Phonics for Reading®

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SAMPLE LESSON

Unit 1, Lesson 1





OBJECTIVES:

• to read and spell words containing **a** and **i**

Say Sounds

A. PHONEMIC AWARENESS

Blending Sounds in Short Words

Note: When presenting a word, say continuous sounds for 1–2 seconds and stop sounds for an instant. Don't stop between sounds.

- 1. Open your book to Lesson 1, page 2.
- 2. Being able to hear and manipulate sounds and parts in words is an important skill needed for reading and spelling. We will practice this skill at the beginning of each lesson.
- **3**. Let's blend sounds into words. I will say a word slowly. Then you will say the word.
- 4. Listen. Say sat slowly. /sss/aaa/t/ What word? sat
- **5**. Repeat Step 4 with the following words.

/fff/iii/t/ fit /mmm/aaa/nnn/ man /sss/aaa/mmm/ Sam /rrr/aaa/nnn/ ran

MONITOR AND ADJUST

- **Correction** If students make an error, say the word and have them repeat it. Then repeat the item.
- **Firm up** Call on individuals to blend the following sounds into words.

/III/aaa/p/ lap
/rrr/iii/p/ rip
/fff/aaa/t/ fat
/nnn/aaa/nnn/ Nan

Blending Parts in Long Words

Note: Say each part slowly. Pause between the parts.

- Now, let's say long words. I will say the parts in a word slowly. Then you will say the word. Say admit slowly.
 ad mit What word? admit
- 7. When I say I did something wrong, I admit it. What word? admit
- **8**. Repeat Steps 6 and 7 with the following words.

fab ric A shirt's material is **fabric**.

at tic A room at the top of a house is an **attic**.

rap id If something is very fast, it is **rapid**.

rab bit One kind of animal is a rabbit.

MONITOR AND ADJUST

• **Correction** If students make an error, say the word and have them repeat it.

ENGLISH LEARNER SUPPORT

• There are sounds in Spanish that are similar to the sounds /aaa/ and /iii/. Say words with the sounds /aaa/ and /iii/ and have students repeat after you.

Key: Text in Activity Routines

- Black text indicates exact words to say to students.
- Black italics text indicates actions the teacher takes.
- **Bold black text** indicates words said by the teacher that students can see in their book.
- Bold magenta text indicates correct student responses.

Say Sounds (cont.)

B. LETTER/SOUND ASSOCIATIONS

		ran	s <u>i</u> t		
1.	a	i	a	S	i
2.	r	a	n	b	t
3.	1	i	a	f	a
4.	p	a	m	i	d
5.	j	i	a	h	W
					p 2

Note: When modeling continuous sounds, hold the sound for 1–2 seconds. Say stop sounds quickly. Monitor to be sure students are touching under the correct letters.

- **1.** Find Activity B. You are going to learn the sounds for the letters **a** and **i**.
- 2. Touch under the first word. This word is ran. What word? ran
- 3. The underlined letter a represents the sound /aaa/. What sound? /aaa/ Say the sound for a again. /aaa/
- 4. Touch under the next word. This word is **sit**. What word? **sit**
- 5. The underlined letter i represents the sound /iii/. What sound? /iii/ Say the sound for i again. /iii/
- **6.** You are going to say sounds for letters. First, I will say the sound for a letter and you will repeat it. You may know many of these sounds.
- 7. Touch under the first letter in Line 1. *Pause*. The sound is /aaa/. What sound? /aaa/
 Next letter. The sound is /iii/. What sound? /iii/
 Next letter. The sound is /aaa/. What sound? /aaa/
 Next letter. The sound is /sss/. What sound? /sss/
 Next letter. The sound is /iii/. What sound? /iii/

- 8. Touch under the first letter in Line 2. Pause. The sound is /rrr/. What sound? /rrr/ Next letter. The sound is /aaa/. What sound? /aaa/ Next letter. The sound is /nnn/. What sound? /nnn/ Next letter. The sound is /b/. What sound? /b/ Next letter. The sound is /t/. What sound? /t/
- **9**. Repeat Step 8 with the letters in Lines 3, 4, and 5.
- **10**. Let's say these sounds again. Touch under the first letter in Line 1. When I say "sound," say the sound and then touch under the next letter.

MONITOR AND ADJUST

- **Correction** If students make an error, say the sound and have them repeat it. Then begin the line again.
- Firm up Call on individuals to say the sounds in a line.

ENGLISH LEARNER SUPPORT

• The letter **a** represents a sound that is similar to the sound /aaa/ in Spanish, and the letter **i** represents a sound that is similar to the sound /iii/. Students may say the sounds for **a** and **i** like the sounds for Spanish **a** and **i**. Have students say the sounds for letters in Lines 1 and 3 again.

Read Words

C. NEW WORDS

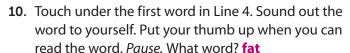
1.	<u>a</u> m	<u>i</u> n	Sam
2.	<u>a</u> n	N <u>a</u> n	f <u>i</u> t
3.	m <u>a</u> n	s <u>a</u> t	s <u>i</u> t
4.	fat	sad	lip 🔨
5.	rip	ran	lap p 2

PREPARATION Write the following words on the board or display them onscreen: **am in Sam**.

Note: Touch under each letter. Hold continuous sounds for 1–2 seconds. Say stop sounds quickly.

- **1.** Look here. You are going to read words containing the letters **a** and **i**.
- 2. Touch to the left of **am**. Watch as I sound out the word. I won't stop between the sounds. Touch under the letters as you sound out the word. **/aaa/mmm/** Slide your finger under the whole word and say: **am**.
- 3. Touch to the left of *in*. Sound out the word with me. Don't stop between sounds. Touch under the letters as you sound out the word. /iii/nnn/ Slide your finger under the whole word and ask: What word? in
- **4.** Touch to the left of **Sam**. Sound out the word with me. Don't stop between sounds. Touch under the letters as you sound out the word. |sss/aaa/mmm/| Slide your finger under the whole word and ask: What word? Sam
- 5. Find Activity C. Now it's your turn. Touch under the first word in Line 1. Look at the underlined letter. Everyone, what sound? /aaa/
- **6.** Sound out the word to yourself. Put your thumb up when you can read the word. Wait until thumbs are up. What word? **am**
- 7. Next word. *Pause*. What sound? /iii/ Put your thumb up when you can read the word. What word? in
- 8. Next word. Pause. What sound? /aaa/ What word? Sam
- 9. Repeat Step 8 with the words in Line 2: **an**, **Nan**, **fit**; and Line 3: **man**, **sat**, **sit**.

Gradual Release



- 11. Next word. Pause. What word? sad
- 12. Next word. Pause. What word? lip
- **13**. Repeat Step 12 with the words in Line 5: rip, ran, lap.

MONITOR AND ADJUST

• **Correction** If students mispronounce a sound, say the sound and have them repeat it.

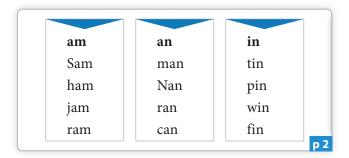
If students mispronounce a word, say the word and have them repeat it. Then have them sound out the word and read the word.

If needed, increase support using the **Instructional Routine for Decoding Short Words**:

- 1. Write the word on the board or display it onscreen.
- 2. If the word begins with a continuous sound, touch to the left of the word. If the word begins with a stop sound, touch under the first letter.
- **3.** Touch under each letter as you say the corresponding sound.
- **4.** Hold continuous sounds for 1–2 seconds. Say stop sounds quickly.
- 5. Don't stop between the sounds.
- **6.** After sounding out the word, slide your finger under the whole word and ask: *what word?*
- Firm up Call on individuals to read a line.

Read Words (cont.)

D. WORD FAMILIES



PREPARATION Obtain a stopwatch or other timing device that measures 10 seconds.

- Find Activity D. You are going to read word families, which are words that rhyme. Find the first column. The first word is am. What word? am
- 2. If you know **am**, you know the other words in the column. Read the column with me. **am**, **Sam**, **ham**, **jam**, **ram**
- **3.** Find the next column. The first word is **an**. What word? **an**
- If you know an, you know the other words in the column. Read the column with me. an, man, Nan, ran, can
- Find the next column. The first word is in. What word? in
- If you know in, you know the other words in the column. Read the column with me. in, tin, pin, win, fin
- 7. Now, you are going to see how many words you can read in 10 seconds.

O Cold Timing

- 8. Start with Column 1 and read down each column.
- 9. When I say go, whisper read quietly so you do not disturb your neighbors. If you read all the words before I say stop, go back to the beginning and read the words again. Get ready. GO. Time students for 10 seconds. STOP.
- **10**. Count the number of words that you read and record the number after **Cold Timing**.

Practice

- **11**. Let's practice again. Get ready. GO. *Time students for 10 seconds*. STOP.
- **12**. Count the number of words that you read and record the number after **Practice**.

O Hot Timing

- 13. Please exchange books with your partner. Pause.
- **14.** Partner 1, you are going to read first. Partner 2, you are going to listen carefully. If your partner makes a mistake, underline the word.
- **15.** Ones, get ready to read quietly to your partner. GO. *Time students for 10 seconds*. STOP. Twos, determine the number of words your partner read correctly. Record the number after **Hot Timing** in your partner's book.
- 16. Partner 2, your turn to read. Ones, listen carefully. If your partner makes a mistake, underline the word. Twos, get ready to read quietly. GO. *Time students for 10 seconds*. STOP. Ones, determine the number of words your partner read correctly. Record the number after Hot Timing in your partner's book.
- 17. Please return your partner's book.

Read Words (cont.)

E. MULTISYLLABIC CHALLENGE WORDS



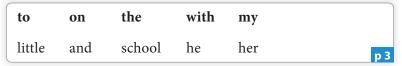
PREPARATION Write **vivid** on the board or display it onscreen. Draw loops under the parts of the word.

- 1. Let's read long words. *Point to viv*. My turn to sound out this word. Listen as I sound out the first part. *Touch under the letters as you say the sounds. Don't stop between the sounds.* /vvv/iii/vvv/ viv What part? viv
- 2. Listen as I sound out the second part. Touch under the letters as you say the sounds. /iii/d/ id What part? id
- **3.** Say the parts again. Scoop under each part. What part? **viv** What part? **id** Slide your finger under the whole word and ask: What word? **vivid**
- **4**. Find Activity E. Now it is your turn to read long words.
- 5. Touch under the first word. Scoop under the first part as you sound it out to yourself. Put your thumb up when you can say the part. Wait until thumbs are up. What part? ad
- **6.** Scoop under the next part as you sound it out to yourself. Put your thumb up when you can say the part. *Wait until thumbs are up.* What part? **mit**
- 7. Say the parts again. First part? ad Next part? mit
- 8. Say the whole word. admit
- **9.** Repeat Steps 5–8 with the remaining words: **fabric**, **rabbit**, **rapid**, and **attic**.

MONITOR AND ADJUST

- Correction If students mispronounce a word part, say the word part and have them repeat it.
 - If students mispronounce the whole word but it is close, prompt them to make it a real word. If students still can't pronounce the word, tell them the word and have them repeat it.
- Firm up Call on individuals to read several words.

F. HIGH-FREQUENCY WORDS



Note: Function words in the first line are supported with a sentence.

- 1. Find Activity F. You are going to read high-frequency words, which are words that appear most often in printed materials. Most of the letters in these words are pronounced as you would expect, but some are tricky. You will look carefully at their spellings.
- Touch under the first word. The word is to. What word? to Say, spell, read. to, t-o, to We go to school. What word? to
- 3. Touch under the next word. The word is **on**. What word? **on** Say, spell, read. **on**, **o-n**, **on** A book is **on** the desk. What word? **on**
- 4. Touch under the next word. The word is **the**. What word? **the** Say, spell, read. **the**, **t-h-e**, **the** The book is green. What word? **the**
- 5. The next word is with. What word? with Say, spell, read. with, w-i-t-h, with The book is with my notebook. What word? with
- The next word is my. What word? my Say, spell, read. my, m-y, my Those are my books. What word? my
- Touch under the first word in the next line. The word is little. What word? little Say, spell, read. little, l-i-t-tl-e, little What word? little
- **8**. Repeat Step 7 with the remaining words: **and**, **school**, **he**, and **her**.
- 9. Let's read these words again. Have students reread the words together. to, on, the, with, my, little, and, school, he, her

MONITOR AND ADJUST

- Remind students to use known letter/sound associations to help them pronounce a word.
- **Correction** If students mispronounce a word, say the word and have them repeat it. Then have them say, spell, and read the word.
- Firm up Call on individuals to read several words.

Spell Words

G. SPELLING JOURNAL

_{1.} man	<u>man</u>
2. <u>sit</u>	<u>sit</u>
3. lap 4. fat	<u>lap</u> fat
4. fat	fat
5. The man sat.	
	p 150

PREPARATION You will need a board to write on or a display onscreen as you introduce the spelling strategies and provide feedback on each word.

1. Turn to your Spelling Journal on page 150 for spelling dictation. Wait until students have located the Spelling Journal and Lesson 1.

Single-Syllable Words

- 2. In every lesson, I will dictate words, and you will write the words in your Spelling Journal. Don't write until I ask you to.
- 3. My turn to spell the first word. Model the routine. The word is man. What word? man Man has three sounds so I put out three fingers. Put three fingers in front of you. Next, I touch my fingers with my other hand and say each sound. Stop between each sound. /mmm//aaa//nnn/
- 4. Then I say the sounds as I write the letters in man. Say the sounds as you write man on the board or display it onscreen. /mmm/ /aaa/ /nnn/ Spell man with me. Touch under the letters and spell man. m-a-n
- **5.** Write **man** on the first line after number 1. *Monitor to be sure* **man** *is written accurately.*
- **6.** Now write the word **man** again on the line to the right. *Monitor.* Check the word.
- 7. Let's do the next word together. The word is **sit**. What word? **sit Sit** has three sounds. Put out three fingers. Put three fingers in front of you. Touch your fingers with your other hand and say each sound. /sss//iii//t/
- 8. Say the sounds as you write sit. Monitor.
- **9**. Look at your word. Does it look like the word **sit**? If not, fix it up. *Pause*.

- **10**. Write **sit** on the board or display it onscreen. Spell **sit** with me. Touch under the letters and spell **sit**. **s-i-t**
- **11**. Check your word. If you misspelled it, cross it out. *Pause*.
- **12**. Now write the word **sit** again on the line to the right. *Monitor*. Check the word.
- **13**. Repeat Steps 7–12 with the words **lap** and **fat**.

Sentence

- **14**. In every lesson, you will write a sentence.
- 15. Listen. The man sat. Say the sentence. The man sat.
- **16**. Write the sentence. Write neatly. *If needed, dictate the sentence again in parts. Monitor.*
- 17. Reread your sentence. Check the spelling of each word.
- **18.** Write the sentence on the board or display it onscreen. Check each word. If you misspelled a word, cross it out and write correctly above the misspelled word. *Monitor.*
- **19.** Count the number of words in Lines 1–4 that you spelled correctly on the first try and write the number after **My Points**.

Read Text

H. DECODABLE SENTENCE EXPANSION

1. Nan had a rabbit.

Nan had a little rabbit.

Nan had a little rabbit on her lap.

..., Nan had a little rabbit on her lap.

OPTIONAL PREPARATION Download from the **Teacher Toolbox**:

- Vocabulary Support
 - Turn to page 3. Find Activity H. You will read sets of sentences that contain words you have learned. In each set, you will read three sentences. Then you will expand the last sentence by adding a phrase that tells where the event occurred.
 - 2. Find Sentence Expansion 1.

Note: If sentence reading is difficult, guide students in reading the first sentence in each set word by word.

Fluency Practice – Sentence Expansion 1

- **3. Whisper Reading** Whisper read the first sentence to yourself. When you can read all words in the sentence, put your thumb up. *Wait until all thumbs are up*.
- **4. Choral Reading** Let's read the sentence together. Everyone, begin. Chorally read the sentence with students. Have students touch under the words as they read. Read at a moderate rate.
- **5**. Repeat Steps 3 and 4 for the second and third sentences.
- **6. Individual Reading** *Call on a student to read a sentence while classmates touch under the words and follow along. Have the sentences read in order.*

MONITOR AND ADJUST

• **Correction** If students mispronounce a word when reading a sentence, say the word and have them repeat it. Then have them reread the sentence.

Comprehension – Sentence Expansion 1

- 7. Let's read the fourth sentence together. Begin. *Chorally read the sentence with students*.
- **8.** Let's expand the sentence by adding a phrase that tells **where** the event occurred. The new sentence must make sense.
- 9. My turn to expand the sentence by adding a where phrase at the beginning. Listen. <u>In the pet store</u>, Nan had a little rabbit on her lap. Could Nan have a rabbit on her lap in a pet store? yes Yes, this sentence makes sense.
- 10. Listen. Inside the barn, Nan had a little rabbit on her lap.Could Nan have a rabbit on her lap inside a barn? yes Yes, this sentence makes sense.
- **11.** Listen. Up in a tree, Nan had a little rabbit on her lap. Does this sentence make sense? **no** This sentence does not make sense.

Read Text (cont.)

- **2.** The man had fabric.
 - The man had fabric with a rip.
 - The man had fabric with a little rip.
 - ..., the man had fabric with a little rip.
- р3
- 12. Find Sentence Expansion 2.

Fluency Practice - Sentence Expansion 2

- **13. Whisper Reading** Whisper read the first sentence to yourself. When you can read all words in the sentence, put your thumb up. *Wait until all thumbs are up*.
- **14. Choral Reading** Let's read the sentence together. Everyone, begin. *Chorally read the sentence with students. Have students touch under the words as they read. Read at a moderate rate.*
- **15**. *Repeat Steps 13 and 14 for the second and third sentences.*
- **16. Individual Reading** *Call on a student to read a sentence while classmates touch under the words and follow along. Have the sentences read in order.*

MONITOR AND ADJUST

• **Correction** If students mispronounce a word when reading a sentence, say the word and have them repeat it. Then have them reread the sentence.

Comprehension – Sentence Expansion 2

- **17**. Let's read the fourth sentence together. Begin. *Chorally read the sentence with students*.
- **18**. Let's expand the sentence by adding a phrase that tells **where** the event occurred. The new sentence must make sense.
- 19. My turn to expand the sentence by adding a where phrase at the beginning. Listen. In the apartment, the man had fabric with a little rip.
 Could a man have fabric with a little rip in an apartment? yes Yes, this sentence makes sense.
- 20. Listen. At the laundromat, the man had fabric with a little rip.Could a man have fabric with a little rip at the laundromat? yes Yes, this sentence makes sense.
- 21. Listen. In the afternoon, the man had fabric with a little rip.
 Does this sentence tell where the event occurred? no Remember, the expanded sentence must make sense and tell where the event occurred.

Read Text (cont.)

- 3. Sam ran.
 Sam, a fit man, ran.
 Sam, a fit man, ran a rapid lap.
 ..., Sam, a fit man, ran a rapid lap.
 - 22. Find Sentence Expansion 3.

Fluency Practice - Sentence Expansion 3

- **23. Whisper Reading** Whisper read the first sentence to yourself. When you can read all words in the sentence, put your thumb up. *Wait until all thumbs are up.*
- **24. Choral Reading** Let's read the sentence together. Everyone, begin. *Chorally read the sentence with students. Have students touch under the words as they read. Read at a moderate rate.*
- **25**. Repeat Steps 23 and 24 for the second and third sentences.
- **26. Individual Reading** *Call on a student to read a sentence while classmates touch under the words and follow along. Have the sentences read in order.*

MONITOR AND ADJUST

• **Correction** If students mispronounce a word when reading a sentence, say the word and have them repeat it. Then have them reread the sentence.

Comprehension – Sentence Expansion 3

- **27.** Let's read the fourth sentence together. Begin. *Chorally read the sentence with students*.
- **28.** Let's expand the sentence by adding a phrase that tells **where** the event occurred. The new sentence must make sense.
- 29. My turn to expand the sentence by adding a **where** phrase at the beginning. Listen. On the sidewalk, Sam, a fit man, ran a rapid lap.

 Could Sam run on a sidewalk? **yes** Yes, this sentence makes sense.
- 30. Listen. In the neighborhood, Sam, a fit man, ran a rapid lap.
 Could Sam run in the neighborhood? yes Yes, this sentence makes sense.
- **31.** Now it's your turn to expand the sentence. Think of a phrase that tells **where** the event could have occurred. Put your thumb up when you have created a new sentence. Wait until all thumbs are up. Ask students to share their new sentences with their partners. Then ask several students to share their sentences. Provide feedback to students, focusing on if their sentences make sense and tell where the event occurred.
- **32. Picture Match** Look at the three pictures. Figure out which picture goes with each set of sentences. Write the correct number next to each picture.



MONITOR AND ADJUST

• **Correction** Provide feedback on the Picture Match. Ask students to defend their choices.

Independent Practice

I. MORE PRACTICE 1

Independent Practice										
I. More Practice 1 Fill in each blank with the best word.										
1. Sam sat with Nan.	fat	sat	cat							
2. Nan <u>ran</u> to school.	ran	tan	man							
3. The man is fit .	sit	fit	sat							
4. The fat cat can nap.	bat	mat	fat							
5. Nan bit her	lip	lap	sip							
6. He can <u>Sit</u> on the mat.	rip	sit	tip							
7. My hat has a rip in it.	hat	hid	hit							
8. The little cat sat on Nan.	nap	tap	Nan							
9. Nan is	sat	sad	sit							
10. I am	Sam	sit	sat							
			p 4							

General Directions for Independent Activities I and J

- **1**. Read the directions for the activity with students.
- **2**. Have students complete the first item.
- **3**. Provide feedback on the item by telling students the correct answer.
- **4.** Use one of these options for completing the activity. Select the procedure that reflects the amount of scaffolding/support needed by students.
 - **a.** Have students complete the activity independently.
 - **b.** Complete the remaining items **orally** with students. Then, have students complete the activity independently, adding all written responses.
 - **c.** Proceed item by item with students, providing scaffolding/support as needed and immediate feedback.

J. MORE PRACTICE 2

J. More Practice 2 Draw a line under the sentence that goes best with each picture. 1. Sam ran to school. Sam sat in school. He sat on a lip. 2. He sat on a lap. 3. Nan had an attic. Nan had a rabbit. 4. My little rabbit ran. My little rabbit sat. 5. The fabric has a lip. The fabric has a rip. **6.** The rabbit is fat. The rabbit is on my lap. 7. Sam and Nan ran. The man ran. 8. Sam is a little sad. Sam ran in the attic. p 5

Providing Feedback on Completed Activities

- **1.** For each completed activity, provide feedback on each item by telling students the answer or calling on a student to provide the answer.
- **2.** Ask students to circle the number or letter for each correct answer.
- **3**. Have students count the number of correct items and record the number after the activity's **My Points**.
- **4.** Have students correct any errors after the feedback has been given.