

**EDITABLE**

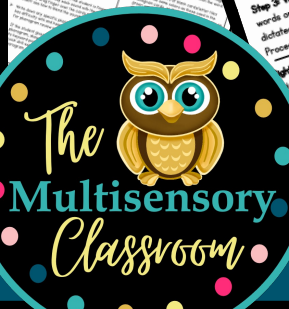
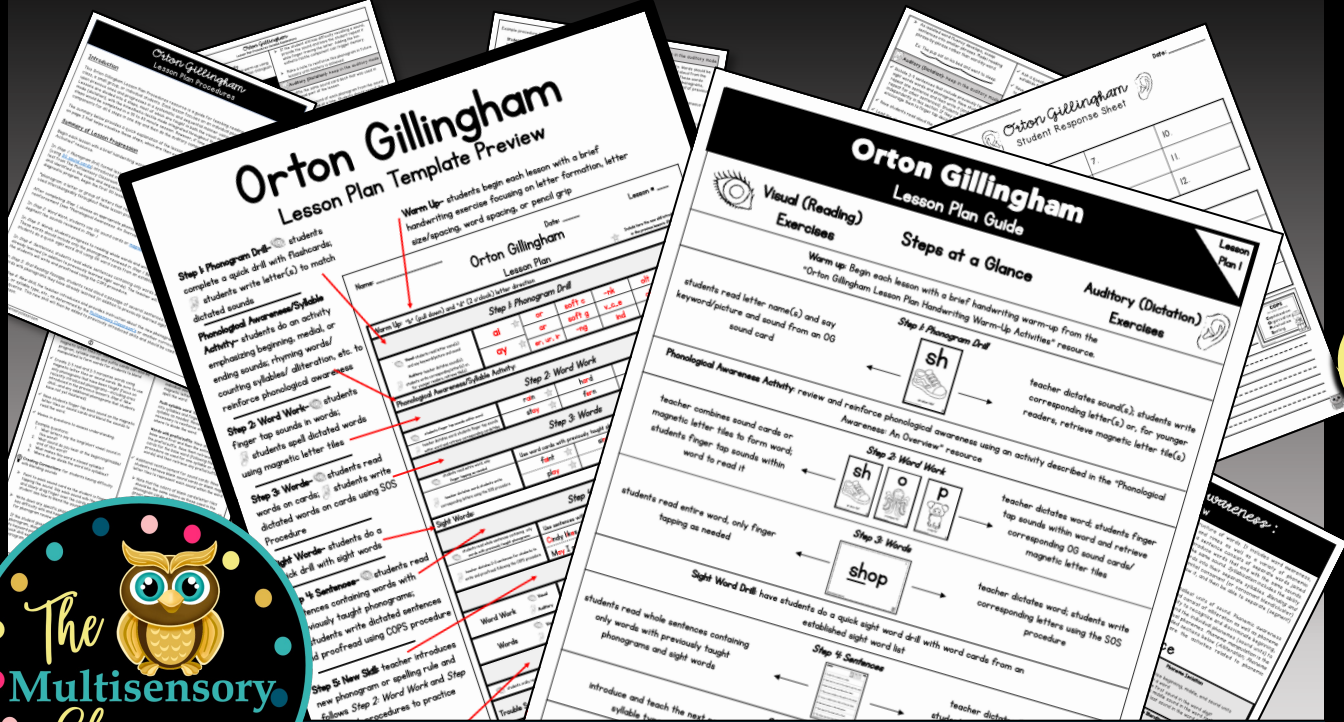
# 2 COMPLETE LESSON PLAN PACKAGES & MORE

## INCLUDES

lesson plan templates, guides, student pages, posters, & more!

Everything you need to plan an OG lesson

**Orton Gillingham**



lesson plan packages include preview versions of each product

# LESSON PLAN PACKAGE

# #1

## LESSON PLAN I GUIDE

Complete lesson plan overview with detailed instructions for each step

**Orton Gillingham Lesson Plan Guide**

**Visual (Reading) Exercises**

Warm-up: Begin each lesson with a brief handwriting warm-up from the "Orton Gillingham Lessons Warm-Up Activities" resource.

Step 1 Phonogram Drill: Students read letter (or vowel) and say corresponding sound(s). The teacher dictates word(s) for the student to write.

Phonological Awareness/Picture Activity: Review and reinforce phonological awareness using an activity described in the "Phonological Awareness/Picture Activity" resource.

Step 2 Word Work: Teacher combines sound cards or magnetic letter tiles to form word. Students trace the word and write the word for legals.

Step 3 Words: Students write word, only if they are hearing or reading.

Step 4 Sentences: Students read sentence containing words with previously taught phonograms and write sentence.

Step 5 Phonics Focus: Students write and read words from a list of words.

**Auditory (Dictation) Exercises**

Step 1 Phonogram Drill: Teacher dictates word(s) for the student to write on a separate sheet of paper.

Step 2 Word Work: Teacher dictates word and students write corresponding sound(s) on a separate sheet of paper.

Step 3 Words: Students write dictation words on a separate sheet of paper.

Step 4 Sentences: Students read sentence containing words with previously taught phonograms and write sentence.

Step 5 Phonics Focus: Students write and read words from a list of words.

**Visual (Reading) Student Page**

Step 1 Phonogram Drill: Students read letter (or vowel) and say corresponding sound(s). The teacher dictates word(s) for the student to write.

Step 2 Word Work: Teacher combines sound cards or magnetic letter tiles to form word. Students trace the word and write the word for legals.

Step 3 Words: Students write word, only if they are hearing or reading.

Step 4 Sentences: Students read sentence containing words with previously taught phonograms and write sentence.

Step 5 Phonics Focus: Students write and read words from a list of words.

**Auditory (Dictation) Student Page**

Step 1 Phonogram Drill: Teacher dictates word(s) for the student to write on a separate sheet of paper.

Step 2 Word Work: Teacher dictates word and students write corresponding sound(s) on a separate sheet of paper.

Step 3 Words: Students write dictation words on a separate sheet of paper.

Step 4 Sentences: Students read sentence containing words with previously taught phonograms and write sentence.

Step 5 Phonics Focus: Students write and read words from a list of words.

**Blank**

**The Multisensory Classroom**

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**

**The Multisensory Classroom**

Step 1 Phonogram Drill: Students complete a quick drill with flashcards. Students write letter(s) to match dictated sounds.

Phonological Awareness/Picture Activity: Students do an activity emphasizing listening, reading, or writing words (e.g., counting syllables, rhyming, etc.) to reinforce phonological awareness.

Step 2 Word Work: Students write on cards or index cards. Student's spell dictated words using magnetic letter tiles.

Step 3 Words: Students read words from cards or index cards. Student's write dictated words on a separate sheet of paper using SOS procedure.

Step 4 Sentences: Students read sentence containing words with previously taught phonograms and write sentence.

Step 5 Phonics Focus: Teacher introduces new phonogram(s) using the Multisensory Classroom Phonics Focus Series materials on a separate sheet of paper.

Trails Spills to Address: Teacher notes any specific skills or fluency concerns or comprehension difficulties that need additional instruction in future lessons.

## VISUAL READING TEMPLATE

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

**Orton Gillingham Visual (Reading) Student Page Preview**

**Preview**

**Editable**

**Blank**

**The Multisensory Classroom**

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 that contain the new phonogram

**Visual (Reading) Student Page**

Step 3 Words

1. paid 2. stung  
3. tray 4. crank  
5. thorn 6. chill  
7. spark 8. mild  
9. burst 10. cold  
11. mice 12. bolt

Step 4 Sentences

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

Step 5 Phonics Focus

1. beach 2. reap  
3. meal 4. key  
5. sheep 6. peak

## AUDITORY DICTATION TEMPLATE

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

**Orton Gillingham Auditory (Dictation) Student Page Preview**

**Preview**

**Blank**

**The Multisensory Classroom**

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 writes words containing the new phonogram

**Auditory (Dictation) Student Page**

Step 1 Phonogram Drill

1. a. ou. ay 2. er. ur. ir 7. ank 10. old  
2. or 3. s. o 8. ch 9. oft  
3. ar 6. ung 4. lid 5.

Step 3 Words

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

Step 4 Sentences

Cindy likes to paint and play in her room.  
May I ride the cart over to the fence?

Step 5 Phonics Focus

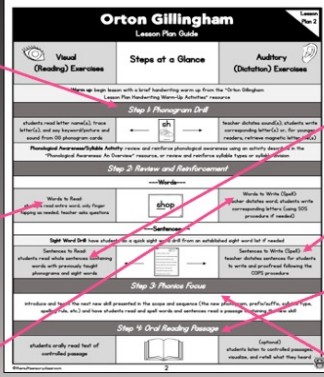
1. weak 3. speak 5. bean  
2. cheap 4. lean 6. mean

# LESSON PLAN PACKAGE

# #2

## LESSON PLAN 2 GUIDE

Complete lesson plan overview with detailed instructions for each step



**Orton Gillingham Lesson Plan Guide**

**Visual (Reading) Exercises**

**Steps of a Glance**

**Auditory (Dictation) Exercises**

**Step 1 Phonogram Drill**


**Step 2 Review and Reinforcement**

**Step 3 Phonics Focus**

**Step 4 Oral Reading Passage**

**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**

**Blank**

**Step 1 Phonogram Drill**—students complete a book drill with Phonograms for students to write letter(s) to match dictated sounds

**Phonogram Awareness/Syllable Activity**—students do an activity emphasizing beginning, middle, or ending sounds (changing words/ counting syllables/ alteration, etc.) to reinforce phonological awareness or syllable division rules.

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

**Step 2 Words to Write**—students write dictated words using SSS 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

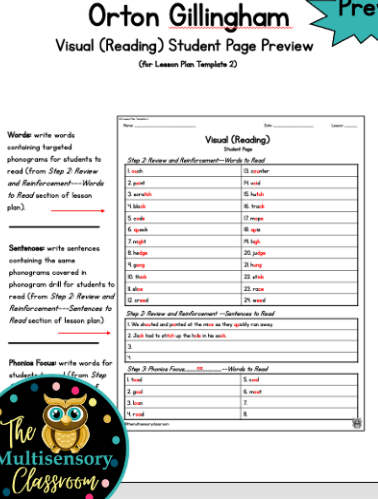
**Step 3 Phonics Focus**—teacher introduces new phonogram/syllable

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



## VISUAL READING TEMPLATE

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



**Orton Gillingham Visual (Reading) Student Page Preview**

**Preview**


**Editable**

**Blank**

Wonders write words containing targeted phonograms for students to read (From Step 2 Review and Reinforcement—Words to Read section of lesson plan)

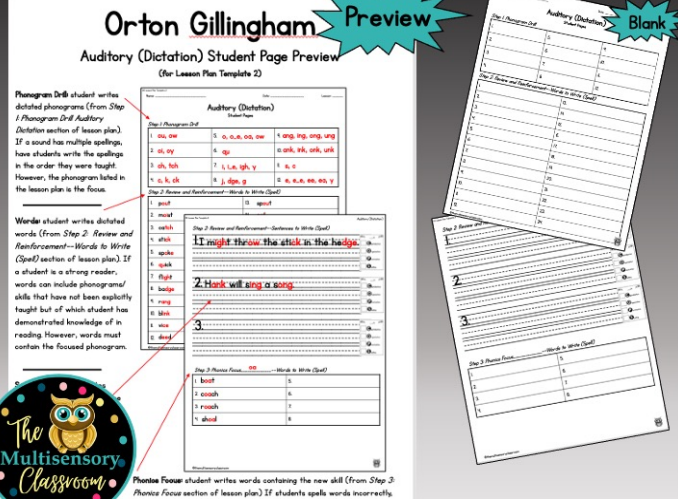
Sentences write sentences containing the same phonograms covered in phonogram drill for students to read (From Step 2 Review and Reinforcement—Sentences to Read section of lesson plan)

Phonics Focus write words for student to read (From Step 3 Phonics Focus section of lesson plan)



## AUDITORY DICTATION TEMPLATE

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



**Orton Gillingham Auditory (Dictation) Student Page Preview**


**Preview**

**Blank**

**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.

Wonders 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 phonogram/syllable that have not been explicitly taught but of which student has demonstrated knowledge of in reading. However, words must contain the focused phonogram.

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



# ADDITIONAL RESOURCES

Phonological Awareness & Handwriting Activities & Posters for use in an OG Lesson

## OG Lesson Posters

**COPS**  
Circumflexion  
Organization  
Punctuation  
Spelling

**SOS**  
Simultaneous Oral Spelling

**Finger Tapping**

**Cues for Vowel Sounds**

**Letter Formation**

✓ posters with step-by-step procedures for students to follow during an OG lesson

## Handwriting Warm-Up Activities

**Orion Gillingham**  
Lesson Plan Warm-Up Activities

**Word Spacing, cont'd**

**Letter Size & Spacing**

**Pencil Grip**

**Word Spacing**

**Letter Formation**

**Introduction**

**Quick Handwriting Diagnostic Assessment**

✓ includes a variety of handwriting activities to use as part of the warm-up before beginning an OG lesson

✓ handwriting activities include letter formation, letter size, letter spacing, and word spacing

## Phonological Awareness Activities

**Phonological Awareness: An Overview**

**Steps of a Glance**

**Word Awareness**

**Blending**

**Segmentation**

**Phoneme Isolation**

**Phoneme Manipulation**

✓ detailed description of phonemic and phonological awareness

✓ important component within an OG lesson

✓ steps for teaching phonological awareness

✓ perfect for students who need additional instruction in early reading skills

## BONUS Lesson Plan Template 3

**Lesson Plan Template 3**

**Phonological Awareness**

**Handwriting**

**OG Lesson**

**Assessment**

✓ Bonus lesson plan template and student pages that include space for tapping words

✓ Includes editable versions of pages





# 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 dictated sounds

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

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

**Step 2: Word Work** - students finger tap sounds in words; students spell dictated words using magnetic letter tiles

**Step 3: Words** - students read words from cards or VRSP; students write dictated 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 dictated sentences and proofread using COPS procedure

**Step 5: Phonics Focus** - teacher introduces new phonogram/skill using The Multisensory Classroom Phonics Focus Series mini-lessons or follows Step 2: Word Work and Step 3: Word Work to practice new

Lesson Plan Template I  
Name: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson # \_\_\_\_\_

Orton Gillingham  
Lesson Plan

Warm Up: \_\_\_\_\_  
Use only words containing previously taught phonograms

**Step 1: Phonogram Drill**  
Read students teacher model (subogram and digraph) and use magnetic letter tiles to write words on ADSP using the SOS procedure. Address the COPS procedure.

at	er	soft c	ch	ait
ay	ur	ung	ild	
	er	ach	old	

**Phonological Awareness/Syllable Activity:**

**Step 2: Word Work**  
Students read and finger tap words. Address the COPS procedure. Address the SOS procedure.

**Step 3: Words**  
Students read and write words on VRSP using only previously taught phonograms and finger tapping as needed. Address the COPS procedure. Address the SOS procedure.

fast	ard	wrung	wild
play	turn	tank	mold
spot	place	shop	coll

**Sight Words**

**Step 4: Sentences**  
Students read and write sentences on VRSP using only previously taught phonograms. Address the COPS procedure. Address the SOS procedure.

Use sentences with words containing previously taught phonograms.  
Cindy likes to paint and play in her room.  
May I ride the coll over to the fence?

**Step 5: Phonics Focus (ea, oo, oo, oo)**  
Use words containing new skill and previously taught phonograms.

**Word Work**  
Use words containing new skill and previously taught phonograms.

soal	leap	chop	chimney
weak	sheep	paraly	lean

**Step 6: Oral Reading Passage**  
Passage: *Playing the Drums*

**Trouble Spots to Address:** review soft "c" and soft "g" words; "b" reversal

**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

Warm Up: \_\_\_\_\_  
Use only words containing previously taught phonograms

**Step 1: Phonogram Drill**

**Phonological Awareness/Syllable Activity:**

**Step 2: Word Work**  
Use only words containing previously taught phonograms

**Step 3: Words**  
Use only words containing previously taught phonograms

**Sight Words**

**Step 4: Sentences**  
Use sentences with words containing previously taught phonograms

**Step 5: Phonics Focus (ea, oo, oo, oo)**  
Use words containing new and previously taught skills/phonograms

**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: \_\_\_\_\_

**Trouble Spots to Address:** \_\_\_\_\_

Orton Gillingham  
Lesson Plan

Warm Up: \_\_\_\_\_  
Use only words containing previously taught phonograms

**Step 1: Phonogram Drill**

**Phonological Awareness/Syllable Activity:**

**Step 2: Word Work**  
Use only words containing previously taught phonograms

**Step 3: Words**  
Use only words containing previously taught phonograms

**Sight Words**

**Step 4: Sentences**  
Use sentences with words containing previously taught phonograms

**Step 5: Phonics Focus ( )**  
Use words containing new and previously taught skills/phonograms

**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: \_\_\_\_\_

**Trouble Spots to Address:** \_\_\_\_\_

Blank



# VISUAL READING TEMPLATE

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

## Orton Gillingham Preview

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

**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.

OG Lesson Plan Template I

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson: \_\_\_\_\_

 **Visual (Reading)**   
Student Page

**Step 3: Words**

1. <b>paid</b>	7. <b>stung</b>
2. <b>tray</b>	8. <b>crank</b>
3. <b>thorn</b>	9. <b>chill</b>
4. <b>spark</b>	10. <b>mild</b>
5. <b>burst</b>	11. <b>cold</b>
6. <b>mice</b>	12. <b>bolt</b>

**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. <b>beach</b>	5. <b>reap</b>
2. <b>meal</b>	6. <b>key</b>
3. <b>sheep</b>	7. _____
4. <b>peak</b>	8. _____

©Hamm/Teacher-ydclassroom

**Editable**

Student name \_\_\_\_\_ Date \_\_\_\_\_

**Visual (Reading)** Student Page

**Step 3: Words**

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

**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**

Student name \_\_\_\_\_ Date \_\_\_\_\_

**Visual (Reading)** Student Page

**Step 3: Words**

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

**Step 4: Sentences**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Step 5: Phonics Focus**

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

©Hamm/Teacher-ydclassroom



# AUDITORY DICTATION TEMPLATE

For use with SPELLING section of OG Lesson Plan I

## Orton Gillingham Preview

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

**Phonogram Drill:** student writes dictated phonograms (from 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 writes dictated words.

OG Lesson Plan Template I  
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. s, c	8. ch	11. olt
3. ar	6. ung	9. ild	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

**C**indy likes to **p**aint and **p**lay in her room.

**M**ay I ride the **c**olt over to the **f**ence?

Step 5: Phonics Focus

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

Blank

OG Lesson Plan Template I  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**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 2 GUIDE

Complete lesson plan overview with detailed instructions for each step

**Orton Gillingham**  
Lesson Plan 2

**Warm-up Activity**  
Have students do brief handwriting warm-up from the "Orton Gillingham Handwriting Warm-Up Activities" resource.

**Step 1: Phonogram Drill**  
**Visual (Reading) Exercises**  
Use phonogram cards to do a quick sight word drill on the board. Have students read the words and say the phonogram that has been recently introduced on the board and not yet mastered.

**Auditory (Dictation) Exercises**  
Present each card to all the students. Have them say the letter name(s), the phonogram (the picture on the card), and the word (the CVC).  
Add phonetic labels composed by having students write the phonogram on a horizontal paper (or a screen, paper, etc.) while saying the letter name.  
Use phonogram cards with keyword phrases for younger students (ages 7-9 grade and below).  
For students 7-9 grade or older, after using keyword phrases in all lessons, have students write the phonogram and then begin reading and re-reading the letter name and their corresponding words. (It helps them seeing something they have to write and hear.)  
Use phonogram cards with keyword phrases for younger students (ages 7-9 grade and below).  
For students 7-9 grade or older, after using keyword phrases in all lessons, have students write the phonogram and then begin reading and re-reading the letter name and their corresponding words. (It helps them seeing something they have to write and hear.)

**Orton Gillingham**  
Lesson Plan 2

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

Warm-up: begin 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/picture and sound from OG phonogram cards

**Phonological Awareness/Syllable 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---  
shop  
---Sentences---  
Sight Word Drill: have students do a quick sight word drill from an established eight word list if needed

**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

**Lesson Plan 2**

**Sight Word Drill**  
After Step 1, have students do a quick sight word drill from an established eight word list if needed.

**---Sentences to Read---**  
Visual (Reading) Exercises  
Use phonogram cards to do a quick sight word drill on the board. Have students read the words and say the phonogram that has been recently introduced on the board and not yet mastered.

**---Sentences to Write (Spell)---**  
teacher dictates words; students write corresponding letters (using SOS procedure if needed)

**Phonological Awareness/Syllable 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---

**---Sentences to Read---**  
Sight Word Drill: have students do a quick sight word drill from an established eight word list if needed

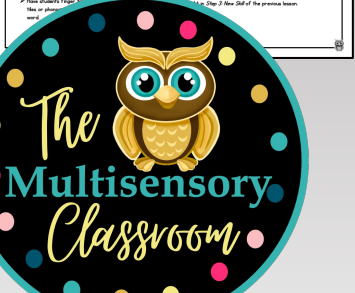
**---Sentences to Write (Spell)---**  
teacher dictates words; students write corresponding letters (using SOS procedure if needed)

**---Sentences to Write (Spell)---**  
teacher dictates words; students write corresponding letters (using SOS procedure if needed)

**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



**Orton Gillingham**  
Lesson Plan 2

**Materials:**  
- The OG Handwriting Lesson Plan 2 resource for the "Orton Gillingham Handwriting Warm-Up Activities" resource.  
- The OG Handwriting Lesson Plan 2 resource for the "Phonological Awareness: An Overview" resource.  
- The OG Handwriting Lesson Plan 2 resource for the "Phonics Focus" resource.  
- The OG Handwriting Lesson Plan 2 resource for the "Oral Reading Passage" resource.

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

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

**Phonological Awareness/Syllable Activity**- students do an activity emphasizing beginning, medial, 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 2 Words to Write**- students write dictated words using SOS Procedure

**Sight Words**- students do a quick drill with sight words

**Step 2 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;



OG Lesson Plan Template 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson # \_\_\_\_\_

### OG Lesson

Warm Up: uppercase cursive letters (B, L, F)

Step 1: Phonogram Drill

ou as /ou/	tch	o_e	igh	-ng	soft c
ai	ck	qu	dge	-nk	ee

Phonological Awareness/Syllable Activity

Step 2: Review and Reinforcement

Phonograms	Words to Read	Words to Write (Spell)
1. ea /ea/	meat	create
2. ai	great	wait
3. ch	match	catch
4. ck	back	back
5. o_e	code	scope
6. qu	quack	quack
7. igh	wright	high
8. dge	ledge	judge
9. -ng	gang	hang
10. -nk	think	think
11. soft c	alice	vice
12. ee	weed	weed

Sight Word Drill (new words) mother, do, any

Sentences to Read	Sentences to Write (Spell)
1. We ached and pointed at the nose as they quickly ran away.	1. I might throw the stick in the hedge.
2. Jack had to stretch up the hole in his sack.	2. Hank will sing a song.
3.	3.

Step 3: Phonics Focus: oo

Words to Read	Words to Write (Spell)
load	load
goal	goal

Step 4: Oral Reading Passage: The Mice in the House

Trouble Spots to Address: dge words, VC/V syllable division

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

OG Lesson

Date: \_\_\_\_\_ Lesson # \_\_\_\_\_

Warm Up: \_\_\_\_\_

Step 1: Phonogram Drill

Phonological Awareness/Syllable Activity

Step 2: Review and Reinforcement

Phonograms	Words to Read	Words to Write (Spell)
1. Place text here	Place text here	Place text here
2. Place text here	Place text here	Place text here
3. Place text here	Place text here	Place text here
4. Place text here	Place text here	Place text here
5. Place text here	Place text here	Place text here
6. Place text here	Place text here	Place text here
7. Place text here	Place text here	Place text here
8. Place text here	Place text here	Place text here
9. Place text here	Place text here	Place text here
10. Place text here	Place text here	Place text here
11. Place text here	Place text here	Place text here
12. Place text here	Place text here	Place text here

Sight Word Drill

Sentences to Read	Words to Write (Spell)
1. Place text here	Place text here
2. Place text here	Place text here
3. Place text here	Place text here

Step 3: Phonics Focus

Phonograms	Words to Read	Words to Write (Spell)
1. Place text here	Place text here	Place text here
2. Place text here	Place text here	Place text here
3. Place text here	Place text here	Place text here

OG Lesson

Date: \_\_\_\_\_ Lesson # \_\_\_\_\_

Warm Up: \_\_\_\_\_

Step 1: Phonogram Drill

Phonological Awareness/Syllable Activity

Step 2: Review and Reinforcement

Phonograms	Words to Read	Words to Write (Spell)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

Sight Word Drill

Sentences to Read	Sentences to Write (Spell)
1	
2	
3	

Step 3: Phonics Focus

Phonograms	Words to Read	Words to Write (Spell)
1		
2		
3		

Step 4: Oral Reading Passage

Trouble Spots to Address:

# 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)

**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 3: Phonics Focus* section of lesson plan).

Visual (Reading) Student Page

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

1. couch	13. counter
2. point	14. void
3. scratch	15. hutch
4. block	16. track
5. code	17. maps
6. quack	18. quiz
7. might	19. high
8. hedge	20. judge
9. gang	21. hung
10. think	22. strike
11. slice	23. race
12. creed	24. weed

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

1. We shouted and pointed at the mice as they quickly ran away.

2. Jack had to stitch up the hole in his sock.

3.

4.

Step 3: Phonics Focus---oo---Words to Read

1. food	5. cool
2. goal	6. roof
3. loan	7.
4. road	8.

Preview

Editable

Visual (Reading) Student Page

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

1. Place text here	13. Place text here
2. Place text here	14. Place text here
3. Place text here	15. Place text here
4. Place text here	16. Place text here
5. Place text here	17. Place text here
6. Place text here	18. Place text here
7. Place text here	19. Place text here
8. Place text here	20. Place text here
9. Place text here	21. Place text here
10. Place text here	22. Place text here
11. Place text here	23. Place text here
12. Place text here	24. 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 3: 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

Blank

Visual (Reading) Student Page

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

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

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

1.

2.

3.

4.

Step 3: Phonics Focus---Words to Read

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



# 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.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson: \_\_\_\_\_

### Auditory (Dictation)

Student Pages

**Step 1: Phonogram Drill**

1. ou, ow	5. o, o_e, oa, ow	9. ang, ing, ong, ung
2. oi, oy	6. qu	10. ank, ink, onk, unk
3. oh, toh	7. i, i_e, igh, y	11. s, c
4. a, k, ck	8. j, dge, g	12. e, e_e, ee, ea, y

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

1. pout	13. spout
2. moat	

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson: \_\_\_\_\_

### Auditory (Dictation)

Student Pages

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

1. I might throw the stick in the hedge.

2. Hank will sing a song.

3.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson: \_\_\_\_\_

### Auditory (Dictation)

Student Pages

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

1. boat	5.
2. coach	6.
3. roach	7.
4. shoal	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.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Auditory (Dictation)

Student Pages

**Step 1: Phonogram Drill**

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

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

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

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Auditory (Dictation)

Student Pages

**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: Place text here Date: Text Lesson # Text

## OG Lesson

Warm Up: Place text here

**Step 1: Phonogram Drill**

Visual: student reads, traces	Place text here	Place text here	Place text here	Place text here
Auditory: student listens, writes, writes, or retraces letter tiles	Place text here	Place text here	Place text here	Place text here

Phonological Awareness/Syllable

**Step 2: Review and Reinforcement**

Phonograms	Words	Spell

Editable

Auditory Dictation

**Step 2: Review and Reinforcement—Sentences to Write (Spell)**

1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Auditory (Dictation) Student Pages

Name: Text Date: Text Lesson # Text

## OG Lesson

Warm Up: Place text here

**Step 1: Phonogram Drill**

Visual: student reads, traces				
Auditory: student listens, writes, writes, or retraces letter tiles				

Phonological Awareness/Syllable Activity

**Step 2: Review and Reinforcement**

Phonograms	Words to Read	Words to Tap (Spell)	Words to Spell
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Sight Word Drill

Sentences to Read	Sentences to Write (Spell)
1	1
2	2

**Step 3: Phonics Focus**

Words to Tap (Spell)	Words to Read	Words to Tap (Spell)	Words to Write (Spell)

**Step 4: Oral Reading Passage**

Trouble Spots to Address:

Auditory (Dictation) Student Page

**Step 1: Phonogram Drill**

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

**Step 2: Review and Reinforcement—Words to Tap/Write (Spell)**

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

Editable

Reading (Visual) Student Pages

Visual (Reading) Student Page

**Step 2: Review and Reinforcement—Words to Read**

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

**Step 3: Phonics Focus—Words to Tap/Read**

1	4.
2	5.
3	6.

Lesson Plan Template



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