ur/)
0.4 syllable division: VC/CV (closed syllable)	0.4 syllable concept: r-controlled syllable
0.5 digraph: ck, sh	0.5 syllable division: VC/CV and VC/V
0.6 digraph: ck, sh (reversed/switched)	0.6 additional vowel: schwa and final soft g (sh/g)
0.7 digraph: ck, tr, ng, th, sh	0.7 additional vowel: schwa and final soft g (tr/ng, sh/g)
0.8 suffix: -ed	
Step 3	Step 8
0.1 word families: er, or, ur, ar, er, or, ur, ar	0.1 vowel teams: ai, ay, ay (ai/)
0.2 word families: er, or, ur, ar, er, or, ur, ar	0.2 vowel teams: ee, ay (ee/)
0.3 word families: er, or, ur, ar, er, or, ur, ar	0.3 vowel teams: ee, ay (ee/)
0.4 word families: er, or, ur, ar, er, or, ur, ar	0.4 vowel teams: ee, ay (ee/)
0.5 final e blends: ck, sp, sh	0.5 vowel teams: ee, ay (ee/)
0.6 final e blends: ck, sp, sh	0.6 vowel teams: ee, ay (ee/)
0.7 additional final blends: ck, sh, ck, sh, ck, sh	0.7 vowel teams: ee, ay (ee/)
0.8 syllable: schwa (ə) - to long (consonant) base vowel	0.8 syllable concept: vowel team syllable
Step 4	Step 9
0.1 plural sounds: -ing, -ing, -ing	0.1 suffix: rule a rule
0.2 plural sounds: -s, -s, -s	0.2 consonant words with and at word
0.3 exception plural sounds: -ed, -ed, -ed, -ed	0.3 consonant words with, have, are, will
0.4 suffix rule: double/double (l, l) with: -ed, -ing, -ing	0.4 syllable to words: consonant words (consonant)
0.5 suffix rule: double/double (l, l) with: -ed, -ing, -ing	0.5 additional vowel: schwa (ə) syllable word
0.6 suffix rule: double/double (l, l) with: -ed, -ing, -ing	0.6 syllable to words: 3 syllable: all syllable types (with schwa)
0.7 syllable: schwa (ə) - to long (consonant) base vowel	0.7 syllable division: VC/V
Step 5	Step 10
0.1 word families: er, or, ur, ar, er, or, ur, ar	0.1 suffix: -ed, -ed, -ed, -ed, -ed, -ed
0.2 word families: er, or, ur, ar, er, or, ur, ar	0.2 suffix: -ed, -ed, -ed, -ed, -ed, -ed
0.3 syllable concept: VC syllable	0.3 advanced digraph: ck (ck/), sh (sh/)
0.4 suffix rule: schwa rule	0.4 advanced vowel teams: ai (ai/), ay (ay/), ee (ee/)
0.5 syllable division: consonant words (closed) + this syllable word	0.5 advanced r-controlled: er (er/), or (or/), ur (ur/)
0.6 suffix: -ed (sh/)	0.6 advanced r-controlled: er (er/), or (or/), ur (ur/)
0.7 syllable: schwa (ə) - to long (consonant) base vowel	0.7 suffix: -ed (sh/)
0.8 syllable: schwa (ə) - to long (consonant) base vowel	0.8 advanced r-controlled: er (er/), or (or/), ur (ur/)

Black and White

The Multisensory Classroom Scope and Sequence

Step 1	Step 6
0.1 alphabet a, i, e, u	0.1 open syllables: a, e, i, u, y (not before r); 2 syllables
0.2 alphabet w, h, x, z	0.2 syllable concept: open syllable
0.3 alphabet b, c, g, f, d, t/2nd sound of 2 letter words	0.3 syllable division: VC/CV and VC/V
0.4 alphabet c, q, x	0.4 syllable division: VC/CV or VC/V or VC/VV
0.5 alphabet v, w, l, s	0.5 consonant - to short vowel
0.6 alphabet r, y, t, j	0.6 consonant - to long vowel (open syllable)
0.7 alphabet n, p, g, d	0.7 syllable concept: division - to syllable
0.8 syllable concept: closed syllable	
Step 2	Step 7
0.1 suffix: -e, -ed, -ing, -ed, -ed	0.1 r-controlled ar (ar/)
0.2 plural sounds of: -s, -es	0.2 r-controlled er (er/)
0.3 base rule r, l, s, e	0.3 r-controlled ur (ur/)
0.4 syllable division: VC/CV (closed syllable)	0.4 syllable concept: r-controlled syllable
0.5 digraph: ck, sh	0.5 syllable division: VC/CV and VC/V
0.6 digraph: ck, sh (reversed/switched)	0.6 additional vowel: schwa and final soft g (sh/g)
0.7 digraph: ck, tr, ng, th, sh	0.7 additional vowel: schwa and final soft g (tr/ng, sh/g)
0.8 suffix: -ed	
Step 3	Step 8
0.1 word families: er, or, ur, ar, er, or, ur, ar	0.1 vowel teams: ai, ay, ay (ai/)
0.2 word families: er, or, ur, ar, er, or, ur, ar	0.2 vowel teams: ee, ay (ee/)
0.3 word families: er, or, ur, ar, er, or, ur, ar	0.3 vowel teams: ee, ay (ee/)
0.4 word families: er, or, ur, ar, er, or, ur, ar	0.4 vowel teams: ee, ay (ee/)
0.5 final e blends: ck, sp, sh	0.5 vowel teams: ee, ay (ee/)
0.6 final e blends: ck, sp, sh	0.6 vowel teams: ee, ay (ee/)
0.7 additional final blends: ck, sh, ck, sh, ck, sh	0.7 vowel teams: ee, ay (ee/)
0.8 syllable: schwa (ə) - to long (consonant) base vowel	0.8 syllable concept: vowel team syllable
Step 4	Step 9
0.1 plural sounds: -ing, -ing, -ing	0.1 suffix: rule a rule
0.2 plural sounds: -s, -s, -s	0.2 consonant words with and at word
0.3 exception plural sounds: -ed, -ed, -ed, -ed	0.3 consonant words with, have, are, will
0.4 suffix rule: double/double (l, l) with: -ed, -ing, -ing	0.4 syllable to words: consonant words (consonant)
0.5 suffix rule: double/double (l, l) with: -ed, -ing, -ing	0.5 additional vowel: schwa (ə) syllable word
0.6 suffix rule: double/double (l, l) with: -ed, -ing, -ing	0.6 syllable to words: 3 syllable: all syllable types (with schwa)
0.7 syllable: schwa (ə) - to long (consonant) base vowel	0.7 syllable division: VC/V
Step 5	Step 10
0.1 word families: er, or, ur, ar, er, or, ur, ar	0.1 suffix: -ed, -ed, -ed, -ed, -ed, -ed
0.2 word families: er, or, ur, ar, er, or, ur, ar	0.2 suffix: -ed, -ed, -ed, -ed, -ed, -ed
0.3 syllable concept: VC syllable	0.3 advanced digraph: ck (ck/), sh (sh/)
0.4 suffix rule: schwa rule	0.4 advanced vowel teams: ai (ai/), ay (ay/), ee (ee/)
0.5 syllable division: consonant words (closed) + this syllable word	0.5 advanced r-controlled: er (er/), or (or/), ur (ur/)
0.6 suffix: -ed (sh/)	0.6 advanced r-controlled: er (er/), or (or/), ur (ur/)
0.7 syllable: schwa (ə) - to long (consonant) base vowel	0.7 suffix: -ed (sh/)
0.8 syllable: schwa (ə) - to long (consonant) base vowel	0.8 advanced r-controlled: er (er/), or (or/), ur (ur/)

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10

Grade-level guide for each step

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DIAGNOSTIC SPELLING TEST

a quick test to determine where to start a student along the scope and sequence for spelling

Diagnostic Spelling Test Score Sheet

2

Diagnostic Spelling Test Score Sheet

1

Diagnostic Spelling Test Score Sheet

Black & White

Diagnostic Spelling Test Score Sheet

2

Diagnostic Spelling Test Score Sheet

1

Student Answer Sheets

COLOR

(matches each step in Scope and Sequence)



Orton Gillingham

DIAGNOSTIC WORD ATTACK TEST

a quick test to determine where to start a student along the scope and sequence for **READING**

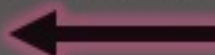
Diagnostic Word Attack Test Score Sheet

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90
91	92	93	94	95	96
97	98	99	100	101	102
103	104	105	106	107	108
109	110	111	112	113	114
115	116	117	118	119	120
121	122	123	124	125	126
127	128	129	130	131	132
133	134	135	136	137	138
139	140	141	142	143	144
145	146	147	148	149	150
151	152	153	154	155	156
157	158	159	160	161	162
163	164	165	166	167	168
169	170	171	172	173	174
175	176	177	178	179	180
181	182	183	184	185	186
187	188	189	190	191	192
193	194	195	196	197	198
199	200	201	202	203	204
205	206	207	208	209	210
211	212	213	214	215	216
217	218	219	220	221	222
223	224	225	226	227	228
229	230	231	232	233	234
235	236	237	238	239	240
241	242	243	244	245	246
247	248	249	250	251	252
253	254	255	256	257	258
259	260	261	262	263	264
265	266	267	268	269	270
271	272	273	274	275	276
277	278	279	280	281	282
283	284	285	286	287	288
289	290	291	292	293	294
295	296	297	298	299	300

Diagnostic Word Attack Test Score Sheet

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90
91	92	93	94	95	96
97	98	99	100	101	102
103	104	105	106	107	108
109	110	111	112	113	114
115	116	117	118	119	120
121	122	123	124	125	126
127	128	129	130	131	132
133	134	135	136	137	138
139	140	141	142	143	144
145	146	147	148	149	150
151	152	153	154	155	156
157	158	159	160	161	162
163	164	165	166	167	168
169	170	171	172	173	174
175	176	177	178	179	180
181	182	183	184	185	186
187	188	189	190	191	192
193	194	195	196	197	198
199	200	201	202	203	204
205	206	207	208	209	210
211	212	213	214	215	216
217	218	219	220	221	222
223	224	225	226	227	228
229	230	231	232	233	234
235	236	237	238	239	240
241	242	243	244	245	246
247	248	249	250	251	252
253	254	255	256	257	258
259	260	261	262	263	264
265	266	267	268	269	270
271	272	273	274	275	276
277	278	279	280	281	282
283	284	285	286	287	288
289	290	291	292	293	294
295	296	297	298	299	300

Black & White



Student Reading List (Word Attack)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

Student Reading List



COLOR
(matches each step in Scope and Sequence)



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DIAGNOSTIC TEST INSTRUCTIONS

detailed instructions for administering and scoring word attack and spelling diagnostic tests

Diagnostic Word Attack Test and Diagnostic Spelling Test

Instructions

These tests assess student understanding of word construction by separating words into their individual phonemes and spelling components. These components are presented with the phoneme and spelling units together in the Diagnostic Spelling Test and separate for each of the tests in the Diagnostic Word Attack Test.

The **Diagnostic Word Attack Test** assesses the student's ability to identify phonemes within a word, understand the relationship between phonemes and spelling units, and identify the relationship between phonemes and spelling units. The test includes a word attack test and a word attack test.

The **Diagnostic Spelling Test** assesses the student's ability to identify phonemes within a word, understand the relationship between phonemes and spelling units, and identify the relationship between phonemes and spelling units. The test includes a spelling test and a spelling test.

Because these are diagnostic tests to determine where students struggle and to provide targeted instruction, the tests are designed to be administered in a classroom setting. The tests are designed to be administered in a classroom setting. The tests are designed to be administered in a classroom setting.

How to Use: If the word attack test is used, the spelling test is not used. If the spelling test is used, the word attack test is not used. The tests are designed to be administered in a classroom setting.

Administering the Diagnostic Spelling Test

- Read the student the "Student Answer Sheet" and "Student Answer Key".
- Read the "Student Answer Key" and "Student Answer Key".

The "Student Answer Key" and "Student Answer Key" are provided for the student's use. The "Student Answer Key" and "Student Answer Key" are provided for the student's use.

Diagnostic Spelling Test Results & Next Steps

Number of Phonograms Spelled Correctly in the Diagnostic Test	Instruction Based on the Score
1	Review all phonograms and words. Focus on the phonogram and word that was spelled incorrectly.
2	Review all phonograms and words. Focus on the phonogram and word that was spelled incorrectly.

Administering the Diagnostic Word Attack Test

- Give the student the "Student Answer Sheet" and "Student Answer Key".
- Read the "Student Answer Key" and "Student Answer Key".

The "Student Answer Key" and "Student Answer Key" are provided for the student's use. The "Student Answer Key" and "Student Answer Key" are provided for the student's use.

Diagnostic Word Attack Test Results & Next Steps

Number of Phonograms Spelled Correctly in the Diagnostic Test	Instruction Based on the Score
1	Review all phonograms and words. Focus on the phonogram and word that was spelled incorrectly.
2	Review all phonograms and words. Focus on the phonogram and word that was spelled incorrectly.

Phonograms assessed within each step of the diagnostic tests

Step 1: [List of phonograms]

Step 2: [List of phonograms]

Step 3: [List of phonograms]

Step 4: [List of phonograms]

Step 5: [List of phonograms]

Step 6: [List of phonograms]

Step 7: [List of phonograms]

Step 8: [List of phonograms]



WORD LISTS

huge REAL and NONSENSE word lists for every sub-step in the scope and sequence

The Multisensory Classroom, Scope and Sequence
real words for each sub-step

Step 1

1.1 syllable C, A, T, S, I, N, E	W, L, A, S, H, S, T, R, I, P, S
1.2 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.3 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.4 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.5 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.6 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.7 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.8 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.9 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.10 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.11 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.12 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.13 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.14 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.15 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.16 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.17 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.18 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.19 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.20 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S

Real Words

The Multisensory Classroom, Scope and Sequence
nonsense words for each sub-step

Step 1

1.1 syllable C, A, T, S, I, N, E	W, L, A, S, H, S, T, R, I, P, S
1.2 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.3 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.4 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.5 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.6 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.7 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.8 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.9 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.10 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.11 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.12 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.13 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.14 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.15 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.16 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.17 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.18 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.19 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S
1.20 syllable M, I, X, E, D	W, O, R, L, D, S, T, R, I, P, S

Nonsense Words



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LESSON PLAN PACKAGE

#1

LESSON PLAN I GUIDE

Complete lesson plan overview with detailed instructions for each step

Description and Summary of Lesson Plan

Perfect for teachers who are new to OG

LESSON PLAN I TEMPLATE

Additional lesson resources also included

Orton Gillingham Lesson Plan Template Preview

Preview

Editable

Blank

Description and Summary of Lesson Plan

Perfect for teachers who are new to OG

VISUAL READING TEMPLATE

For use with **READING** section of OG Lesson Plan I

Orton Gillingham Visual (Reading) Student Page Preview

Preview

Editable

Blank

Description and Summary of Lesson Plan

Perfect for teachers who are new to OG

AUDITORY DICTATION TEMPLATE

For use with **SPELLING** section of OG Lesson Plan I

Orton Gillingham Auditory (Dictation) Student Page Preview

Preview

Editable

Blank

Description and Summary of Lesson Plan

Perfect for teachers who are new to OG

LESSON PLAN I GUIDE

Complete lesson plan overview with detailed instructions for each step

Orton-Gillingham Lesson Plan Guide
Lesson Plan 1
Step 1 Phonogram sh
Visual (Reading) Exercises
Auditory (Dictation) Exercises

Orton-Gillingham Lesson Plan Guide
Lesson Plan 1
Visual (Reading) Exercises
Steps of a Glance
Auditory (Dictation) Exercises

Warm-up Begin each lesson with a brief handwriting warm-up from the "Orton-Gillingham Lesson Plan Handwriting Warm-Up Activities" resource

Step 1 Phonogram sh
students read letter name(s) and say keyword (picture and sound from an OG sound card) → teacher dictates sound(s), students write corresponding letter(s) on for younger readers, review magnetic letter Ma(s)

Phonological Awareness Activity review and reinforce phonological awareness using an activity described in the "Phonological Awareness: An Overview" resource

Step 2 Word Work
teacher combines sound cards or magnetic letter tiles to form word → students finger tap sounds within word to read → teacher dictates word, students write corresponding letter(s) on for younger readers, review magnetic letter Ma(s)

Step 3 Word
students read entire word, only finger tapping as needed → teacher dictates word, students write corresponding letters using the OG procedure

Sight Word Drill have students do a quick sight word drill with word cards from an established sight word list

Step 4 Sentences
students read whole sentences containing only words with previously taught phonograms and sight words → teacher dictates 2-3 sentences for students to write and proofread following the COPs procedure

Step 5 Fluency Focus
introduce and teach the next new skill presented in the scope and sequence (i.e. the new phonogram, grapheme, syllable type, etc.) and have students read and spell words and read a passage containing the new skill

Step 6 Oral Reading Passage
students orally read text of controlled passage → students listen to controlled passages, recite, and reread what they hear

Orton-Gillingham Lesson Plan Guide
Lesson Plan 1
Step 2 Word Work
Visual (Reading) Exercises
Auditory (Dictation) Exercises

Orton-Gillingham Lesson Plan Guide
Lesson Plan 1
Step 3 Word
Visual (Reading) Exercises
Auditory (Dictation) Exercises



Orton-Gillingham Lesson Plan Guide
Lesson Plan 1
Step 4 Sentences
Visual (Reading) Exercises
Auditory (Dictation) Exercises

Description and Summary of Lesson Plan

Perfect for teachers who are new to OG

LESSON PLAN I TEMPLATE

Additional lesson resources also included

Orton Gillingham Lesson Plan Template Preview

Preview

Editable

Step 1 Phonogram Drill—students complete a quick drill with flashcards.
students write letter(s) to match dotted sounds

Phonological Awareness/Syllable Activity—students do an activity emphasizing beginning, medial, or ending sounds, rhyming words/ counting syllables/alternation, etc. to reinforce phonological awareness

Step 2 Word Work—students finger tap sounds in words
students spell dotted words using magnetic letter tiles

Step 3 Words—students read words from cards or VRSP
students write dotted words on ADSP using SOS Procedure

Sight Words—students do a quick drill with sight words

Step 4 Sentences—students read sentences containing words with previously taught phonograms;
students write dotted sentences and proofread using COPS procedure

Step 5 Phonic Focus—teacher introduces new phonograms/skill using The Multisensory Classroom Phonic Focus Series mini-lessons or follows Step 2 Word Work and Step 3 Words

Warm Up—students begin each lesson with a brief handwriting exercise focusing on letter formation, letter size/spacing, word spacing, or pencil grip

Orton Gillingham Lesson Plan Template

Name: _____ Date: _____ Lesson #: _____

Warm Up: _____

Step 1 Phonogram Drill

See only words containing previously taught phonograms	sp	soft s	sh	all
	er	ea	ed	

Phonological Awareness/Syllable Activity

Step 2 Word Work

Use only words containing previously taught phonograms

sp	ea	er	ing
----	----	----	-----

Step 3 Words

Use only words containing previously taught phonograms

fast	word	wring	wild
play	turn	top	roll
spot	place	step	soft

Sight Words

Step 4 Sentences

Use sentences with words containing previously taught phonograms

Circle line to read and play in her room.
May I ride the cell car to the fence?

Step 5 Phonic Focus (ea, ee, ee)

Word Work

Use words containing new skill and previously taught phonograms	ea	ea	ea	ea
-----------------------------------------------------------------	----	----	----	----

Words

Use words containing new skill and previously taught phonograms	sea	sleep	peachy	lean
-----------------------------------------------------------------	-----	-------	--------	------

Step 6 Oral Reading Passage

Passage: Fixing the Caves

Trouble Spots to Address: _____

Trouble Spots to Address—teacher notes any specific skills or fluency processing, or comprehension difficulties that need additional instruction in future lessons

Orton Gillingham Lesson Plan Template

Name: _____ Date: _____ Lesson #: _____

Warm Up: _____

Step 1 Phonogram Drill

See only words containing previously taught phonograms	sp	soft s	sh	all
	er	ea	ed	

Phonological Awareness/Syllable Activity

Step 2 Word Work

Use only words containing previously taught phonograms

sp	ea	er	ing
----	----	----	-----

Step 3 Words

Use only words containing previously taught phonograms

fast	word	wring	wild
play	turn	top	roll
spot	place	step	soft

Sight Words

Step 4 Sentences

Use sentences with words containing previously taught phonograms

Circle line to read and play in her room.
May I ride the cell car to the fence?

Step 5 Phonic Focus (ea, ee, ee)

Word Work

Use words containing new skill and previously taught phonograms	ea	ea	ea	ea
-----------------------------------------------------------------	----	----	----	----

Words

Use words containing new skill and previously taught phonograms	sea	sleep	peachy	lean
-----------------------------------------------------------------	-----	-------	--------	------

Step 6 Oral Reading Passage

Passage: Fixing the Caves

Trouble Spots to Address: _____

Orton Gillingham Lesson Plan Template

Name: _____ Date: _____ Lesson #: _____

Warm Up: _____

Step 1 Phonogram Drill

See only words containing previously taught phonograms	sp	soft s	sh	all
	er	ea	ed	

Phonological Awareness/Syllable Activity

Step 2 Word Work

Use only words containing previously taught phonograms

sp	ea	er	ing
----	----	----	-----

Step 3 Words

Use only words containing previously taught phonograms

fast	word	wring	wild
play	turn	top	roll
spot	place	step	soft

Sight Words

Step 4 Sentences

Use sentences with words containing previously taught phonograms

Circle line to read and play in her room.
May I ride the cell car to the fence?

Step 5 Phonic Focus (ea, ee, ee)

Word Work

Use words containing new skill and previously taught phonograms	ea	ea	ea	ea
-----------------------------------------------------------------	----	----	----	----

Words

Use words containing new skill and previously taught phonograms	sea	sleep	peachy	lean
-----------------------------------------------------------------	-----	-------	--------	------

Step 6 Oral Reading Passage

Passage: Fixing the Caves

Trouble Spots to Address: _____

Blank



VISUAL READING TEMPLATE

For use with **READING** section of OG Lesson Plan 1

Orton Gillingham Preview

Visual (Reading) Student Page Preview
(for Lesson Plan Template 1)

Words: write words for students to read (from Step 3: Words section of lesson plan)

Sentences: write sentences containing the same phonograms covered in phonogram drill for students to read (from Step 4: Sentences section of lesson plan)

Phonics Focus: write words for students to read that contain the phonogram (from Step 5: Phonics Focus section of lesson plan)

Visual (Reading) Student Page

1 paid	7 stung
2 tray	8 crank
3 thorn	9 chill
4 spark	10 mild
5 burst	1 cold
6 mice	11 bolt

Step 4: Sentences

1 The child will lay on his mat for a nap.
2 What is the price of that drink?
3 _____
4 _____

Step 5: Phonics Focus

1 beach	5 reap
2 meal	6 key
3 sheep	7 _____
4 peak	8 _____

Preview

Editable

Visual (Reading) Student Page

1 Place text here	7 Place text here
2 Place text here	8 Place text here
3 Place text here	9 Place text here
4 Place text here	10 Place text here
5 Place text here	11 Place text here
6 Place text here	12 Place text here

Step 4: Sentences

1 Place text here
2 ...and here
3 Place text here
4 ...and here
5 Place text here

Step 5: Phonics Focus

1 Place text here	5 Place text here
2 Place text here	6 Place text here
3 Place text here	7 Place text here
4 Place text here	8 Place text here

Blank

Visual (Reading) Student Page

1	7
2	8
3	9
4	10
5	11
6	12

Step 4: Sentences

1
2
3
4
5

Step 5: Phonics Focus

1	5
2	6
3	7
4	8



AUDITORY DICTATION TEMPLATE

For use with **SPELLING** section of OG Lesson Plan 1

Orton Gillingham **Preview**

Auditory (Dictation) Student Page Preview
(for Lesson Plan Template 1)

Phonogram Drill student writes dictated phonograms (Step 1 Phonogram Drill Auditory (Dictation) section of lesson plan)

Words student writes dictated words (from Step 3 Words Auditory (Dictation) section of lesson plan)

Sentences student writes sentences containing the same phonograms covered in phonogram drill (from Step 4 Sentences section of lesson plan)

Phonics Focus student

Name _____ Date _____ Lesson # _____

 **Auditory (Dictation)** 
Student Page

Step 1 Phonogram Drill

1 a, a_e, ai, ay	4 er, ur, ir	7 ank	10 old
2 or	5 e, o	8 ch	11 olt
3 ar	6 ung	9 ed	12

Step 3 Words

1 faint	4 card	7 wrung	10 wild
2 play	5 turn	8 tank	11 mold
3 sport	6 place	9 chop	12 colt

Step 4 Sentences

Cindy likes to paint and play in her room.

.....

May I ride the colt over to the fence?

.....

Step 5 Phonics Focus

1 weak	3 speak	5 bean
2 cheap	4 lean	6 mean

Blank

Name _____ Date _____ Lesson # _____

 **Auditory (Dictation)** 
Student Page

Step 1 Phonogram Drill

1	4	7	10
2	5	8	11
3	6	9	12

Step 3 Words

1	4	7	10
2	5	8	11
3	6	9	12

Step 4 Sentences

.....

.....

.....

Step 5 Phonics Focus

1	3	5
2	4	6

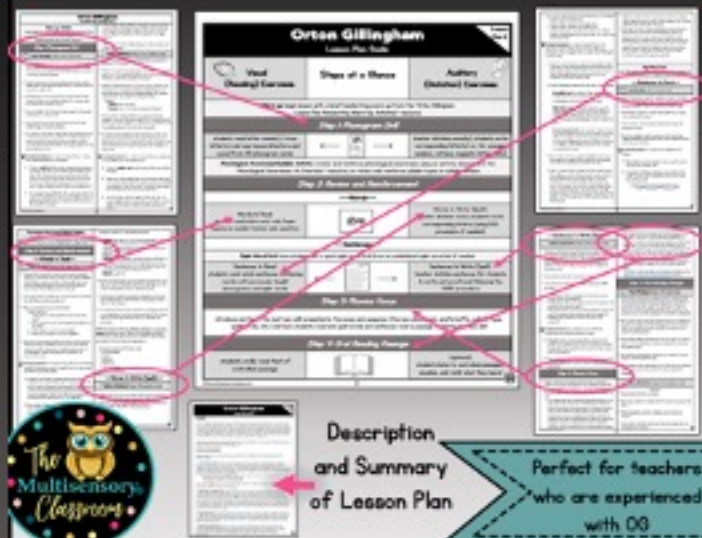


LESSON PLAN PACKAGE

#2

LESSON PLAN 2 GUIDE

Complete lesson plan overview with detailed instructions for each step



This guide provides a comprehensive overview of the lesson plan structure. It includes a central 'Orton Gillingham Lesson Plan Table' with columns for 'Visual Reading Exercises', 'Share of a Poem', and 'Auditory Dictation Exercises'. The table is divided into five steps: Step 1: Review and Reinforcement, Step 2: Review and Reinforcement, Step 3: Review and Reinforcement, Step 4: Review and Reinforcement, and Step 5: Review and Reinforcement. Red circles and arrows highlight key sections, and a 'The Multisensory Classroom' logo is in the bottom left.

Description and Summary of Lesson Plan

Perfect for teachers who are experienced with OG

LESSON PLAN 2 TEMPLATE


Additional lesson resources also included



This section shows the 'Orton Gillingham Lesson Plan Template Preview'. It features a 'Preview' of the main template and two additional resources: an 'Editable' version and a 'Blank' version. The main template includes a 'Lesson Plan Table' with columns for 'Date', 'Lesson', and 'Status'. The 'Preview' shows a sample lesson plan for 'Orton Gillingham Lesson Plan 2' with a table for 'Visual Reading Exercises' and 'Auditory Dictation Exercises'. The 'The Multisensory Classroom' logo is in the bottom left.

VISUAL READING TEMPLATE

For use with **READING** section of OG Lesson Plan 2



This section shows the 'Orton Gillingham Visual (Reading) Student Page Preview'. It includes a 'Preview' of the student page and two additional resources: an 'Editable' version and a 'Blank' version. The student page features a 'Visual Reading' section with a table for 'Visual Reading Exercises' and 'Auditory Dictation Exercises'. The 'The Multisensory Classroom' logo is in the bottom left.

AUDITORY DICTATION TEMPLATE

For use with **SPELLING** section of OG Lesson Plan 2



This section shows the 'Orton Gillingham Auditory (Dictation) Student Page Preview'. It includes a 'Preview' of the student page and two additional resources: an 'Editable' version and a 'Blank' version. The student page features an 'Auditory Dictation' section with a table for 'Auditory Dictation Exercises' and 'Visual Reading Exercises'. The 'The Multisensory Classroom' logo is in the bottom left.

LESSON PLAN 2 GUIDE

Complete lesson plan overview with detailed instructions for each step

Orton Gillingham
Lesson Plan 2

Step 1: Phonogram Drill

Students read letter name(s), trace letter(s), and say keyword/phrase and sound from OG phonogram cards

Phonological Awareness/Tyldale Activity: review and reinforce phonological awareness using an activity described in the "Phonological Awareness An Overview" resource, or review and reinforce syllable types or syllable division

Orton Gillingham
Lesson Plan Guide

Visual (Reading) Exercises **Steps at a Glance** **Auditory (Dictation) Exercises**

Warm up begins lesson with a brief handwriting warm up from the "Orton Gillingham Lesson Plan Handwriting Warm-Up Activities" resource

Step 1: Phonogram Drill

students read letter name(s), trace letter(s), and say keyword/phrase and sound from OG phonogram cards

Phonological Awareness/Tyldale Activity: review and reinforce phonological awareness using an activity described in the "Phonological Awareness An Overview" resource, or review and reinforce syllable types or syllable division

Step 2: Review and Reinforcement

Words to Read: students read entire word, only finger-tapping on needed teacher aide assistance

Words to Write (Spel): teacher dictates word, students write corresponding letters (using 30S procedure if needed)

Sight Word Drill: have students do a sight word drill from an established sight word list if needed

Sentences to Read: students read whole sentences containing words with previously taught phonograms and sight words

Sentences to Write (Spel): teacher dictates sentences for students to write and proof-read following the COP procedure

Step 3: Phonics Focus

introduce and teach the next new skill presented in the scope and sequence (the new phonogram, prefix/suffix, syllable type, spelling rule, etc.) and have students read and spell words and sentences read a passage containing the new skill

Step 4: Oral Reading Passage

students orally read text of controlled passage

(Optional) students listen to controlled passage, visualize, and retell what they heard

Step 1: Phonogram Drill

Students read letter name(s), trace letter(s), and say keyword/phrase and sound from OG phonogram cards

Phonological Awareness/Tyldale Activity: review and reinforce phonological awareness using an activity described in the "Phonological Awareness An Overview" resource, or review and reinforce syllable types or syllable division

Sentences to Read

Students read whole sentences containing words with previously taught phonograms and sight words

Step 2: Review and Reinforcement

Words to Read: students read entire word, only finger-tapping on needed teacher aide assistance

Words to Write (Spel): teacher dictates word, students write corresponding letters (using 30S procedure if needed)

Sight Word Drill: have students do a sight word drill from an established sight word list if needed

Sentences to Read: students read whole sentences containing words with previously taught phonograms and sight words

Sentences to Write (Spel): teacher dictates sentences for students to write and proof-read following the COP procedure

Step 3: Phonics Focus

introduce and teach the next new skill presented in the scope and sequence (the new phonogram, prefix/suffix, syllable type, spelling rule, etc.) and have students read and spell words and sentences read a passage containing the new skill

Step 4: Oral Reading Passage

students orally read text of controlled passage

(Optional) students listen to controlled passage, visualize, and retell what they heard

Sentences to Write (Spel)

teacher dictates sentences for students to write and proof-read following the COP procedure

Step 3: Phonics Focus

introduce and teach the next new skill presented in the scope and sequence (the new phonogram, prefix/suffix, syllable type, spelling rule, etc.) and have students read and spell words and sentences read a passage containing the new skill

Step 4: Oral Reading Passage

students orally read text of controlled passage

(Optional) students listen to controlled passage, visualize, and retell what they heard



Description and Summary of Lesson Plan

Perfect for teachers who are experienced with OG

LESSON PLAN 2 TEMPLATE

Additional lesson resources also included

Orton Gillingham Lesson Plan Template Preview

Preview

Editable

Step 1 Phonogram Drill—students complete a quick drill with flashcards; students write letter(s) to match dictated sounds

Phonological Awareness/Syllable

Activity—students do an activity emphasizing beginning, middle, or ending sounds; rhyming words/ counting syllables/ alliteration, etc. to reinforce phonological awareness or syllable division rules

Step 2: Words to Read—students read word containing targeted phonograms

Step 3: Words to Write—students write the dictated words using SOS Procedure

Sight Words—students do a quick drill with sight words

Step 3: Sentences—students read sentences containing words with previously taught phonograms; students write dictated sentences and proofread using COPS procedure

Step 3: Phonics Focus—teacher introduces new phonogram/skill chart

Warm Up—students begin each lesson with a brief handwriting exercise focusing on letter formation, letter size/spacing, word spacing, or pencil grip

Name: _____ Date: _____ Lesson # _____

OG Lesson

Warm Up (uppercase vowels letters O, L, F)

ou	oo	oa	oi	oh	ou	igh	ing	air	e
ai	ak	oi	oge	nk	ee				

Phonological Awareness/Syllable Activity

Phonograms	Words to Read	Words to Write (Spel)		
1. ou	house	you	cow	oil
2. oo	good	noon	wood	oo
3. oa	woman	tooth	again	goat
4. oi	boy	coin	join	oil
5. oh	and	mouth	whole	oil
6. ou	and	house	house	house
7. ing	quilt	king	bring	ring
8. air	hair	fair	pair	air
9. e	egg	egg	egg	egg
10. ee	tree	tree	tree	tree
11. ee	see	see	see	see
12. ee	sea	sea	sea	sea
13. ee	see	see	see	see
14. ee	see	see	see	see
15. ee	see	see	see	see
16. ee	see	see	see	see
17. ee	see	see	see	see
18. ee	see	see	see	see
19. ee	see	see	see	see
20. ee	see	see	see	see

Sight Word Drill (use words) mother, do, my

Sentences to Read	Sentences to Write (Spel)
1. We should not put out the fire so that people are easy.	1. I might know the end in the bridge.
2. Don't put it up the hill in the east.	2. Don't tell any story.
3.	3.

Step 3: Phonics Focus oo

Words to Read	Words to Write (Spel)
good	wood
you	cow
oil	oil
oil	oil

Step 3: Oral Reading Passage The Man in the House

1. Trouble Spots to Address: *oo* words, VCV syllable division

2. Trouble Spots to Address: teacher notes any specific skills or fluency processing, or comprehension difficulties that need additional instruction in future lessons

Name: _____ Date: _____

OG Lesson

Warm Up (uppercase vowels letters O, L, F)

ou	oo	oa	oi	oh	ou	igh	ing	air	e
ai	ak	oi	oge	nk	ee				

Phonological Awareness/Syllable Activity

Phonograms	Words to Read	Words to Write (Spel)		
1. ou	house	you	cow	oil
2. oo	good	noon	wood	oo
3. oa	woman	tooth	again	goat
4. oi	boy	coin	join	oil
5. oh	and	mouth	whole	oil
6. ou	and	house	house	house
7. ing	quilt	king	bring	ring
8. air	hair	fair	pair	air
9. e	egg	egg	egg	egg
10. ee	tree	tree	tree	tree
11. ee	see	see	see	see
12. ee	sea	sea	sea	sea
13. ee	see	see	see	see
14. ee	see	see	see	see
15. ee	see	see	see	see
16. ee	see	see	see	see
17. ee	see	see	see	see
18. ee	see	see	see	see
19. ee	see	see	see	see
20. ee	see	see	see	see

Sight Word Drill (use words) mother, do, my

Sentences to Read	Sentences to Write (Spel)
1. We should not put out the fire so that people are easy.	1. I might know the end in the bridge.
2. Don't put it up the hill in the east.	2. Don't tell any story.
3.	3.

Step 3: Phonics Focus oo

Words to Read	Words to Write (Spel)
good	wood
you	cow
oil	oil
oil	oil

Step 3: Oral Reading Passage The Man in the House

1. Trouble Spots to Address: *oo* words, VCV syllable division

Name: _____ Date: _____

OG Lesson

Warm Up (uppercase vowels letters O, L, F)

ou	oo	oa	oi	oh	ou	igh	ing	air	e
ai	ak	oi	oge	nk	ee				

Phonological Awareness/Syllable Activity

Phonograms	Words to Read	Words to Write (Spel)		
1. ou	house	you	cow	oil
2. oo	good	noon	wood	oo
3. oa	woman	tooth	again	goat
4. oi	boy	coin	join	oil
5. oh	and	mouth	whole	oil
6. ou	and	house	house	house
7. ing	quilt	king	bring	ring
8. air	hair	fair	pair	air
9. e	egg	egg	egg	egg
10. ee	tree	tree	tree	tree
11. ee	see	see	see	see
12. ee	sea	sea	sea	sea
13. ee	see	see	see	see
14. ee	see	see	see	see
15. ee	see	see	see	see
16. ee	see	see	see	see
17. ee	see	see	see	see
18. ee	see	see	see	see
19. ee	see	see	see	see
20. ee	see	see	see	see

Sight Word Drill (use words) mother, do, my

Sentences to Read	Sentences to Write (Spel)
1. We should not put out the fire so that people are easy.	1. I might know the end in the bridge.
2. Don't put it up the hill in the east.	2. Don't tell any story.
3.	3.

Step 3: Phonics Focus oo

Words to Read	Words to Write (Spel)
good	wood
you	cow
oil	oil
oil	oil

Step 3: Oral Reading Passage The Man in the House

1. Trouble Spots to Address: *oo* words, VCV syllable division

Blank



VISUAL READING TEMPLATE

For use with **READING** section of OG Lesson Plan 2

Orton Gillingham

Visual (Reading) Student Page Preview

(for Lesson Plan Template 2)

Preview

Editable

Words: write words containing targeted phonograms for students to read (from Step 2: Review and Reinforcement---Words to Read section of lesson plan).

Sentences: write sentences containing the same phonograms covered in phonogram drill for students to read (from Step 2: Review and Reinforcement---Sentences to Read section of lesson plan)

Phonics Focus: write words for students to read (from Step 2: Review and Reinforcement---Words to Read section of lesson plan)

Visual (Reading) Student Page

Step 2: Review and Reinforcement---Words to Read

1. oach	11. oater
2. point	12. void
3. swash	13. hark
4. lark	14. trank
5. node	15. oape
6. spark	16. ape
7. right	17. high
8. herge	18. judge
9. gang	19. hump
10. hark	20. stak
11. aloe	21. rose
12. stead	22. wood

Step 2: Review and Reinforcement---Sentences to Read

1. We **oached** and **pointed** at the **oach** as they **spark** ran away.

2. **Jack** had to **stink** up the **hark** in his **oach**.

3. _____

4. _____

Step 2: Phonics Focus---Words to Read

1. ood	5. ood
2. ood	6. ood
3. ood	7. _____
4. ood	8. _____

Visual (Reading) Student Page

Step 2: Review and Reinforcement---Words to Read

1. Place text here	11. Place text here
2. Place text here	12. Place text here
3. Place text here	13. Place text here
4. Place text here	14. Place text here
5. Place text here	15. Place text here
6. Place text here	16. Place text here
7. Place text here	17. Place text here
8. Place text here	18. Place text here
9. Place text here	19. Place text here
10. Place text here	20. Place text here
11. Place text here	21. Place text here
12. Place text here	22. Place text here

Step 2: Review and Reinforcement---Sentences to Read

1. Place text here

2. Place text here

3. Place text here

4. Place text here

Step 2: Phonics Focus---Words to Read

1. Place text here	5. Place text here
2. Place text here	6. Place text here
3. Place text here	7. Place text here
4. Place text here	8. Place text here

Visual (Reading) Student Page

Step 2: Review and Reinforcement---Words to Read

1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20
11	21
12	22

Step 2: Review and Reinforcement---Sentences to Read

1

2

3

4

Step 2: Phonics Focus---Words to Read

1	5
2	6
3	7
4	8

Blank



AUDITORY DICTATION TEMPLATE

For use with SPELLING section of OG Lesson Plan 2

Orton Gillingham Preview

Auditory (Dictation) Student Page Preview (for Lesson Plan Template 2)

Phonogram Drill student writes dictated phonograms (from Step 1 Phonogram Drill Auditory Dictation section of lesson plan). If a sound has multiple spellings, have students write the spellings in the order they were taught. However, the phonogram listed in the lesson plan is the focus.

Words student writes dictated words (from Step 2 Review and Reinforcement--Words to Write (Spell) section of lesson plan). If a student is a strong reader, words can include phonograms/ skills that have not been explicitly taught but of which student has demonstrated knowledge of in reading. However, words must contain the focused phonogram.

Auditory (Dictation) Student Page

Step 1 Phonogram Drill

1. oa, ow	5. a, o, e, oo, ow	9. ang, ing, ong, ung
2. oi, oy	6. qu	10. ank, ink, onk, unk
3. oh, oih	7. l, la, lgh, y	11. s, e
4. o, k, ek	8. j, dge, g	12. e, o, e, oo, oo, y

Step 2 Review and Reinforcement--Words to Write (Spell)

1. pout	13. spout
2. react	
3. watch	
4. stick	
5. spoke	
6. speak	
7. flight	
8. badge	
9. rang	
10. blink	
11. vine	
12. ahead	

Step 2 Review and Reinforcement--Sentences to Write (Spell)

1. It might throw the stick in the hedge.

2. Mark will sing a song.

3.

Step 3 Phonics Focus--oo--Words to Write (Spell)

1. boat	5.
2. coach	6.
3. noach	7.
4. ahead	8.

Phonics Focus student writes words containing the new skill (from Step 3 Phonics Focus section of lesson plan) If students spell words incorrectly, dictate additional words.

Auditory (Dictation) Student Page

Step 1 Phonogram Drill

1	2	3
4	5	6
7	8	9
10	11	12

Step 2 Review and Reinforcement--Words to Write (Spell)

1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16
17	18
19	20
21	22
23	24
25	26

Step 2 Review and Reinforcement--Sentences to Write (Spell)

1.

2.

3.

Step 3 Phonics Focus--oo--Words to Write (Spell)

1	5
2	6
3	7
4	8



BONUS LESSON PLAN TEMPLATE

Name: _____ Date: _____ Lesson #: _____

OG Lesson

When Up: _____

Step 1: Phonogram Drill

Phonogram	Read	Write	Check
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Phonogram Awareness/CyberLink

Step 2: Review and Reinforcement

Phonograms	Words to Read	Words to Tap (Spd)	Words to Spell
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Step 3: Review and Reinforcement

Step 4: Final Reading Passage

Editable

Step 2: Review and Reinforcement - Auditory to Write (Spd)

Phonogram	Word	Write
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Auditory
(Dictation)
Student Pages



Auditory (Dictation) Student Pages

Step 1: Phonogram Drill

Phonogram	Read	Write
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2: Review and Reinforcement - Words to Tap (Spd)

Phonogram	Word
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Editable

Name: _____ Date: _____ Lesson #: _____

OG Lesson

When Up: _____

Step 1: Phonogram Drill

Phonogram	Read	Write	Check
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Phonogram Awareness/CyberLink

Step 2: Review and Reinforcement

Phonograms	Words to Read	Words to Tap (Spd)	Words to Spell
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Step 3: Review and Reinforcement

Step 4: Final Reading Passage

Lesson Plan
Template

Reading
(Visual)
Student Pages

Visual (Reading) Student Pages

Step 1: Phonogram Drill

Phonogram	Read	Write
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2: Review and Reinforcement - Words to Tap (Spd)

Phonogram	Word
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Step 3: Review and Reinforcement - Words to Read

Phonogram	Word
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Step 4: Final Reading Passage



Includes blank & editable templates and editable student pages for Auditory (Dictation) and Visual (Reading) parts of an OG lesson

WARM-UP ACTIVITIES: Handwriting

Correlates with all 3 lesson plan templates

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Lesson _____

Word _____

Activity 2

Write each word of a sentence in _____

✓

✓

✓

✓

✓

✓

✓

✓

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Lesson Plan Warm-Up Activities

Letter Size & Spacing

word writes boxes that fix the starting point of the pen stroke in each line. See _____

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Lesson Plan _____

Letter Formation

Letter Formation List

1. 2 stroke family - u, v, d, p, q, g, c
2. High pull-down family - k, h, l, i
3. Low pull-down dot family - j
4. Pull-down, loop-over family - m, n
5. Pull-down, loop-under family - w
6. Diagonal family - s, x, w, y

Letters are grouped according to the direction _____

of the handwriting style being taught to the left or right of the baseline rather than straight lines (a, u, i, j) in down, loop-under family _____

Begin instruction with the first marked letter _____

Explain and model how to write the letter _____

Show the student write the letter while you say the sound. For example, while the student writes says the sound /u/. To provide a more kinesthetic writing (for younger students) or finger _____

Once the student has mastered correctly to the next marked letter during subsequent student's formation of previously worked _____

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Lesson Plan Handwriting Warm-Up Activities

Introduction

Warm-up activities for an OG lesson plan should include some brief handwriting exercises that fresh and reinforce correct letter formation, letter size/spacing, word spacing, and pencil grip. Since most writing is done with lowercase letters, these warm-up activities will focus on these letters.

For the first warm-up activity in the first OG lesson, administer a quick diagnostic test to determine the student's baseline skill level in letter formation, letter size and spacing, word spacing, and pencil grip.

Choose warm-up activities for the first OG lesson starting with the skill identified in the diagnostic sentence test as needed (i.e., letter formation, letter size/spacing, word spacing, or pencil grip).

For subsequent warm-up activities, continue working on that same skill until it is mastered or, alternatively, combine with other activities from this resource to address other skills identified in the diagnostic test as needed instructions.

Quick Handwriting Diagnostic Assessment

1. Have the student write the following sentence (which contains all of the letters in the alphabet):

The quick brown fox jumps over the lazy dog.

2. As the student is writing, note which letters are formed incorrectly and mark them in the "Letter Formation" section below (only count letters as being formed correctly if their initial stroke direction follows a top-to-bottom, left-to-right sequence).

3. Note any inconsistencies in or among letter or word size and/or spacing.

Name _____ Date _____ Lesson # _____

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Lesson Plan

Activity 1

Step 1 Phonogram Drill	
Write each word of a sentence in _____	_____
Write each word of a sentence in _____	_____
Write each word of a sentence in _____	_____

Phonological Awareness/Orbitals Activity

Step 2 Word Work	
Write each word of a sentence in _____	_____
Write each word of a sentence in _____	_____
Write each word of a sentence in _____	_____

Step 3 Words	
Write each word of a sentence in _____	_____
Write each word of a sentence in _____	_____
Write each word of a sentence in _____	_____

Light Words

Step 4 Sentences	
Write each sentence of a paragraph in _____	_____
Write each sentence of a paragraph in _____	_____
Write each sentence of a paragraph in _____	_____

Step 5 Phonics Focus (_____)	
Word Work	Use words containing new and previously taught skills/phonograms
Words	Use words containing new and previously taught skills/phonograms

Step 6 Oral Reading Passage	
Passage	_____

Writeable Spots to Address

Activities include:

- ✓ letter formation
- ✓ letter size
- ✓ letter spacing
- ✓ word spacing
- ✓ pencil grip

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WARM-UP ACTIVITIES: Phonological Awareness

Phonological Awareness : An Overview

Phonological awareness is a general understanding of the sound structure of words. It includes word awareness, rhyming, alteration, syllabification, blending and segmenting onsets and rimes, as well as a variety of phonemic awareness activities. Word awareness is the ability to distinguish that a sentence consists of separate words joined together to complete a thought. Rhyming is the ability to identify and produce words that end with the same sounds. Alteration is the detection and categorization of words that begin with the same sound. Syllabification includes the ability to blend word parts into complete words and segment (break apart) words into their separate syllables. Blending and segmenting onsets and rimes is the ability to join an onset, which is the initial consonant (or consonant blend/cluster) within a word, with a rime, which is the vowel and any consonants that follow it, and then be able to separate (segment) them again.

Phonemic awareness is the ability to identify phonemes, which are the smallest units of sound. Phonemic awareness activities are a subset of the larger category of phonological awareness and consist of alteration as well as phoneme isolation, blending, segmenting, and manipulation. Phoneme isolation is the ability to recognize and discriminate beginning, middle, and ending sounds within a word. Phoneme blending is the ability to blend the individual phonemes (sound units) to read a word. Phoneme segmenting is the ability to separate words into individual phonemes. Phoneme manipulation is the substituting, adding, and deleting of individual phonemes from words. The shaded sections below (Alteration, Phoneme Isolation, Phoneme Blending and Segmenting, and Phoneme Manipulation) are the activities related to phonemic awareness.

Steps at a Glance

Word Awareness <ul style="list-style-type: none"> ✓ Separating phrases or sentences into words > Ex: How many words are in the sentence? 	Phoneme Isolation <ul style="list-style-type: none"> ✓ Isolating recognize beginning, middle, and ending sounds (phonemes) within a word > Ex: What is the first sound in the word dog? > Ex: What is the middle sound in the word dog? > Ex: What is the last sound in the word dog?
Rhyming <ul style="list-style-type: none"> ✓ Identifying words that end with the same sound(s) > Ex: Do the words hat and cat rhyme? ✓ Producing words that end with the same sound(s) > Ex: What is a word that rhymes with ship? 	Phoneme Blending and Segmenting <ul style="list-style-type: none"> ✓ Blending reading sound units (phonemes) together as a word > Ex: What word does /a/ /o/ /t/ make? ✓ Segmenting separating sound units together as a word > Ex: Can you separate the word rug into its individual sounds?
Alteration <ul style="list-style-type: none"> ✓ Detecting and categorizing words that begin with the same sound > Ex: Which pictures begin with the /k/ sound? > Ex: What sound do you hear at the beginning of these words? 	Phoneme Manipulation <ul style="list-style-type: none"> ✓ Adding changing a word by adding a sound unit (phoneme) > Ex: If I added /k/ to the word rack, what would the new word be? ✓ Deleting changing word by deleting a phoneme > Ex: If I took the /k/ off of atom, what would the new word be? ✓ Substituting substitution of one phoneme for another to change the word > Ex: If I changed out the /k/ in cat to an /s/, what would the new word be?
Syllabification <ul style="list-style-type: none"> ✓ Blending word parts (syllables) into a complete word > Ex: What word does com-put-er make? ✓ Segmenting words into syllables > Ex: How many syllables are in the word about? 	
Onset and Rimes <ul style="list-style-type: none"> ✓ Blending onset (beginning) with the vowel and rime to make a word > Ex: What word does /c/ /a/ /t/ make? ✓ Segmenting separating onset and rime to make a word > Ex: What are the onset and rime of the word about? 	

Orton Gillingham Lesson Plan

Name: _____ Date: _____ Lesson #: _____

Step 1: Phonogram Drill

Phonogram	Word	Number of Words	Number of Phonemes

Step 2: Word Work

Phonogram	Word	Number of Words	Number of Phonemes

Step 3: Words

Phonogram	Word	Number of Words	Number of Phonemes

Step 4: Sentences

Phonogram	Word	Number of Words	Number of Phonemes

Step 5: Phoneme Focus (_____)

Word	Phoneme	Number of Words	Number of Phonemes

Step 6: Oral Reading Passage

Passage: _____

Trade Signs to Address: _____

- ✓ detailed description of phonemic and phonological awareness
- ✓ steps for teaching phonological awareness
- ✓ perfect for students needing additional instruction in early reading skills
- ✓ important component in an OG lesson



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LESSON RESOURCES: SOS procedure

Black and White



Color

SOS
Procedure
Simultaneous **O**ral **S**pelling

1. Repeat dictated word
2. Finger tap **sounds** of dictated word
3. Finger tap **letters** of dictated word
4. Write word (saying each letter at the same time it is

dictated word
dictated word
h letter
it is



Orton-Gillingham
Lesson Plan

Step 1: Phonogram Drill

Step 2: Word Work

Step 3: Words

Step 4: Sentences

Step 5: Reading Passage

Step 6: Oral Reading Passage



guide for connecting sounds to their associated letters



use in auditory dictation part of OG lesson

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LESSON RESOURCES: COPS proofreading

Black and White



Color

COPS
(proofreading procedure for written sentences)

Capitalization
Did I capitalize the first letter and any proper nouns in the sentence?

Organization
Did I write all the words in the sentence, and are they in the correct order?

Punctuation
Did I put the correct punctuation mark at the end of the sentence and anywhere else that needed it?

Sounding
Did I write all the words in the sentence correctly?

The color version uses yellow shields for the letters C, O, and P. The background is white with a black border. A small owl icon is in the bottom right corner.

Orton-Gillingham Lesson Plan

The form includes fields for Name, Date, and Lesson #. It is divided into sections for Step 1 (Phonogram Drill), Step 2 (Word Work), Step 3 (Words), Step 4 (Sentence), Step 5 (Review), and Step 6 (Final Reading Passage). Each section has a table for recording student performance.

proper

e, and

at the end
needed it?

correctly?

✓ sentence proofreading guide

✓ use in auditory dictation part of OG lesson

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LESSON RESOURCES: Finger Tapping

Black and White



Color



Orton Gillingham Lesson Plan

Name	Date	Lesson #
Step 1 Phonogram Drill		
Phonogram	Number of Words	Number of Taps
Step 2 Word Blend		
Phonogram	Number of Words	Number of Taps
Step 3 Words		
Phonogram	Number of Words	Number of Taps
Step 4 Sentences		
Phonogram	Number of Words	Number of Taps
Step 5 Fluency Focus ()		
Word Blend	Number of Words	Number of Taps
Word	Number of Words	Number of Taps
Step 6 Oral Reading Passage		
Phonogram	Number of Words	Number of Taps
Trouble Spots to Address		

- ✓ adds the kinesthetic-tactile component to a multisensory OG lesson
- ✓ use in visual and auditory dictation parts of OG lesson



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LESSON RESOURCES: Cues for Vowel Sounds

Black and White

Color

Cues for Vowel Sounds

Teach each short vowel sound with its matching cue

Reading (visual): keep cues in the visual mode by using hand motions for that vowel sound.

i indicate the /a/

out loud for that

to indicate that "a"

Cue

hand as if
an apple

hand against
e of a table

h top
i hand

fingers back
forth on table
in octopus

ward with
finger

Cues for Vowel Sounds






Teach each short vowel sound with its matching cue

Reading (visual): keep cues in the visual mode by using hand motions for that vowel sound.

- Ex: student says "hat" instead of "hut"-. teacher points upward to indicate the /u/ sound in that word.

Spelling (auditory): keep cues in the auditory mode by saying the cue out loud for that vowel sound.

- Ex: student spells "stak" instead of "stock"-. teacher says "apple" to indicate that "a" should be written in that word instead of "l"

Vowel Sound	Auditory Cue	Visual Cue
/a/	"apple"	 hold out hand as if holding an apple
/e/	"edge"	 rub hand against edge of a table
/i/	"itch"	 scratch top of one hand
/o/	"octopus"	 move fingers back and forth on table like an octopus
/u/	"up"	 point upward with pointer finger

Name _____ Date _____ Lesson # _____

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Lesson Plan

Step 1: Phonogram Def

Step 2: Word Work

Step 3: Words

Step 4: Sentences

Step 5: Reading Passages

Step 6: Oral Reading Passage

Trails to Address

✓ guide of visual and auditory cues to use for students having difficulty with short-vowel sounds



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INCLUDES

250+
pages

Word Lists and Sentences

Every word contains only phonograms/skills that have been previously introduced in the scope and sequence

The Multisensory Classroom

decodable

ALIGNED real words,
nonsense words, & sentences

LAYOUT

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

banners
indicates REAL
words,
NONSENSE
words, or
SENTENCES

31 Real Words

flash	plum	slush	glob	bluff
slack	clutch	flock	plod	class
plan	slip	blotch	cliff	plum
black	clam	glad	floss	sloth

Nonsense Words

flox	gliss	slozz	plech	flutch
slep	plam	glaph	clux	blum
blog	glap	flav	glall	plam
slud	bliff	clun	plozz	cleg

Sentences

1. That glass clock has a black blob on it.
2. Bill flips and flops onto his back.
3. Glen is glad he got to see the sloth.
4. The plan is to put a flaa on the deck.

Aligned **Step 3 Example**

images of
phonogram/skill
card that
corresponds with
word list *cards can
be purchased separately
in The Multisensory
Classroom TPT store

all sight words
included in
these sentences
listed here



Each sub-step comes with a completely aligned page of real words, nonsense words, and sentences. Words on these pages only contain phonograms/skills that have already been taught using *The Multisensory Classroom Scope and Sequence* (which is OG-based).