

CAPIT Lesson Plan

Copyright © 2021 Capit Learning, Inc. All rights reserved. No part of this publication may be reproduced, stored in any retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

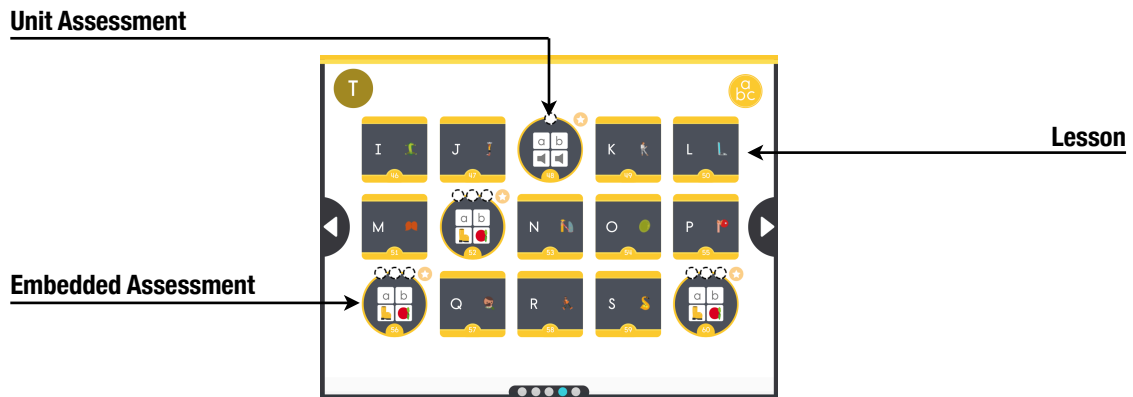
EXPLICIT AND SYSTEMATIC INSTRUCTION

The **Research and Science** is clear: Students learn to read best when they receive **explicit and systematic phonics instruction** from teachers.

CAPIT is a teacher-led curriculum. Teachers use their **Teacher Profile** to teach **CAPIT Lessons** to their entire class **every day** for about 10 minutes. Then students get on their devices and spend a minimum of **20-minutes** implementing what they learned.

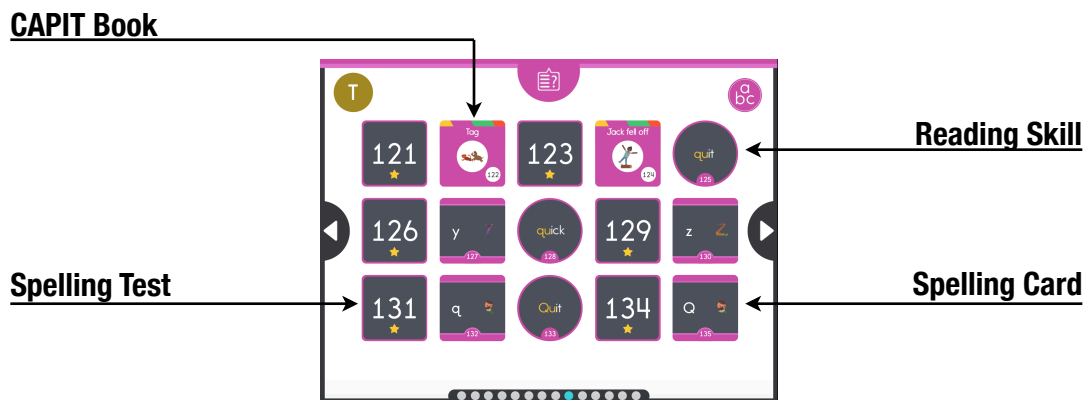
Teaching phonics with CAPIT is easy: Open the lesson, and talk your way through each interface. Show students how a **Professional** completes a **CAPIT Lesson**. Kids need to see how a pro does it. Learning to read is a lot like gym class. The basketball coach demonstrates a layup to her students. The 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 LESSON MENU

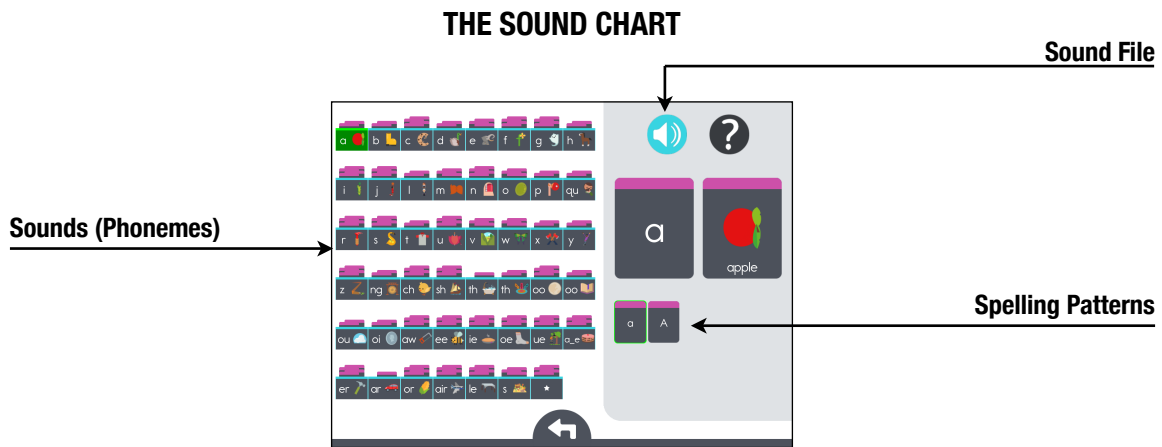


PK and Kinder Teachers teach every Lesson in **Level 1**. Remember, CAPIT is a phonics curriculum. This is your opportunity to engage your students, teach them, and evaluate them. Be sure to explain to your students how to take the **Embedded Assessment** and the **Unit Assessment**.

LEVEL 2 LESSON MENU

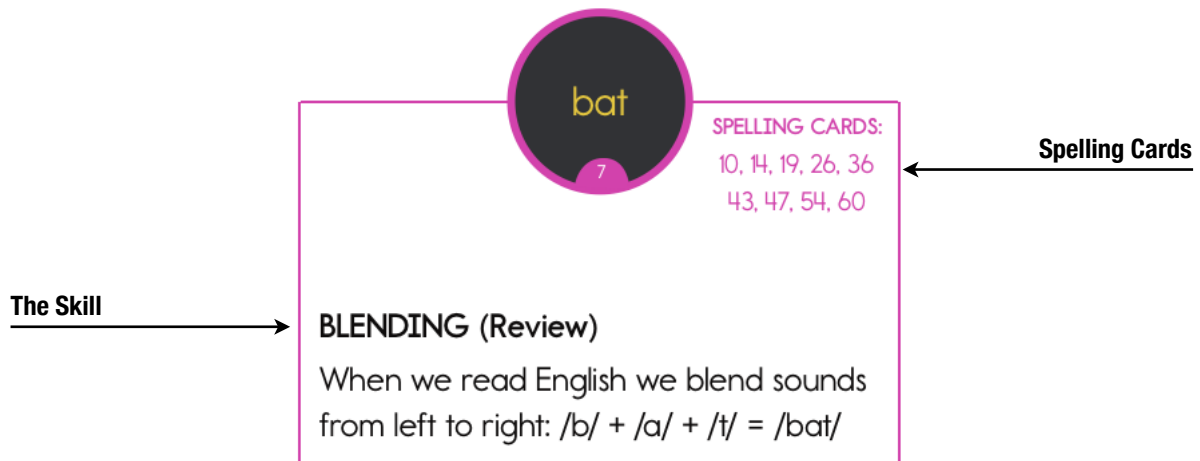


Reading Skills contain **Phonics Rules** and **Print Conventions** beginning readers need to know. Teachers should teach and discuss every **Reading Skill** using their **Teacher Profile**, as well as every **Spelling Card**. We encourage teachers to periodically teach a **Spelling Test** or read a **CAPIT Book** with the entire class.



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

READING SKILLS & SPELLING CARDS



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



LEVEL 2 READING SKILLS

Level 2

at

BLENDING (VC Words)

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

if

BLENDING (Review)

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

cat

BLENDING (CVC Words)

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

bat

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

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

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

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

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

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

SPELLING CARDS
128, 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

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

SPELLING CARD
141

UPPERCASE: NAMES

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

Dan ran

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.

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.

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!



LEVEL 2 AND LEVEL 3 READING SKILLS



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

Level 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.



LEVEL 3 READING SKILLS

gong

SPELLING CARD
25 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.

skunk

SPELLING CARD
28 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.

chick

SPELLING CARD
31 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.

ship

SPELLING CARD
34 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.

bath

SPELLING CARD
37 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.

this

SPELLING CARD
40 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 & /th/ as in this.

moon

SPELLING CARD
43 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.

book

SPELLING CARD
46 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 & /oo/ as in book.

cloud

SPELLING CARD
49 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/ + /oo/ = /ou/. Examples: cloud, out, our.

coin

SPELLING CARD
52 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.

saw

SPELLING CARD
55 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.

bee

SPELLING CARD
58 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.

Pete

SPELLING CARD
61 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.

pie

SPELLING CARD
64 66

/IE/ 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, tried.

bike

SPELLING CARD
67 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.



LEVEL 3 READING SKILLS

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.

