

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 *Stepping Up* Books.

Reading Text (30–45 minutes)—Students read phonetically-controlled text that reinforces the new concept. The *PAF* manual is coordinated with the *Merrill Readers*.

5. **Reinforcement Activities**—Students engage in a variety of independent exercises and activities that reinforce the new concept. The *PAF Teacher’s Manual* is coordinated with the *Explode The Code* series to be used during this part of the lesson.

PAF Sample Lesson (-ank, ink, -unk)

1. Review card packs for reading and spelling. The specific phonograms, sight words, and affixes depend on the individual group of students.

- * In order to complete this lesson, students should be familiar with short vowel sounds and consonant blends.

2. Introduce the sounds and key words for the *-ink, -ank, -unk* word endings using the *PAF Key Word Picture Cards*. Have students say each sound and key word while “skywriting” each phonogram

3. **Words to dictate:** *wink, pink, junk, yank, bunk*
Sentences to dictate:

My pen is out of ink.

I will dunk my hand in the sink.

The bank was pink.

Original sentence: Use *think* and *sank* in a sentence.

4. Read words and phrases from *Stepping Up in Reading Book 1* Pages 106-107.

Students read *Merrill Reader D*, pages 67-72
(Not included in this sample)

5. Students complete *Explode The Code Book 2*, page 80 (Not included in this sample)

For more information on *Explode The Code*, visit:
www.epsbooks.com/ExplodeTheCode

