

Origins Spelling and Reading Weekly Lesson Plans

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Week 1				
<ul style="list-style-type: none"> • Demonstrate proper spelling grip and paper position. • Use a lined chart or overhead and explain terms like “margin,” “lower base line,” “upper base line,” “dotted line,” etc. • Demonstrate how to strike through their mistakes and not use their erasers. • Teach letter stokes and have students practice them. • Draw the clock and explain what the term “comfortably close” means (enough space between the strokes or letters to fit an imaginary “o” between them). This is how close the strokes and later letters will sit next to each other. §110.11 (b)(1)(E) • Show them the set of cards and explain that these are all the basic sounds in English. • Teach cards 1-5. Explain these are lower case letters. §110.11(b)(1)(B) 	<ul style="list-style-type: none"> • Demonstrate proper spelling grip and paper position. • Use a lined chart or overhead and explain terms like “margin,” “lower base line,” “upper base line,” “dotted line,” etc. • Demonstrate how to strike through their mistakes and not use their erasers. • Teach letter stokes and have students practice them. • Draw the clock and explain what the term “comfortably close” means (enough space between the strokes or letters to fit an imaginary “o” between them). This is how close the strokes and later letters will sit next to each other. • Show them the set of cards and explain that these are all the basic sounds in English. • Teach Cards 1-10 with letter formation instructions. §110.012(b)(1)(A) • Give Orthography Test 	<ul style="list-style-type: none"> • Demonstrate proper spelling grip and paper position. • Use a lined chart or overhead and explain terms like “margin,” “lower base line,” “upper base line,” “dotted line,” etc. • Demonstrate how to strike through their mistakes and not use their erasers. • Teach letter stokes and have students practice them. • Draw the clock and explain what the term “comfortably close” means (enough space between the strokes or letters to fit an imaginary “o” between them). This is how close the strokes and later letters will sit next to each other. • Show them the set of cards and explain that these are all the basic sounds in English. • Teach Cards 1-12 with letter formation instructions. §110.013(b)(2) • §110.013(b)(A)(i) 	<ul style="list-style-type: none"> • Demonstrate proper spelling grip and paper position. • Use a lined chart or overhead and explain terms like “margin,” “lower base line,” “upper base line,” “dotted line,” etc. • Demonstrate how to strike through their mistakes and not use their erasers. • Teach letter stokes and have students practice them. • Draw the clock and explain what the term “comfortably close” means (enough space between the strokes or letters to fit an imaginary “o” between them). This is how close the strokes and later letters will sit next to each other. Show them the set of cards and explain that these are all the basic sounds in English. • Teach Cards 1-20 with letter formation instructions. §110.14(b)(23) • Give Orthography Test 1. 	<ul style="list-style-type: none"> • Demonstrate proper spelling grip and paper position. • Use a lined chart or overhead and explain terms like “margin,” “lower base line,” “upper base line,” “dotted line,” etc. • Demonstrate how to strike through their mistakes and not use their erasers. • Teach letter stokes and have students practice them. • Draw the clock and explain what the term “comfortably close” means (enough space between the strokes or letters to fit an imaginary “o” between them). This is how close the strokes and later letters will sit next to each other. Show them the set of cards and explain that these are all the basic sounds in English. • Teach Cards 1-20 with letter formation instructions. §110.15(b)(21)(A) • Give Orthography Test 1.