

### Lesson Plan 3: for Students Who Blend and Segment Automatically

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

1. **HANDWRITING:** A. Introduce (letter(s) & activity):
  - B. Review (letters & activity):
  - C. Speed Drill (letters):
2. **READING PHONETICALLY IRREGULAR (OUTLAW) WORDS:** A. Introduce (word(s) & activity):
  - B. Review (words & activity):
  - C. Speed Drill(s):
3. **SPELLING PHONETICALLY IRREGULAR WORDS:** A. Review (word(s) & activity):
  - B. Sentence(s) for Memory Practice:
4. **READING PHONETICALLY REGULAR WORDS**
  - A. **Sounds:** 1. Introduce (grapheme(s) & activity):
    2. Review (letters/sounds & activity):
    3. Gray Contrast Card(s):
    4. Vowel-Team Picture Activity:  
Go through the sound pack, adding:
  - B. **Concept Activities:** (e.g., syllable work; arc under cs in print):  
CCs:
  - C. **Word Types for Reading Words in Isolation:**
  - D. **Speed Drills:**
  - E. **Content Reading** (book pages & skills being worked on):
5. **SPELLING PHONETICALLY REGULAR WORDS:**
  - A. **Sounds** to dictate (list the phonemes to be dictated):
  - B. **Concept Activities** (e.g., choose *c* or *ck* when words are pronounced):
  - C. **Mnemonic Picture Activity/Charting Activity:**
  - D. **Words for Spelling:**
  - E. **Sentences to Write:**