SAMPLE LESSON

PhonicsPLUS™

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

Level A: Lesson 22 (Short a)
Spelling Short a Words

Objectives
To sequence phonemes in spelling words
To spell words with short a

DIRECT INSTRUCTION

Teacher Note: Spelling involves sequencing phonemes, an important component of phonemic awareness.

- Write the word fan on the board and draw three boxes under the word, one for each phoneme. Point to each letter in order and prolong the sound to establish letter-sound relationships, then blend them to form the word fan. Write the letters f-a-n in the three boxes, then blend the sounds to make the word fan. Have children take turns coming to the board to write the letters as you say the three sounds. Follow the same procedure with other short a words: mat, ram, van, and lad.

- Tell the children that you are going to say three sounds in sequence and have them blend the phonemes and identify the words you say:
  - /r/ /a/ /t/ (rat)
  - /s/ /a/ /m/ (Sam)
  - /n/ /a/ /p/ (nap)
  - /r/ /a/ /n/ (ran)

- Draw several sets of three boxes on the board and have children take turns coming up to the board, filling in the boxes, and blending the sounds to make words as you say the phonemes.

- Help the children find page 46 in their books. Directions: Say each picture's name. Say the three sounds that make up each word and then spell the word. Remember, each word has the letter a in the middle.

- Help children identify the pictures (hat, bag, jam, ram, fan, pan, cap, mat). Tell children that each word has three sounds.

- Explain that children should say the name of each object, then say the three separate sounds in each word. Finally, they should write the letters to spell the word. Model the first two items, then have children complete the activity independently. Encourage children to quietly read and sound out the words aloud as they work.

DIRECTIONS: Say each picture's name. Say the three sounds that make up each word and then spell the word. Remember, each word has the letter a in the middle.

DIFFERENTIATED INSTRUCTION

Reteach and Practice, p. 20
Learning Differences, p. 53
English Language Learners, p. 25

CENTERS

Reading
Prepare a game board with boxes along the perimeter of a sheet of paper. Label the first box Start and the last box Finish. Write a short a
Building Short \(a\) Words

**Objective**
To build short \(a\) words

**DIRECT INSTRUCTION**

- Distribute five or six letter cards to each child. Include the commonly used consonant letters such as \(t\), \(m\), \(n\), \(b\), \(r\), and \(s\) along with the vowel \(a\). Do not distribute any other vowels. Have children work in pairs or small groups to build as many words as they can with the cards. List the words they create on the board and read them as a class. If children create nonsense words (such as \(nas\) and \(rab\)), write their suggestions, sound out the word, and explain that it has no meaning.

- Help the children find page 47 in their books. **Directions:** Name all the letters on the keyboard. Use the red letters to build six short \(a\) words.

- Read through the letters on the computer keyboard. Explain to children that the red letters are the only ones they should use in this activity. Model building one word (\(bat\)) for the class.

- Children can complete the activity individually or in small groups. Allow adequate time for children to write words built from the six letters. Possible answers include \(an\), \(at\), \(as\), \(bat(s)\), \(ant(s)\), \(sat\), \(ban(s)\), \(tan(s)\), \(pan(s)\), \(Nat\), \(Stan\), \(stab\), \(tab(s)\), \(pat(s)\), \(sap(s)\), and \(nab(s)\). Write the words on the board and read them as a class.

**Vocabulary**

Discuss the meaning of the words that the children make.

**Computer Connection**

Have children type the words they make on a computer.

**Challenge**

Add other letters such as \(c\) and \(l\), and have children build additional words. Have teams of children compete to see who can make the most words.

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**Writing**

Invite children to make “short \(a\) headbands.” Provide paper strips, tape, and crayons or markers. Write \(-at\), \(-an\), \(-am\), \(-ap\), and \(-ag\) on cards and place them in a bag. Have each child choose a card from the bag. Children write all the words they can think of with their chosen phonogram on their strip. Children may need help taping or stapling their headbands to fit.

**Language**

Make sets of “phones” by attaching two paper cups with a length of string. Provide each pair of children with phones and a set of words with short \(a\). Have one child choose a word and say its name into the “phone.” The partner responds by using the word in a sentence. Children take turns until they have used all of their words.
Spelling Short a Words

1. hat

2. 

3. 

4. 

5. 

6. 

7. 

8. 

22a Spell each short a word.
Building Short a Words

Name ____________________________

Use the red letters and other consonants to build additional words with your child.

1 2 3 4 5 6 7 8 9 0
q w e r t y u i o p
a s d f g h j k l
z x c v b n m

--- bat ---

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Lessons 22–24
Spelling and Building Short a Words/Short a Word Wall/
Expository Text

Student Edition pages 46–51
BLMs 20 and 21

Objectives
To reteach and reinforce segmenting individual sounds of words
To build, spell, and decode short a words
To comprehend meaning in simple sentences
To reinforce the distinction between narrative and expository text

RETEACH AND REINFORCE
Reinforce with the children that words can be divided into onset and rime (c-at, b-ag, tr-ap, etc.). Words can also be broken into each one of their sounds, also called phonemes (c-a-t, b-a-g, t-r-a-p, etc.).

Play Can You Guess This Word? Say words sound by sound (s-a-d, b-a-t, f-l-a-g, etc.) and see if the children can figure out the words. Then have them try it for you or other classmates to guess.

Draw three or four empty squares on the board horizontally. As you say a word sound by sound, point to a square for each sound you say. Say a short a word like map. Have the children say the first sound as you write that letter in the first square. Continue sound by sound. Do this with several other words (lad, rap, tag, crab, grab) to show that words may have different numbers of sounds.

PRACTICE
Have the children take out the two-inch square letter cards they made in Lesson 21; they may need to make additional cards to supplement their letters, or use the letter cards they created in Lessons 1 and 4. Call out a word, dragging out sounds, and have the children build it around the a. Do this with many words (examples: ban, bad, mad, sap, cap, can, fast, fan, ram, nap, had). Have the children take turns at the board writing the words and drawing out the sounds as they write.

Help the children see what they need to do to change words to new ones. Do they need to add a letter, remove a letter, change a letter at the beginning, at the end, both? Write ban on the board and change it to can by erasing the b and replacing it with c. Other examples include: bag to band, bang; had to sad, hand, hang.

Make a Word Wall of all the short a words you can think of together, including the appropriate Star Words. Have the children practice reading the words with a partner.

Have the children take out the Star Words a, the, in, is, and here, in addition to the short a key word cards ant, cat, hat, and van. Dictate a sentence for them to build, then write it on the board (Examples: The ant is in here. Is the hat here? The cat is in the van.) Remind the children that capital letters begin sentences and proper punctuation marks end them. Do a few together, then have the children try to come up with other sentences by using other short a words.
To achieve fluency, struggling readers need to have multiple opportunities to practice reading these words in context. The activity sheets for “Ar-A-Rat” (Lesson 20), “Ask Nat the Cat” (Lesson 23), and “Cats” (Lesson 24) offer opportunities for practice.

**APPLY**

Distribute BLMs 20 and 21. BLM 20 asks the children to spell words first by onset and rime, then sound by sound. Be sure to identify the pictures together: cat, rat, bat, pan, bag, map. After reviewing the pictures in the first column, do the first word in the second column together, emphasizing each sound. Remind the children that all these words have three sounds—a beginning, middle, and end—and that in this part of the exercise, both the beginning and ending sounds will change. The bottom part of the page presents the children with simple phrases of short a words.

**BLM 20 Directions:**

All of the words in the first column rhyme. Look at the pictures in the first column and write the words on the lines next to their pictures.

Look at the pictures in the second column. These pictures share a middle sound with the words alongside, but the beginning and ending sounds are different. Change the beginning and ending sounds, and write the new words on the lines next to their pictures.

At the bottom of the page draw pictures of each of the phrases.

**BLM 21** allows the children to practice reading short a words in simple sentences. You may wish to do choral reading of the text to build fluency. Remind the children about the proper use of question marks. (If needed, review by passing out two notecards to each child, and have them write a question mark on one and a fat period on the other. Ask some questions and make some statements. Have the children hold up the question-mark cards after the questions and the period cards after the statements.)

Some of the BLM 21 comprehension questions ask the children to make simple inferences, so have the children explain their answers. Show them, for example, that the story says that Dan is Sam’s pal, so the answer to the question: “Is Sam mad at Dan?” is “No.” Even though the story does not specifically say that Sam is not mad at Dan, we know the answer is no because they’re pals and they are smiling in the picture.

**BLM 21 Directions:**

Look at the picture and read the story. Then read the questions and circle the thumbs-up if the answer is yes or the thumbs-down if the answer is no.

After the children have completed BLMs 20 and 21, review the difference between narrative text, which tells a story, and expository text, which gives factual information. Recall that the text they read about cats in their student books is expository text because it presents factual information. If the BLM 21 story about Sam at bat had been expository, it might have given information about how to play baseball or the history of baseball. Brainstorm some other things an expository story about baseball could include. Try writing a simple, short expository paragraph with the children about some aspect of baseball that they have talked about, and compare it to the story on BLM 21.

Reinforce with the children that when you are reading something that gives you information, it helps to think about what you already know about the subject, then what you would like to learn more about. Thinking about questions you would like answered helps you pay attention to what you are reading.
Look at the pictures in the first column and write the rhyming words on the lines. Look at the pictures in the second column. The beginning and the ending sounds change. Write the word for each picture.

1. cat
2. at
3. at
4. a
5. a
6. a

Draw a picture of:

a fat cat

a fast bat
Circle the ☑ if the answer is yes or the ☐ if the answer is no.

At Bat

Sam has a pal. The pal is Dan. Sam is at bat.

She has on a cap. Dan is on the bag.

Dan ran. Dan ran fast.

Dad is a fan for Sam and Dan. Dad can clap. Dad has a cat. The cat had a nap.

1. Is Sam at bat? ☑ ☐
2. Is Dan fast? ☑ ☐
3. Can the cat nap? ☑ ☐
4. Can Dad clap for Sam and Dan? ☑ ☐
5. Is Sam mad at Dan? ☑ ☐
Lesson 22a
Spelling Short a Words

Student Edition page 46
No BLMs

Objectives
To sequence phonemes in spelling words
To spell words with short a
To practice sound blending
To introduce the finger-spelling technique

Teacher Note: In order for children to be proficient spellers, they must be able to isolate, segment, and blend sounds, and identify sound-symbol relationships.

Prepare: Sound Blending
Say: I am going to say three sounds. You must put the sounds together and tell me the word. For example, if I say /b/ /a/ /t/, you say bat. You only need your ears, so listen closely!

Teacher Note: The longer the time between sounds, the more difficult it is for children to blend them to make words. Vary the time in between sounds, depending on the child’s skill level. Practicing this skill will not only increase phonemic awareness, but also build working memory skills.

Dictate the following sounds:
1. /h/ /æ/ /t/ = hat
2. /t/ /æ/ /m/ = ram
3. /c/ /æ/ /p/ = cap
4. /b/ /æ/ /g/ = bag
5. /f/ /æ/ /n/ = fan
6. /m/ /æ/ /t/ = mat
7. /j/ /æ/ /n/ = jam
8. /p/ /æ/ /m/ = pan
9. /l/ /æ/ /p/ = lap
10. /s/ /æ/ /t/ = sat
11. /j/ /æ/ /k/ = Jack
12. /t/ /æ/ /g/ = tag
13. /t/ /æ/ /k/ = rack
14. /s/ /æ/ /m/ = Sam
15. /t/ /æ/ /p/ = tap

Ask: “Did you hear any words that rhyme?”

Teach
Say: We are going to learn to spell using our hands. We will use our fingers to hold sounds—that way we will not forget any! Watch closely.
UNIT 1

Post the following list in the classroom:

1. Listen to the word.
2. Catch the word.
3. Count the syllables.
4. Isolate the sounds on your fingers (left to right).
5. Name the sounds on your fingers (point).
6. Write the word. Say each letter as you write.
7. Reread the word.

Model the steps using the word *bat*; ask a child to “throw” you the word *bat*, then continue through the steps.

**Say/Model/Think Aloud:** First, I listened to the word. Then, I caught the word in my left hand, since I am right-handed. Now I need to count the syllables. (Tap your left shoulder with your right hand.) There is one syllable. The word is still in my left hand. Now I need to separate the sounds, just like I do when I use magnets, /b/ (lift left thumb), /ɑ/ (lift left index finger), /t/ (lift left middle finger). I keep those three fingers up and the other two fingers down, because there are only three sounds in this word: /b/ /ɑ/ /t/. Next, I need to name the letters that go with the sounds. (Point to your thumb while saying *b*. Point to your index finger while saying *a*. Point to your middle finger while saying *t*.) Now I’ll write the word, but I am careful to keep my fingers out, in case I forget a letter and need to go back. (Write *b* and say *b* simultaneously. Pretend to forget *a*, and look at your index finger to remember. Write *a* and say *a* simultaneously. Write *t* and say *t* simultaneously.) Now I need to say the word. *Bat.* Wow— that was easy! When I got forgot where I was, I was able to go back to my fingers to figure it out.

Dictate the following words to complete as a class: *hat, pan, tap, ram.*

Here are some points you may need to remind the children of while finger-spelling:

- “Hold” the letters in your non-dominant hand.
- If you are right-handed, use your left hand to finger-spell, with your palm facing toward you.
- If you are left-handed, use your right hand to finger-spell, with your palm facing away from you.

**APPLY**

Dictate the following words for the children to complete independently (on a separate piece of paper): *bag, cat, gel, hum, lad, mat, nap, pan, rat, sap, san, van, wag, yam, mad.*

These exercises will help you assess spelling abilities—both the written output and the ability to sequence and complete the steps.

Use this technique to complete all phonetic spelling tasks.
Lesson 22b

Building Short a Words

Student Edition page 47
No BLMs

Objectives
To practice sound blending
To build short a words

Teacher Note: Initially, only use real, phonetically-controlled words; it is important to create predictable spelling patterns for children early on.

Prepare: Sound Blending
Dictate the following sounds:
1. /p/ /a/ /l/ = pal
2. /m/ /a/ /t/ = mat
3. /t/ /a/ /k/ = tack
4. /l/ /a/ /g/ = tag
5. /t/ /a/ /k/ = rack
6. /r/ /a/ /n/ = van
7. /s/ /a/ /p/ = sap
8. /n/ /a/ /p/ = nap

Review the finger-spelling steps. Dictate the following words for the children to spell: ban, tan, sap, ram, rag, fad.

Teach: Peer Activity
Write a on the board. Tell the children to take out the following consonant cards: t, m, n, b, s, r. Group the children in pairs.

Have one child use the consonant sound cards to build a word using the a that was given on the board. Have the other child write the word on a piece of paper. Have the children then discuss if word is “real.” Ask them to check with you if they can’t decide.

Have the children take turns creating and writing. If time allows, add additional consonants and vowels.

Apply
Ask each group to read their list of words. Make a class list on chart paper or posterboard. Ask the children to add new words to their word book.
Lesson 22a
Spelling Short a Words
Student Edition page 46

Assessment Quick Check
Can the children sequence phonemes in spelling words with short a?

Objectives
To sequence phonemes in spelling words
To spell words with short a

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 “Spelling Short a Words” activity individually or in pairs.

Picture Glossary Words
mat jam pan

Lesson 22b
Building Short a Words
Student Edition page 47

Assessment Quick Check
Can the children build words with short a?

Objective
To build short a words

Teaching Points
Pair English language learners with native English speakers to complete the activity. Ask the pairs to draw a picture of each word they create to help English language learners make the meaning of the words.

Picture Glossary Words
(no new words)
From the Picture Glossary

- mask
- mat
- match
- maze
- melt
- milk
I
ink

J
jam

jeep

jelly

jet

jug
From the Picture Glossary

pail  paint
pan  paper
patch  peach