

LESSON PLAN MINI-GUIDE

Orton
Gillingham

Orton Gillingham Lesson Plan Template Preview

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

Phonogram Drill

Step 1: Phonogram Drill

Step 2: Word Work

Step 3: Words

Step 4: Sentences

Step 5: New Skill

Step 6: Oral Reading Passage

Visual (Reading) Exercises

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

Step 1: Phonogram Drill

Step 2: Word Work

Auditory (Dictation) Exercises

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

Step 1: Phonogram Drill

Step 2: Word Work

Steps at a Glance

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

Step 1: Phonogram Drill

Step 2: Word Work

Step 3: Sentences

Step 4: Oral Reading Passage

Step 5: New Skill

Step 6: Oral Reading Passage

The Multisensory Classroom

systematic. multisensory. individualized.

Lesson Plan PREVIEW

Orton Gillingham Lesson Plan Template Preview

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, medial, or ending sounds; rhyming words/ counting syllables/alliteration, 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 classroom Phonics cards or follows Phonics cards for new

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 #: _____

Orton Gillingham Lesson Plan

Includes here the one skill introduced in the previous lesson. Step 1

Warm Up "a" (pull down) and "n" (2 exch) letter direction

Step 1: Phonogram Drill

Read students sound/phoneme cards	a	or	soft e	ch	oll
Write students sound/phoneme cards	ay	or	ung	ld	
Write students sound/phoneme cards	or	or	ark	oll	

Phonological Awareness/Syllable Activity:

Step 2: Word Work

Use only words containing previously taught phonograms

shay	corn	shp	ung
------	------	-----	-----

Step 3: Words

Use only words containing previously taught phonograms

fast	card	wring	wild
play	turn	rank	mold
spout	place	chop	coll

Sight Words

Step 4: Sentences

Use sentences with words containing previously taught phonograms

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

Step 5: Phonics Focus (ss, ss, ay)

Word Work

Use words containing new skill and previously taught phonograms

ssal	keep	cheap	chimney
------	------	-------	---------

Words

Use words containing new skill and previously taught phonograms

wask	sheep	parley	lean
------	-------	--------	------

Step 6: Oral Reading Passage

Passage: Playing the Drums

Trouble Spots to Address review soft "c" and soft "g" words; "b" reversals

Details what to put in each section of the lesson plan



students
g words
ams/

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

BLANK Lesson Plan Template

DD Lesson Plan Template 1

Name: _____

Date: _____

Lesson # _____

Orton Gillingham

Lesson Plan

ADSP: Auditory (Dictation) Student Page
VRSF: Visual (Reading) Student Page

★ Include here the new skill introduced
in the previous lesson's Step 5

Warm Up:

Step 1: Phonogram Drill

Visual students read letter name(s) on phonogram card and say keyword/picture and sound	★				
Auditory teacher dictates sound(s); students write letter(s) on ADSP using the SOS procedure or, for younger students, retrieve tile(s)	★				

Phonological Awareness/Syllable Activity:

Step 2: Word Work

students read and finger tap sounds within word	Use only words containing previously taught phonograms				
teacher dictates word; students finger tap sounds within word and retrieve corresponding cards/files	★				

Step 3: Words

students read whole words from cards or VRSF, using only previously taught phonograms and finger tapping as needed	Use only words containing previously taught phonograms				
teacher dictates word; students write corresponding letters on ADSP using the SOS procedure	★				
	★				

Sight Words:

Step 4: Sentences

students read whole sentences on VRSF, using only words with previously taught phonograms	Use sentences with words containing previously taught phonograms				
teacher dictates 2-3 sentences for students to write on ADSP and proofread following the COPS procedure					

Step 5: Phonics Focus (_____)

Word Work	Visual	Use words containing new and previously taught skills/phonograms			
	Auditory				
	Visual	Use words containing new and previously taught skills/phonograms			
	Auditory				

Step 6: Oral Reading Passage

Passage: _____




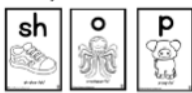





Perfect
to
individualize
for each
student



STEPS-AT-A-GLANCE

Orton Gillingham
 Lesson Plan Guide
 Lesson Plan I

 Visual (Reading) Exercises	Steps at 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.		
students read letter name(s) and say keyword/picture and sound from an OG sound card	Step 1: Phonogram Drill 	teacher dictates sound(s); students write corresponding letter(s) or, for younger readers, retrieve magnetic letter tile(s)
Phonological Awareness Activity: review and reinforce phonological awareness using an activity described in the "Phonological Awareness: An Overview" resource		
teacher combines sound cards or magnetic letter tiles to form word; students finger tap sounds within word to read it	Step 2: Word Work 	teacher dictates word; students finger tap sounds within word and retrieve corresponding OG sound cards/magnetic letter tiles
students read entire word, only finger tapping as needed	Step 3: Words 	teacher dictates word; students write corresponding letters using the SOS procedure
Sight Word Drill have students do a quick sight word drill with word cards from an established sight word list		
students read whole sentences containing only words with previously taught phonograms and sight words	Step 4: Sentences 	teacher dictates 2-3 sentences for students to write and proofread following the COPS procedure
Step 5: Phonics Focus introduce and teach the next new skill presented in the scope and sequence (Ex: the new phonogram, prefix/suffix, etc.) and have students read and spell words and read a passage containing the new skill		
students read and spell words and read a passage containing the new skill	Step 6: Oral Reading Passage 	(optional) students listen to controlled passages, visualize, and retell what they heard

visual
 image of
 what to
 do in
 each
 steps and
 materials
 needed



Lesson Plan Procedures

Orton Gillingham Lesson Plan Procedures

Introduction

This Orton Gillingham Lesson Plan Procedures resource is a guide for teaching reading skills to a whole class, a small group, or individual students. Each lesson focuses on an individual phonics skill that builds upon previous ones and progresses in a systematic and sequential manner using multisensory instruction. Lessons are divided into 6 steps, most of which are taught in both the visual mode (reading) and the auditory mode (dictation), with the kinesthetic-tactile mode integrated throughout the entire lesson. Ideally, all 6 steps would be completed in a 35 to 45 minute session. However, if time is limited, conduct the visual components for all 6 steps in one day and then do the auditory components on a separate day.

The summary below provides a quick explanation of the lesson steps. The summary is followed by a chart on page 2 that helps visualize these steps, which are then explained in detail on pages 3-6 of this resource.

Summary of Lesson Progression

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

In *Step 1: Phonogram Drill*, formal lesson instruction begins. In this step, the teacher will drill phonograms* (using [OG sound cards](#)) introduced in previous lessons. If the teacher used a diagnostic encoding/spelling test from The Multisensory Classroom scope and sequence, begin the very first OG lesson with the earliest skill identified in the scope and sequence as needing reinforcement or reteaching. If using any other diagnostic program, begin the first OG lesson with any phonogram with which the student is having difficulty.

*phonogram: a letter or group of letters that represents a sound (the words "sound" and "phonogram" are used interchangeably throughout these lesson procedures)

After completing *Step 1*, choose an appropriate phonological awareness activity for review and reinforcement (see "Phonological Awareness: An Overview" for examples).

In *Step 2: Word Work*, students use OG sound cards or [magnetic letter tiles](#) to blend the letters and segment the sounds reviewed in *Step 1*.

In *Step 3: Words*, students progress to reading whole words and writing them using the SOS procedure. These words should include only the phonograms reviewed in *Step 1*. Before moving on to *Step 4*, have students do a quick sight word drill using OG word cards from an established sight word list.

In *Step 4: Sentences*, students read whole sentences containing only words with phonograms they have already learned (in addition to previously learned sight words). The teacher will then dictate sentences that students will write and proofread using the COPS procedure.

In *Step 5: Reading Passage*, students read aloud a passage of several sentences containing only phonograms they have already learned (in addition to previously learned sight words).

At the end of the lesson, the teacher introduces and provides instruction about the new phonogram, prefix/suffix, etc., as determined by the [Multisensory Classroom's](#) or another curriculum's scope and sequence. The new skill will then be added to previously introduced skills and should be used in the

Overview
of the
purpose
and
instructional
elements
within
each step

