SAMPLE LESSON

Phonics PLUS™

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

Level K: Lesson 38
UNIT 2 Lesson 38a

Blending Onsets and Rimes with Short a

Objectives
To blend onsets and rimes with short a
To recognize words in phrases

DIRECT INSTRUCTION

Teacher Note: An onset is the part of a syllable that precedes the vowel. A rime is the vowel and any consonant that follows it in a syllable. Onsets and rimes are coherent units that children can break apart and put back together again. Learning how to break words into onsets and rimes gives children another tool for decoding words.

- Write the words at and and on the board and have the children read the words. Recall that these are Star Words that the children have learned to recognize.
- Tell the children that at and and are words they know but they can be part of larger words as well. Write s-at on the board and have the children identify the letter s, the sound /s/, and the Star Word at. Point to the s while prolonging the sound and, with a left-to-right sweep of the hand, pronounce the sound combination s-at. Ask the children to say the word as you move your hand.
- Follow the same procedure for the word sand: i.e., write the letter s and the word and, sweeping with a left-to-right motion while saying s-and combination. Have the children say the word.
- Write the word at and follow the same procedure with the letter c. Ask the children to recognize the word cat.
- Say some familiar one-syllable words and ask the children to identify the onsets and rimes in these words: r-at, b-at, s-at, m-at, and so on.
- Help the children find page 78 in their books. Directions: Say the name of the letter in the first column. Add at or and. Blend them together and say the word that the sounds make. Circle the picture for the word you make.
- Help the children identify the pictures (bat, rabbit, dog, cat, top, rat, sand, book, land, cat, fire truck, band). Model item 1 for the class, then have the children work independently to complete the activity. Encourage the children to say the sounds aloud as they blend the words.

DIFFERENTIATED INSTRUCTION

Literature Connection
Share books such as The Cat in the Hat by Dr. Seuss and Cat on the Mat by Brian Wildsmith. Focus attention on rhyming elements in these books and have the children identify words that include the phonogram -at and Star Words that they encounter in the text.

Reinforce/Reteach
For extra practice, use two adjoining boxes and have the children move their fingers or place markers in each box for each part of the word that they blend.

Centers

Alphabet
Provide magnetic letters, tiles, or other manipulative forms of letters for the children to use to build words in the -at family.

Blending Onsets and Rimes with Short a

1. b → at
2. c → at
3. r → at
4. s → and
5. l → and
6. b → and

Say the name of the letter in the first column. Add at or and to make a word. Circle the picture for the word you make.
Lesson 38b

Word Family -at

Objective
To build words using the word family -at

DIRECT INSTRUCTION

Teacher Note: Word families, or phonograms, are spelling patterns that use high-frequency rimes. Adding single letters to word families allows children to create new words (as in bat, cat, fat, rat, sat, and so on). Working with word families helps children develop phonics understanding and independence in decoding.

- Write the Star Word at on the board and have the children read the word as you point to it. Add the initial consonant c and have the children read the new word.
- Repeat this process with -at and the initial consonant s. Emphasize the individual and blended onset and rime as you sweep your hand left-to-right across each word. Follow the same procedure with -at and initial f, b, m, and r.
- Point out that all the words on the board rhyme. Have children suggest other words that rhyme with the words on the board (hat, that, pat, vat, brat, flat, that, and so on). Have the children make up sentences using these words.
- Follow the same procedure with the phonogram -an to create words like tan, can, fan, man, and ran.
- Help the children find page 79 in their books.

Directions: Circle the picture for each word. Then use the letters f and s to make two new words at the bottom of the page. Draw a picture for each new word.

Help children identify the pictures (bat, glove, dog, mat, cat, rat). Have the children work independently to add initial letters and identify the objects in the pictures. Help them add the letters f and s to the word family -at, then have them work independently to draw pictures to illustrate the words they made.

Language

Give the children cards with the Star Words at and and. Have them add initial sounds to make new words: sat, bat, fat, cat, for example, or hand, sand, land. Make a list of these words for the children to read to each other in pairs.

Art/Writing

Have the children identify their favorite member of the -at family and draw a picture of it. The children can dictate a caption or title for the picture, which can then be transcribed.

English Language Learners

Many learners have difficulty in pronouncing short a, pronouncing it with a broad a sound. Help these learners by providing a mirror so they can see the wider shape their mouths must make in order to pronounce short a.

Word Families

- at
- an
- an
### Blending Onsets and Rimes with Short a

1. b → at

2. c → at

3. r → at

4. s → and

5. l → and

6. b → and

**Have your child show and tell you how to blend the letters to make the words on this page.**

**Say the name of the letter in the first column. Add *at* or *and* to make a word. Circle the picture for the word you make.**
**Word Family -at**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bat</td>
<td><img src="image" alt="Bat" /></td>
<td><img src="image" alt="Baseball Glove" /></td>
</tr>
<tr>
<td>2. mat</td>
<td><img src="image" alt="Dog" /></td>
<td><img src="image" alt="Welcome Mat" /></td>
</tr>
<tr>
<td>3. rat</td>
<td><img src="image" alt="Cat" /></td>
<td><img src="image" alt="Mouse" /></td>
</tr>
</tbody>
</table>

Circle the picture for each word. Then write the letters f and s to make two new words at the bottom of the page. Draw a picture for each new word.