SAMPLE LESSON

Phonics PLUS™

Designed Specifically for the 3 Tiers of RTI
Grades K–3

Level A: Lesson 21 (Short a)
UNIT 1  Lesson 21a

Blending Onsets and Rimes with Short a

Objective
To blend onsets and rimes in short a words

DIRECT INSTRUCTION

Teacher Note: An onset is the part of a syllable that precedes the vowel. A rime is the vowel and any consonants that follow it in a syllable. Onsets and rimes are coherent units that children can easily break apart and put back together again.

Tell children that you will say the names of parts of the body, separating the words by onset and rime. Have children identify the words you say by blending the onsets and rimes: h-and, h-ead, f-oot, l-eg, m-outh, sh-in, b-ack, and so on. Do not use two-syllable words or words that begin with vowels. Have children identify objects in the classroom in the same way.

Help the children find page 44 in their books. Directions: Say the sound of the letter in the first column. Say the sounds of the letters in the second column. Then blend them together to make a word. Finally, circle the picture for each word you make.

Identify the names and sounds of letters in the first column, and read the words in the second column. Point out that the rimes in the second column are also words by themselves. Children should recognize the Star Word at.

Help children identify the pictures (shoe, hat, boat, bat, ham, house, jam, bread, woman, man, fan, sun, fire truck, van). Model the first item, helping children blend the onset and rime. Say each new word aloud and circle the appropriate picture for each item. Have children complete the activity independently. Encourage children to orally blend the onsets and rimes and quietly say each word aloud before circling the appropriate picture for each item.

If children have difficulty blending these elements, have them use their fingers in a left-to-right sweeping motion as they say the words. They can also use color disks or other manipulatives to move from onset to rime.

DIFFERENTIATED INSTRUCTION

Challenge
Have children combine letters in the first column and other letters that they know with different rimes in the second column to create new words; for example, r-am, m-at, b-an, and so on. If children create pseudowords such as jat or han, note that these words have no real meaning but call attention to the sound-symbol relationships in the words.

Reteach and Practice, p. 19
Learning Differences, p. 53
English Language Learners, p. 24

CENTERS

Reading
Create two “clotheslines” in the Center. With a clothespin, clip a picture of a hat on one line. Label it and underline the -at. Clip a picture of a can on
**Word Families with Short a: -an, -at, -ap**

**Objectives**
- To build words with short a
- To combine onsets and rimes to build words
- To use context clues to complete sentences

**DIRECT INSTRUCTION**
- Recall how words can be divided into and built from onsets and rimes. Say combinations such as b-ark, t-an, b-ank, m-ap, and s-ag and have children identify the words by blending the onsets and rimes.
- Review the word families -at and -an. Write these word families on the board and have children practice reading them. Have children use keyword cards or manipulative letters to build at and an on their desktops.
- Help the children find page 45 in their books. Directions (top of page): Here are three word families with short a. Add letters from the blue box to these endings to make words.
- Explain that in the first part of the activity, they will build words by adding onsets to the rimes provided. Model the first item and have children work independently or in pairs to create words. When children have finished, compile a class list of words and read them all together.
- Challenge: Have children use the words in sentences.
- The second part of the activity focuses on word meaning by having children use decodable words in context. Directions (bottom of page): Look at the pictures and write the word that completes the sentence.
- Read the sentences as a class. Have children work independently to write the best word in each blank, using the pictures as a clue in each.

**Fluency**
As a follow-up, have children reread the sentences to a partner.

**Writing**
Prepare sheets with three columns. Label the columns an, at, ap. Provide picture cards for words ending with the phonograms, -an, -at, and -ap. Have children take turns choosing a picture card, identifying it, and writing its name in the appropriate column.

**Language**
Invite children to make word books. Provide strips of paper on which you have written -an, -at, or -am and smaller strips on which you have written consonants. Have children choose a word part and decide what consonants they can use to make words. Then tell them to stack the consonants in ABC order and staple them on top of the word part. Children can then fold back each consonant as they read each other’s word books.
Blending Onsets and Rimes with Short a

1. h ➜ at

2. b ➜ at

3. h ➜ am

4. j ➜ am

5. m ➜ an

6. f ➜ an

7. v ➜ an

Blend the onsets and rimes to make words, then circle the picture of each word you make.
Add letters from the blue box to the word families to create six words. Then fill in the blank with the appropriate word to complete each sentence.

1. Pam has a tan _____________.
   hat  dad  van

2. Dan has a bad _____________.
   cap  fan  pad

3. The man has a _____________.
   lap  ham  cap

Help your child find other words that end with -an, -at, or -ap.
Lesson 21
Blending Onsets and Rimes with Short a/Word Families with Short a

Student Edition pages 44–45
BLM 19

Objective
To reteach and reinforce blending of onset and rime in words with short a

Reteach and Reinforce
Write short a words (for example: hat, fan, clam) in columns on the board. Have the children supply rhymes, and write them underneath the core words. Review that the part of the word starting with the vowel and going to the end is the rhyming part of the word. It is called the rime or the word family. Determine that for cat the rime is -at. Ask the children to identify the rimes for the other two core words (-an and -am) and underline them on the board. Help the children recall that the consonant(s) at the beginning of words (before the rime) is called the onset. Point to each rhyming word and identify their onsets (h for hat; f for fan; c for clam).

Practice
Play Onset-Rime Clap. Point to the words on the board and say c-at-cat, f-an-fan, cl-am-clam, clapping your hands as you say. After you have done a few, hold up pictures or key word cards and have the children take turns with the names of the pictures.

Look around the classroom and say, “I’m looking around this room and I spy a: h-and (c-ap, b-ag, p-al, etc.). What do I spy? (hand, cap, bag, pal, etc.) A word that rhymes with hand is s-and. What is this word? (sand) Who can think of another rhyme? Say it like h-and and s-and so we can guess your word.” (b-and, l-and) Do that with a number of words. Write each word with its rhymes on the board, and underline the word families.

Repeat the concept that the word family (rime) begins with the vowel, pointing to the word families on the board. Point out that the key word for a—ant—starts with the vowel and can be the rime part of a word, with no onset. Think of rhyming words for ant and write them on the board, pointing out their onsets (pl-ant, r-ant, sl-ant). The same is true for Star Words and, an, at and the word am.

Be sure the children can read an, at, and am. Pass out two-inch square cards to each child, and have them write one of the four letters in these words on each card (a, n, t, m). You may wish to have the a written in a different color to show the importance of a vowel, which must be used in every word. Have the children put the a on their desks. Call out words, and have them place the appropriate consonant after the a. Drag out the sounds: a-a-a-n-n-n, a-a-a-m-m-m, a-a-a-t.

Have the children create more letter cards using common letters such as b, d, f, h, l, p, s, m, and r, or use the alphabet cards they already created. Help the children form the word/rime at. Now have them add a letter to make sat and then pat, pat, etc. Do the same with other words/rimes such as an and am.

Write short sentences on the board using -an, -am, and -at words plus Star Words. Have the children create new sentences using at least one word that rhymes with a word from the original sentence. Examples: Dan sat and Jan is at bat (Jan rhymes with Dan, sat rhymes with bat); Pam ran and Is Sam a fan of that man? (Pam rhymes with Sam, ran rhymes with fan and man).
Have the children create short a word family cards on two-inch square cards. Suggest rimes such as -an, -am, -at, -ad, and -ack, and ask the children for other suggestions.

Here are some games to practice blending onset and rime:

• On a generic game board (any design) write rimes on the spaces (examples include: -at, -an, -am, -ad). Use one set of alphabet cards, and separate the consonant cards to use. Have the first child move to the first space on the board and pick a card. The child blends the consonant with the rime and if he or she can make a real word, he or she gets a point and moves ahead one space. Each child plays to a desired number of points (the children may need to move through the board a second time).

• The children pick three rime cards and four consonant cards each. See how many words each one can make and write down. This may be played in pairs with the children taking turns being the scribe.

**APPLY**

Distribute BLM 19 and identify the pictures: pan, hand, jam, ram, sand, hat, fan.

**Directions:**
Say the names of the pictures at the top of the page. Write the initial letter in front of the rime to spell the name of the picture.
At the bottom of the page, the initial letter is there. Use the rimes -at, -an, -am, or -and to complete the names of the pictures.
Write the beginning letter in front of the rime to spell the name of the picture.

1. ____________
   __an

2. ____________
   __and

3. ____________
   __am

Use the rimes to spell the names of the pictures.

- and  - am  - an  - at

4. ____________
   __r

5. ____________
   __s

6. ____________
   __h

7. ____________
   __f
LESSONS 21a and 21b
Blending Onsets and Rimes with Short a
Word Families with Short a: -an, -at, -ap

Student Edition pages 44–45
No BLMs

This lesson requires no changes when working with children with learning differences. Use the Phonics Plus A core instruction and materials.
UNIT 1

Lesson 21a
Blending Onsets and Rimes with Short a
Student Edition page 44

Assessment Quick Check
Can the children blend onsets and rimes with short a?

Objective
To blend onsets and rimes in short a words

Teaching Points
The children may not know the names of the items pictured on the activity sheet and therefore may have trouble completing the activity independently. Ask them to name the items they recognize and check for accuracy. For unknown objects, ask the children if they know the name of the object in their native language. Then, provide the name in English (prolonging the target sound) and ask the children to repeat with you.

Once the children can remember the names of new objects, ask them to complete “Blending Onsets and Rimes with Short a” activity individually or in pairs.

Pay special attention to any nonsense words that the children create in the follow-up activity as they may not be able to tell the difference between what is an English word and what is not.

Picture Glossary Words
(no new words)
LESSON 21b
Word Families with Short a: -an, -at, -ap

Student Edition page 45

ASSESSMENT QUICK CHECK
Can the children build words with short a?
Can the children add onsets and rimes to build words?
Can the children use context clues to complete sentences?

Objectives
To build words with short a
To add onsets and rimes to build words
To use context clues to complete sentences

TEACHING POINTS
Modify activity by providing the children with possible onsets to help them build words with the given rimes. For example, r, p, m, s, etc. Discuss any nonsense words that the children create.

For the second part of the activity (using picture cues to complete the sentence), pair English language learners with native English speakers.

Picture Glossary Words
(no new words)