

## PAF Daily Lesson Sequence

1. **Review** (10 minutes)—students review previously taught phonogram cards, sight words (red words), and affixes. As each phonogram is reviewed, students respond in two ways:

- ◆ If shown the card, students say the sound aloud and “skywrite” the phonogram.
- ◆ If given the sound, students respond by repeating the sound and “skywriting” the phonogram.

2. **Introduction of New Material** —A new concept could include a phonogram, sight word (red word), spelling rule, syllabication rule, or grammatical concept.

3. **Spelling Dictation** (20–30 minutes)  
Students apply the new concept to the encoding of spoken language.

- ◆ Individual word dictations
- ◆ Sentence dictations
- ◆ Original sentence (students write their own sentence using a given word)

4. **Reading words, phrases, and sentences** (15 minutes)—Students develop fluency as they read the words and phrases from the *PAF Readers*.

5. **Reinforcement Activities**—Students engage in a variety of independent exercises and activities that reinforce the new concept.

## PAF Sample Lesson (Consonant *n*)

1. Review the previously taught consonant sounds (*c, t, d, g, s, f, m, l, h, p*) and short vowel *a*. Students must know these sounds before completing this lesson on consonant *n*.

2. Show students the Alphabet Picture card for letter *n* with the key word *nest*. Help students isolate the initial sound /n/.

Introduce the motor pattern for the letter *n* using the handwriting pages from *PAF Handwriting Program for Print*.

3. **Words to dictate:** *can, and, man, tan, fan, nap*  
**Phrases to dictate:**

a tan fan  
had a nap  
a man and a map

**Original sentence:** Use *and* and *man* in a sentence.

4. Read words and phrases from *Ready to Read*, pages 58, 60.

5. Students complete *Ready to Read*, pages 55-61.

