SAMPLE LESSON

Phonics PLUS™

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

Level A: Lesson 25 (Short a)
UNIT 1 Lesson 25a

Review Star Words: yes, no, here, said, was

Objectives
To review the Star Words yes, no, here, said, and was
To use context clues

DIRECT INSTRUCTION

● Write the words yes, no, here, said, and was on the board and have children read each word as you point to it.

● On the board, write the sentence, “Come here,” __________, the teacher, and read it to the class. Explain that readers can sometimes figure out what a word should be if they know all the other words in a sentence. Have children suggest what word is missing. Do the same with other sentences such as:

1. The cat ________ sad.


3. Dan said, “_________ I can.”

4. Sam said, “_________ I have to go.”

5. “_________ is the mat,” said Jack.

● Read the sentences with the class and have children suggest the missing words.

● Help the children find page 52 in their books. Directions: Read the Star Words at the top of the page. Then read the sentences. Circle the word that is missing in each sentence and write the word on the line.

● Model the first item for the class. Have children complete the activity independently.

Fluency
Have pairs of children read the sentences to each other for fluency practice.

DIFFERENTIATED INSTRUCTION

Reteach and Practice, p. 22
Learning Differences, p. 59
English Language Learners, p. 29

CENTERS

Reading
Make copies of a page from a newspaper or magazine article or a page from a textbook, and give each child a page. Display the Star Words
Lesson 25b

Star Words: they, were, see, what

Objective
To recognize the Star Words they, were, see, and what

DIRECT INSTRUCTION

- Write the Star Words they, were, see, and what on the board and read each word as you point to it. Note that these are new Star Words that children will see over and over in their reading and use often in their writing.

- Point to each word and have children read it with you. Invite children to take turns coming to the board to point to the word that you say.

- Help the children find page 53 in their books. Directions (1-4): Read the four Star Words at the top of the page. Then circle the Star Word that is used twice in each line and write it in the blank.

- Have children read the four Star Words again while pointing to each. Model number 1 for the class and have children complete this activity independently.

- Write the title “Tan and Dad” on the board and read it with the children. Note that and is a Star Word.

Directions (story): Read the sentences and circle the Star Words they, were, see, and what.

- Preview the rebus symbols used in the story (farm, cow, pig, horse, happy). Have children read the story to a partner. Monitor their reading closely, providing assistance and support as needed.

- Add the words they, were, has, and what to the Star Word Wall in your classroom.

Fluency

Have children read the story to a partner several times for fluency practice.

Writing

Display the Star Words yes, no, here, said, was, they, were, see, and what. Have each child find and circle the Star Words they find on their page. When they have finished, have children count how many Star Words appeared on each page.

- Create several sentence strips with cloze sentences that include Star Words and rebuses, such as They ______ a (cat); The [boy] ______ (said); or ______ is the (book). Have children choose the Star Word that completes each sentence and write it on the sentence strip.

Language

Provide a spinner numbered 1-9. Create a list of the Star Words yes, no, here, said, was, they, were, see, and what and number the words 1-7. Invite children to take turns spinning, finding the word that matches the number landed on, and reading it aloud. Then have the children use the word in a sentence.
Review Star Words

yes  no  here  said  was

1. The cat ____________ sad.


3. Dan said, “__________ I can.”

4. Sam said, “__________, I have to go.”

5. “__________ is the mat,” said Jack.

Help your child find these Star Words in magazines or newspapers.

25a Read the Star Words at the top of the page, then fill in the missing Star Word in each sentence.
Tan and Dad

Tan and Dad were on a .

What can Tan see? What can Dad see?

“I can see a . I can see a ,” said Tan.

“I can see a ,” said Dad. They were .
UNIT 1

Lesson 25

Review Star Words

Student Edition pages 52–53
BLM 22

Objectives
To reinforce Star Words yes, no, here, said, was, they, were, see, and what
To read simple sentences containing Star Words
To use context to determine which Star Words to use in sentences

RETEACH AND REINFORCE
Add they, were, see, and what to the Star Word Wall. Refer to the words when they are used throughout the school day (say, “That’s one of our Star Words” and have the children repeat the word). Stress that when writing, the children should always refer to the Word Wall if they are unsure of how to spell one of the Star Words. Make sure the wall is visually accessible.

Reinforce the main reason for learning these words: they occur so frequently in writing, they should be automatic to read. Because most of the Star Words do not sound the way they are spelled, it is necessary to learn them rather than sounding them out. The more frequently the children read and write these words, the more automatic they will become.

Reiterate the value of using context as a tool for identifying the words. Write sentences on the board like: _______ like the movies/_________ is this? We _________ a dog. Ask the children to fill in the blanks with the correct Star Word. Show how the other words in the sentence help tell which Star Word to choose.

Write two or three Star Words on the board at a time. As you point to each word, have the children say the word, chant the spelling, then say the word again.

Write all eight words on the board. Have the children number a piece of paper from one through eight. Say, “I’m thinking of a word that might fit in this sentence: I live (blank)” or “I’m thinking of a word that has four letters and rhymes with bed” or “. . . starts with the same sound as we.” Have the children write the words and then read them back. Do this each day for five minutes.

PRACTICE
If they have not already done so, have the children make word cards decorated with stars for each Star Word. Also direct the children to make personal word boxes or word banks to store their cards.

Have the children play Go Fish and other games described in earlier lessons.

When reading Big Books to the class, have the children read the Star Words when you point to them.

APPLY
Distribute BLM 22. Be sure the children trace the existing letter(s) on each line so they are writing the full words. You may wish to do the first one together.

Directions:
Look at the Star Words at the top of the page. Then fill in the blanks below with the correct Star Words, in alphabetical order. The first letter of each word is written for you. Trace over it and finish the word, then write the whole word. Say the word to yourself as you write it.
Write the Star Words on the lines in the order of the alphabet. Trace over and finish the words. Say the words to yourself as you write them.

yes ★ no ★ here ★ said ★ was ★ they ★ were ★ see ★ what

h _______ _______

n _______ _______

s _______ _______

s _______ _______

th _______ _______

wa _______ _______

we _______ _______

wh _______ _______

y _______ _______
LESSONS 25a and 25b
Review Star Words
Star Words
Student Edition page 52–53
BLM 79
This lesson requires some modification when working with children with learning differences. Use the strategies on page xii to learn and review the Star Words from these lessons: yes, no, here, said, was, they, were, see, and what.
Modifications for Children with Learning Differences
Many children, regardless of their learning profile, can benefit from the following modifications and adaptations. In a classroom with a variety of learners, you may frequently find the need to modify instructional material. Of course, modifications presented here and in the lessons of this guide should be implemented at your discretion, using the ones most useful to your students. As you work more and more with your students, you will learn which modifications work best for them.

Because of the special needs of at-risk readers, many lessons will incorporate additional objectives, with accompanying instruction and exercises. These will often include exercises in phonemic awareness and phonological processing, as these are crucial skills for beginning readers. The main objectives are as stated in the core Teacher’s Guide.

You will find the Differentiated Instruction Guide presents lessons in a sequence that is different from the core materials. At Lesson 8, the Guide begins to focus on paired voiced and unvoiced sounds, an effective method for struggling readers and readers with different learning styles. It is suggested that you follow the sequence of the Differentiated Instruction Guide, using prescribed student pages from the Phonics Plus workbook. All necessary materials for each lesson are noted in the Guide. During this time, if you are teaching in a general or inclusion classroom, some students will be learning different skills. This break with the core sequence will help students with learning differences master these crucial beginning concepts. Note that the break in sequence is only temporary—the books realign at Lesson 20.

Please also note that some lessons in the core materials may prove too challenging for some students. This Guide either modifies these lessons for LD students or suggests an alternate lesson or activity. Students with learning differences will be using the core student book for most lessons, but the blackline masters will also prove especially useful for them, as these pages provide extra or alternative practice with tricky concepts.

Modifying General Instruction
- Establish daily routines.
- Use visual aids and graphic organizers.
- Post commonly misspelled words.
- Always assess and build upon students’ prior knowledge.
- Include multisensory approaches to all lessons.
- Use manipulatives to make lessons more “hands-on.”
- Take short, frequent breaks, and incorporate physical activity if possible.
- Stress accuracy over speed.
- Pair proficient students with less proficient students.
- Integrate cooperative learning.
- Review, review, review.
Modifying Directions
Give simple, concise directions.
Speak slowly.
Repeat directions.
Give multi-step directions one at a time.
Ask a student to repeat the directions.
Write directions on the board as you read them aloud.
Post frequently-used directions in the classroom.

Modifying Interaction
Obtain students’ hearing histories and screening results, as hearing greatly affects the acquisition of language skills.
Allow adequate time for children to process questions and formulate responses.
Give children a “heads up” (“I am going to call on you next, so try to be ready.”).
Provide secret signals for students who need them (touch your ear before calling on him or her).
Give preferential seating to children with vision, hearing, or attention issues.

Modifying Assessment
Assess and record student progress daily.
Create a system that works for you (clipboard, index cards, charts, or sticky notes).
Keep children’s work arranged chronologically.
At the end of each lesson, spend 5–7 minutes reviewing. Have students reteach the lesson to the rest of the class.
Every 7–8 lessons, create a mini-assessment to track student progress; this way unit tests will not be daunting, and assessments will be normalized.
Create review packets of extra activity pages.
Do not assign worksheets if students do not understand a concept. Instead, review other material and reteach the concept the next day.

Modifying Handwriting Instruction
Teach handwriting directly. For many children with learning differences, it is not an innate skill.
Teach copying skills directly.
Provide lined paper of various sizes for children to chose from.
Provide a variety of pencils (mechanical, thick, short, with grips., etc.).
Provide an area in the classroom to practice handwriting (chalkboard, whiteboard, or tactile surfaces).
Tape manuscript strips on desks.
Skywrite.
Have children say letters aloud as they write them.
Have children skip lines on narrow-ruled paper.
Introduce typing as early as possible.
LESSON 25a
Review Star Words
Student Edition page 52

ASSESSMENT QUICK CHECK
Can the children use context clues to figure out a missing word in a sentence?

Objectives
To review Star Words come, here, said, and was
To use context clues

TEACHING POINTS
Pair English language learners with native English speakers to complete the activity. Or, have small heterogeneous groups of the children (that is, those with different levels of English proficiency and different first languages) complete the activity with the teacher’s support.

Picture Glossary Words
(no new words)

LESSON 25b
Star Words
Student Edition page 53

ASSESSMENT QUICK CHECK
Can the children recognize Star Words they, are, and has?

Objective
To recognize Star Words they, are, and has

TEACHING POINTS
Provide the children with additional opportunities to read and comprehend the story “Tan and Dad.” After the children complete the activity, ask them to draw a picture (or a series of pictures) representing what happens in the story. When they have finished their drawing(s), ask them to retell the story in their own words. Encourage them to use the new Star Words as they do.

Picture Glossary Words
(no new words)