

CAPIT Lesson Plan

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CAPIT LESSON PLAN

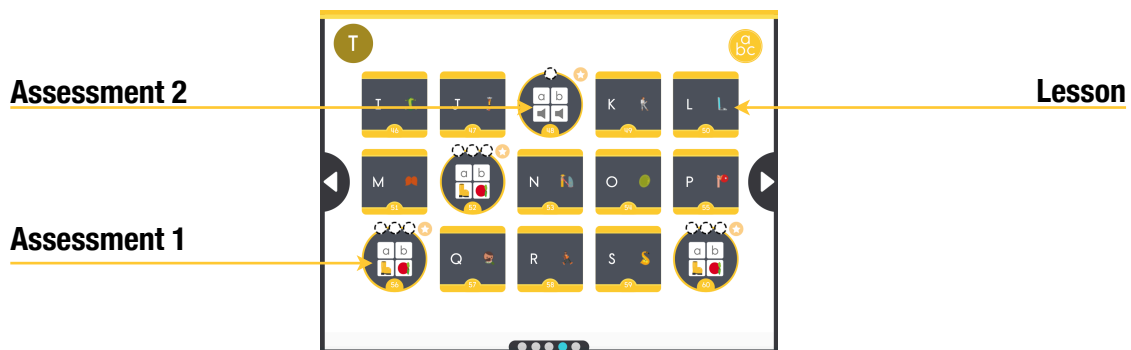
The **Research** on reading instruction is clear: Kids do not learn to read on their own. They require **Explicit, Systematic Phonics Instruction**. Therefore, teachers teach a **CAPIT Lesson** in front of the class **Every Day**. Teaching a **CAPIT Lesson** takes between 5 to 10 Minutes. **Explicit, Instruction** will give you a chance to **Explain** the **New Lesson** and **Review** Old Material.

You should instruct your class using your unlocked **Teacher Profile**. Talk your way through each interface, and bring it to life. Show your students how a **Professional** completes a **CAPIT Lesson**. Kids need to see how a pro does it, and imitate. Learning to read is a lot like gym class. The basketball coach demonstrates a layup to his students. The students watch and learn how a pro does it. Now they can try to imitate. Teaching a **CAPIT lesson** is fun. Get students involved by calling them to the front of the room and challenging them to complete various interfaces in front of their fellow students.

LEVEL 1

Please attempt to teach your students every Lesson in **Level 1**. Remember, **CAPIT** is a phonics curriculum. It is your opportunity to engage your students, teach them, and evaluate them. Be sure to explain to your students how to take both **Assessment 1** & **Assessment 2** in the **Level 1 Lesson Menu**.

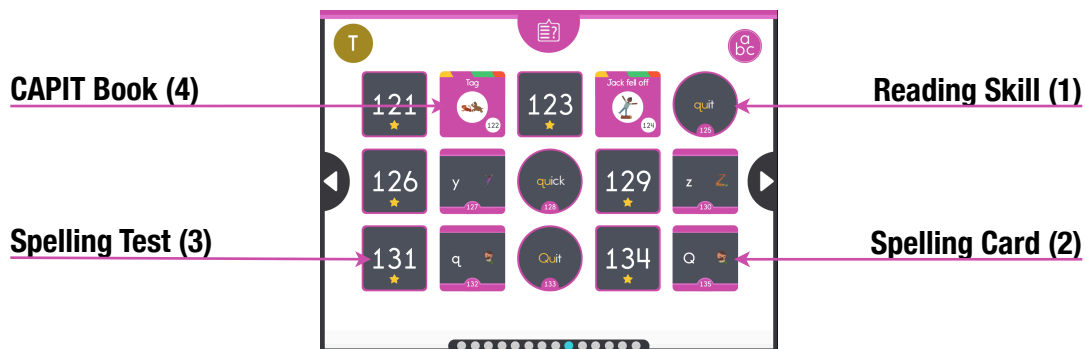
LEVEL 1 LESSON MENU



LEVEL 2

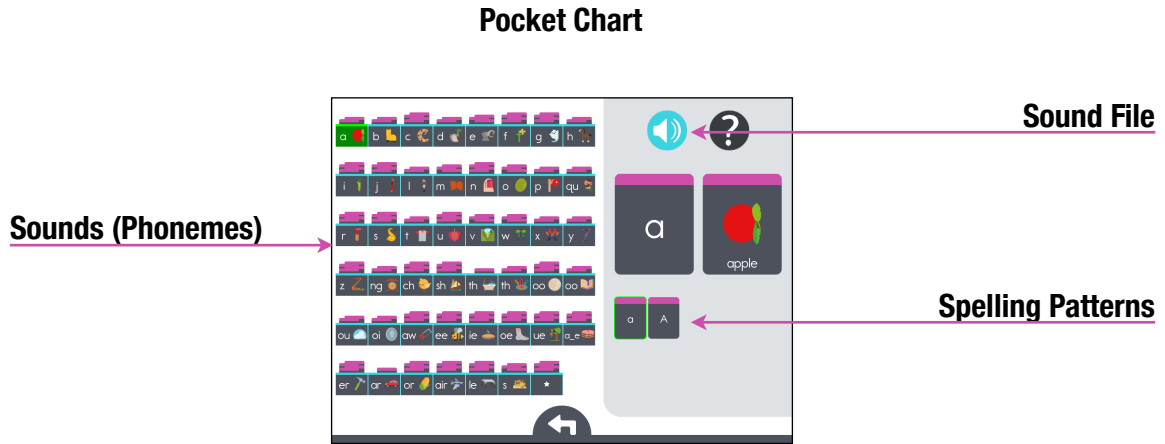
Reading Skills (1) contain **Phonics Rules** and **Print Conventions** beginning readers need to know. Teachers should teach and discuss every **Reading Skill (1)** using their **Teacher Profile**, and every **Spelling Card (2)**. Every once in a while, teachers may want to do a **Spelling Test (3)** and read a **CAPIT Book (4)** together with the entire class.

LEVEL 2 LESSON MENU



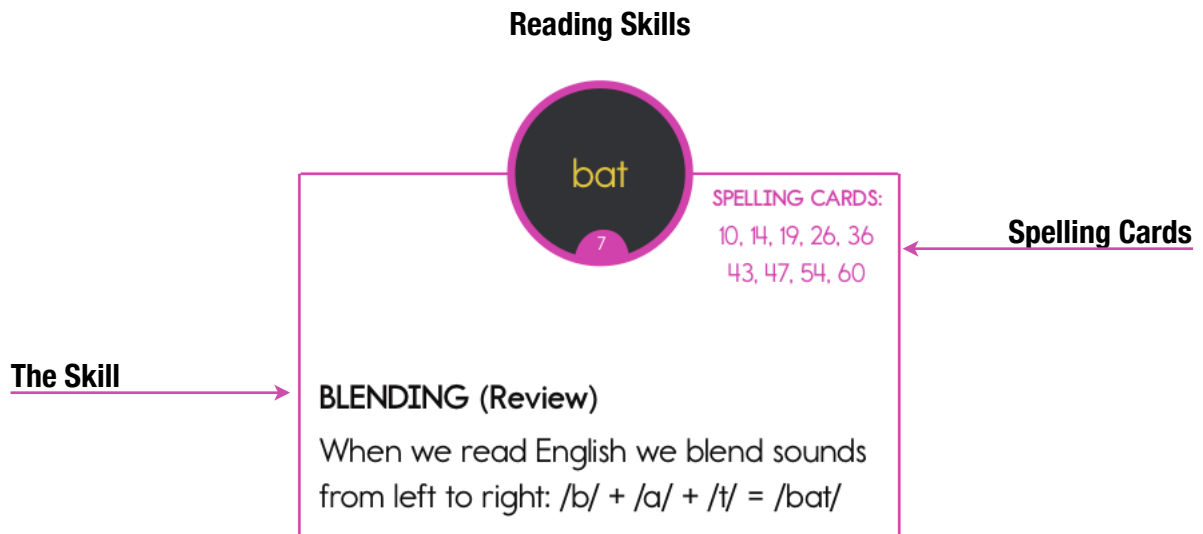
POCKET CHART

Show your student how to use the **Pocket Chart** to look up all the **Sounds** and **Spelling Patterns** they learned so far.



The Level 2 & Level 3 Lesson Plan

Below is your **Lesson Plan** for **Level 2** and **Level 3**. Teach your students every **Reading Skill** and **Spelling Card** listed below.



at

1

BLENDING (VC Words)

When we read English we blend sounds from left to right: /a/ + /t/ = /at/

if

3

BLENDING (Review)

When we read English we blend sounds from left to right: /i/ + /f/ = /if/

cat

5

BLENDING (CVC Words)

When we read English we blend sounds from left to right: /c/ + /a/ /t/ = /cat/

bat

7

SPELLING CARDS:
10, 14, 19, 26, 36
43, 47, 54, 60

BLENDING (Review)

When we read English we blend sounds from left to right: /b/ + /a/ + /t/ = /bat/

add

63

2 LETTERS 1 SOUND

When two identical sounds follow each other, you say the sound once. It is not: /a/ + /d/ + /d/. You need to say the /d/ sound only once. Examples: add, egg, off.

mess

66

2 LETTERS 1 SOUND

When two identical sounds follow each other, you say the sound once. It is not: /m/ + /e/ + /s/ + /s/. You need to say the /s/ sound only once. Examples: mess, doll.

duck

69

2 LETTERS 1 SOUND

When two identical sounds follow each other, you say the sound once. It is not: /d/ + /u/ + /k/ + /k/. You need to say the /k/ sound only once. Examples: duck, sock.

fuzz

72

SPELLING CARDS:
76, 80, 82, 86, 90,
94, 96, 98, 104, 106,
108, 112, 114, 116

2 LETTERS 1 SOUND

When two identical sounds follow each other, you say the sound once. It is not: /f/ + /u/ + /z/ + /z/. You need to say the /z/ sound only once. Example: fuzz.

quit

125

LOWERCASE qu

The spelling "qu" is pronounced /kw/. Don't teach that the "u" is silent or has a "w" sound. /kw/ is a unique phoneme, and you spell it like this: qu.

quick

128

SPELLING CARDS:
130, 132

LOWERCASE qu (Review)

The spelling "qu" is pronounced /kw/. Don't teach that the "u" is silent or has a "w" sound. /kw/ is a unique phoneme, and you spell it like this: qu.

Quit

Quiz

133

136

SPELLING CARD:
135

UPPERCASE Qu & ALTERNATE SPELLING

1. The spelling "Qu" is pronounced /kw/.
2. We can spell some sounds in more than one way. The sound /qu/ has an alternate spelling. We can spell it like this: "qu," and we can spell it like that: "Qu."

Matt

139

SPELLING CARD:
141

UPPERCASE: NAMES

Names always begin with an uppercase letter. Examples: Matt, Bill.

Dan ran

142

SPELLING CARDS:
144, 146, 148, 150,
152, 154, 156, 158,
160, 162, 164, 166, 168

UPPERCASE: NAMES & ALTERNATE SPELLING (Review)

1. Names always begin with an uppercase letter. Examples: Dan ran, get Sam
2. We can spell some sounds in more than one way. You can spell the sound /h/ like this: "h," and like that: "H." You can spell the sound /j/ like this: "j," and like that: "J."

Bob in bus.

169

PUNCTUATION: PERIOD

Sentences usually end with a period. Examples: Bob in bus. Tom on bed. NOTE: These are simple sentences. However, you have to start somewhere!

Gum on rug.

172

SPELLING CARD:
174

UPPERCASE: SENTENCES

Sentences always begin with an uppercase letter. Examples: Gum on rug. Bob in bus. NOTE: These are simple sentences. However, you have to start somewhere!





SPELLING CARDS:
177, 179

UPPERCASE (REVIEW)

Sentences always begin with an uppercase letter. Example: Pot on pan.



SPELLING CARD:
182

PUNCTUATION: QUESTION MARK

Most sentences end with a period. However, some sentences are questions, and they always end with a question mark. Example: Can cat sit?



SPELLING CARD:
185

QUESTION MARK & UPPERCASE (Review)

1. Most sentences end with a period. However, some sentences are questions, and they always end with a question mark.
2. Names and sentences always begin with an uppercase letter. Example: Can Ben bat?



PERIOD & QUESTION MARK (Review)

1. Most sentences end with a period. However, some sentences are questions, and they always end with a question mark.
2. Names and sentences always begin with an uppercase letter. Examples: Did Sam sit? Sam did sit.



PUNCTUATION: EXCLAMATION POINT

Most sentences end with a period. However, some sentences express a command or excitement, such as surprise, disbelief, or other strong emotions. They end with an Exclamation Point. Examples: Example: Sit dog!



EXCLAMATION POINT (Review)

Most sentences end with a period. However, some sentences express a command or excitement, such as surprise, disbelief, or other strong emotions. They end with an Exclamation Point. Examples: Run Tom! Tom Ran.



SPELLING CARDS:
199, 201, 203
205, 207

PUNCTUATION: COMMA

Some sentences convey multiple concepts. These concepts are separated with a comma. A comma is also used to indicate a brief pause in the sentence. Example: Sit cat, sit.



SPELLING CARD:
3

CONSONANT CLUSTERS (VCC)

Until now, we learned only CVC words (Consonant, Vowel, Consonant). Consonants can cluster together as well. These words are harder to read. Examples: ant, ask, and.



SPELLING CARD:
6

CONSONANT CLUSTERS (CVCC)

Consonant Clusters (Consonant, Vowel, Consonant, Consonant) are hard to read. Examples: milk, camp, rest.



SPELLING CARD:
9

APOSTROPHE: CONTRACTION

An apostrophe can make two words into one. We drop a letter(s) and add an apostrophe. Examples: let's = let us; can't = can not.



SPELLING CARD:
12

PLURAL

We add the letter "s" to transform one into many. Examples: cats, rats, pets.



SPELLING CARD:
15

APOSTROPHE: POSSESSIVE

An apostrophe can indicate that something belongs to someone or something. Examples: Matt's cats.



SPELLING CARD:
18

CONSONANT CLUSTERS (CCVC)

Consonant Clusters (Consonant, Consonant, Vowel, Consonant) are hard to read. Examples: clock, drill, grab.



SPELLING CARD:
21

CONSONANT CLUSTERS (CCVCC)

Consonant Clusters (Consonant, Consonant, Vowel, Consonant, Consonant) are hard to read. Examples: stamp, trust, pants.



SPELLING CARD:
24

MULTI SYLLABLE WORDS

Reading multiple syllable words is no different from reading single syllable words. You decode them the same way: sound-by-sound. Examples: rabbit, tennis, picnic.





SPELLING CARD:
27

/NG/ AS IN GONG (DIGRAPH)

Some sounds require two letters when we write them down. They are called "digraphs," which in Greek means: "two spellings." /ng/ is a digraph. Examples: gong, song, long.



SPELLING CARD:
30

/NG/ AS IN SKUNK (ALTERNATE SPELLING)

We can spell some sounds in more than one way. The sound /ng/ has an alternate spelling. We can spell it like this: "ng," and we can spell it like that: "n." Examples: skunk, junk, honk.



SPELLING CARD:
33

/CH/ AS IN CHICK (DIGRAPH)

Some sounds require two letters when we write them down. They are called "digraphs," which in Greek means: "two spellings." /ch/ is a digraph. Examples: chick, chop, lunch.



SPELLING CARD:
36

/SH/ AS IN SHIP (DIGRAPH)

Some sounds require two letters when we write them down. They are called "digraphs," which in Greek means: "two spellings." /sh/ is a digraph. Examples: ship, brush, wish.



SPELLING CARD:
39

/TH/ AS IN BATH (DIGRAPH)

Some sounds require two letters when we write them down. They are called "digraphs," which in Greek means: "two spellings." /th/ is a digraph. Examples: bath, math, thin.



SPELLING CARD:
42

/TH/ AS IN THIS (DIGRAPH)

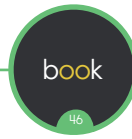
1. Some sounds require two letters when we write them down. They are called "digraphs," which in Greek means: "two spellings." /th/ is a digraph. Examples: this, that, with.
2. The spelling "th" can spell two sounds: /th/ as in bath & /θ/ as in this.



SPELLING CARD:
45

/OO/ AS IN MOON (DIGRAPH)

Some sounds require two letters when we write them down. They are called "digraphs," which in Greek means: "two spellings." /oo/ is a digraph. Examples: moon, boot, pool.



SPELLING CARD:
48

/OO/ AS IN BOOK (DIGRAPH)

1. Some sounds require two letters when we write them down. They are called "digraphs," which in Greek means: "two spellings." /oo/ is a digraph. Examples: book, look, good.
2. The spelling "oo" can spell two sounds: /oo/ as in moon & /u/ as in book.



SPELLING CARD:
51

/OU/ AS IN CLOUD (DIPHTHONG)

A phoneme that has one sound is called a "monophthong," which in Greek means "one sound." When we utter two vowel sounds in quick succession, we call that a "diphthong," which in Greek means "two sounds." /ou/ is a diphthong: /a/ + /o/ = /ou/. Examples: cloud, out, our.



SPELLING CARD:
54

/OI/ AS IN COIN (DIPHTHONG)

A phoneme that has one sound is called a "monophthong," which in Greek means "one sound." When we utter two vowel sounds in quick succession, we call that a "diphthong," which in Greek means "two sounds." /oi/ is a diphthong: /oh/ + /ee/ = /oi/. Examples: coin, oil, point.



SPELLING CARD:
57

/AW/ AS IN SAW (DIGRAPH)

Some sounds require two letters when we write them down. They are called "digraphs," which in Greek means: "two spellings." /aw/ is a digraph. Examples: saw, yawn, lawn.



SPELLING CARD:
60

/EE/ AS IN BEE (DIGRAPH)

Some sounds require two letters when we write them down. They are called "digraphs," which in Greek means: "two spellings." /ee/ is a digraph. Examples: bee, deer, feel.



SPELLING CARD:
63

/E_E/ AS IN PETE (ALTERNATE SPELLING)

We can spell some sounds in more than one way. The sound /ee/ has an alternate spelling. We can spell it like this: "ee," and we can spell it like that: "e_e." The two letters making up the /ee/ sound are not next to each other. There is a letter separating them. Examples: Pete, here.



SPELLING CARD:
66

/I_E/ AS IN PIE (DIPHTHONG)

A phoneme that has one sound is called a "monophthong," which in Greek means "one sound." When we utter two vowel sounds in quick succession, we call that a "diphthong," which in Greek means "two sounds." /ie/ is a diphthong: /ah/ + /ee/ = /ie/. Examples: pie, lie, tied.



SPELLING CARD:
69

/I_E/ AS IN BIKE (ALTERNATE SPELLING)

We can spell some sounds in more than one way. The sound /ie/ has an alternate spelling. We can spell it like this: "ie," and we can spell it like that: "i_e." The two letters making up the /ie/ sound are not next to each other. There is a letter separating them. Examples: bike, fire, smile.



toe

SPELLING CARD:
72

/OE/ AS IN TOE (DIPHTHONG)

A phoneme that has one sound is called a "monophthong," which in Greek means "one sound." When we utter two vowel sounds in quick succession, we call that a "diphthong," which in Greek means "two sounds." /oe/ is a diphthong: /oh/ + /oo/ = /oo/. Examples: toe, Joe.

bone

SPELLING CARD:
75

/O_E/ AS IN BONE (ALTERNATE SPELLING)

We can spell some sounds in more than one way. The sound /oe/ has an alternate spelling. We can spell it like this: "oe," and we can spell it like that: "o_e." The two letters making up the /oe/ sound are not next to each other. There is a letter separating them. Examples: bone, hole, joke.

rescue

SPELLING CARD:
78

/UE/ AS IN RESCUE (DIPHTHONG)

A phoneme that has one sound is called a "monophthong," which in Greek means "one sound." When we utter two vowel sounds in quick succession, we call that a "diphthong," which in Greek means "two sounds." /ue/ is a diphthong: /ee/ + /oo/ = /ue/. Example: rescue.

cube

SPELLING CARD:
81

/U_E/ AS IN CUBE (ALTERNATE SPELLING)

We can spell some sounds in more than one way. The sound /ue/ has an alternate spelling. We can spell it like this: "ue," and we can spell it like that: "u_e." The two letters making up the /ue/ sound are not next to each other. There is a letter separating them. Examples: cube, cute.

cake

SPELLING CARD:
84

/A_E/ AS IN CAKE (DIPHTHONG)

When we utter two vowel sounds in quick succession, we call that a "diphthong," which in Greek means "two sounds." /a_e/ is a diphthong: /eh/ + /ee/ = /a_e/. The two letters making up the /a_e/ sound are not next to each other. There is a letter separating them. Example: cake, bake, sale.

hammer

SPELLING CARD:
87

/ER/ AS IN HAMMER (DIGRAPH)

1. Some sounds require two letters when we write them down. They are called "digraphs," which in Greek means: "two spellings." /er/ is a digraph. Examples: hammer, her, better.
2. Demonstrate how the /r/ in better is voiced, turning into a /d/: bedder.

car

SPELLING CARD:
90

/AR/ AS IN CAR (NEW SOUND)

Examples: car, dark, smart.

corn

SPELLING CARD:
93

/OR/ AS IN CORN (NEW SOUND)

Examples: corn, or, short.

store

SPELLING CARD:
96

/ORE/ AS IN STORE (ALTERNATE SPELLING)

1. We can spell some sounds in more than one way. The sound /or/ has an alternate spelling. We can spell it like this: "or," and we can spell it like that: "ore."
2. Some sounds require three letters when we write them down. They are called "trigraphs," which in Greek means: "three spellings." /ore/ is a trigraph. Examples: store, more, snore.

acorn

SPELLING CARD:
99

/a/ AS IN acorn (ALTERNATE SPELLING)

1. We can spell some sounds in more than one way. The sound /a_e/ has an alternate spelling. We can spell it like this: "a_e," and we can spell it like that: "a." Examples: acorn, bank, later.
2. Demonstrate how the /l/ in later is voiced, turning into a /d/: lader.

A man

SPELLING CARD:
102

/A/ AS IN A MAN (ALTERNATE SPELLING)

We can spell some sounds in more than one way. The sound /a_e/ has multiple spelling patterns. We can spell it like this: "a_e," like this: "a," and like that: "A." Example: A man.

tiger

SPELLING CARD:
105

/i/ AS IN tiger (ALTERNATE SPELLING)

We can spell some sounds in more than one way. The sound /ie/ has multiple spelling patterns. We can spell it like this: "ie," like this: "i_e," and like that: "i." Examples: tiger, child, hi.

I am big

SPELLING CARD:
108

/I/ AS IN I AM BIG (ALTERNATE SPELLING)

We can spell some sounds in more than one way. The sound /ie/ has multiple spelling patterns. We can spell it like this: "ie," like this: "i_e," like this: "i," and like that: "I." Example: I am big.

taxi

SPELLING CARD:
111

/i/ AS IN taxi (ALTERNATE SPELLING)

We can spell some sounds in more than one way. The sound /ee/ has multiple spelling patterns. We can spell it like this: "ee," like this: "e_e," and like that: "i." Examples: taxi, ski, ring.

backpack

SPELLING CARD:
114

COMPOUND WORDS

We can combine two words to create one big word. Examples: backpack, popcorn, firetruck.

