



*Literacy and Intervention*

## SAMPLE LESSON

# Primary Phonics®

**Systematic, Phonics-Based Early Reading Program**

Grades K-2



## Teacher's Guide 1•2•3 and Workbook 1

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### PART 1

#### Materials:

- Workbook 1, pp. 1-9.

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#### WARM-UP

Review the consonants using consonant cards or by pointing to these letters on an alphabet display: *h, s, t, n, w, r, f, d, m, c, l, b, g, v, p, j, k*. Ask students to give the letter name and sound for each.

Point to and identify the vowels *a, e, i, o, and u* on an alphabet chart, or write them on the board. Tell students that today they will learn one sound for the vowel *a*.

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#### PHONEMIC AWARENESS

Tell students you are going to sound out some words very slowly. Ask them to listen to the sounds, repeat the sounds, and say the word. For example: What word is /s/ /ă/ /t/? Response: /s/ /ă/ /t/ is *sat*.

/k/ /ă/ /n/ (can)	/b/ /ă/ /t/ (bat)
/m/ /ă/ /t/ (mat)	/k/ /ă/ /t/ (cat)
/p/ /ă/ /n/ (pan)	

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#### PHONICS

**Introduce Short a** Show students an apple (or picture) and ask them to name it. Ask what sound they hear at the beginning of apple. (/ă/) Ask if anyone can name the letter that makes the /ă/ sound. (a)

Write the letter *a* on the board. Have students repeat the rule after you: *a* says /ă/, as in *apple*. Have students brainstorm other words that begin with /ă/. Tell them they may hear /ă/ at the beginning of some words and also in the middle

of words like *mat, sat, bag, and ham*. Have students brainstorm other words with the middle sound /ă/. Display some of these words, sounding each letter out as you write it. Then ask volunteers to underline the letter *a* in each word.

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#### VOCABULARY

**Word Knowledge** If students are not familiar with lesson words or concepts, provide explanations such as the following: A *mat* is a small rug. A *bat* is a mammal with wings or something to hit a ball. A *fan* moves air to make it cooler.

**Sight Words** Introduce the new sight words used in the lesson: *red, yellow, blue, orange, green, purple, brown, black, the, is, in, on*. Write them on the board and read them aloud as you point to each one. Then have students write the words in the air using their fingers as a pencil. You may want to invite students to think up sentences using each word, add the words to the Word Wall, or add them to their personal dictionaries.

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#### COMPLETING STUDENT PAGES 1-9

Read the directions with students. Identify any pictures that may be unfamiliar, such as the *can*, the (welcome) *mat*, and the *rat* on page 2. Together, complete a sample item on each page. Then have students complete the pages independently, providing assistance as needed.

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#### AUTOMATICITY

Provide or have students create several flashcards with the short *a* words. Have students flip through the cards as they read the words to a partner. Encourage students to review the flashcards multiple times as they work to increase their accuracy and speed.

## Short a

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### COMPREHENSION

**Extending Word Knowledge** Ask questions or give directions such as the following to be sure students understand the short *a* words used in this lesson:

1. Can a *bat* have wings? (yes)
2. Can you use a *bat* to hit a ball? (yes)
3. Would a *rat* be a friend to a *cat*? (no)
4. Does a *fan* warm the air? (no)

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### WRITING

Display the words *bat*, *can*, *van*, and *rat*. Have students number 1–4 on lined paper. Tell them to choose and write the word that matches each clue you say.

1. This animal is like a mouse. (rat)
2. You'll find food in this. (can)
3. You can ride in this. (van)
4. This animal can fly. (bat)

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### DIFFERENTIATING INSTRUCTION

Have kinesthetic learners use letter tiles to build short *a* words by substituting the initial consonants of these familiar words: *man*, *hat*. Have students say each new word they form and write it on a piece of paper or a white board.

**NOTE:** This sample contains *only* pages 1–10 of the Student Workbook.

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## PART 2

### : Materials

- : Workbook 1, pp. 10–19

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### WARM-UP

Play a game of toss as you review the sounds of short *a* and the consonants. Toss a soft ball to a student as you say a letter sound. Have the student who catches the ball name the letter that makes that sound. Then have the student return the ball. Repeat these sounds randomly until everyone has had a turn. Repeat short *a* every second or third throw.

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### PHONEMIC AWARENESS

Ask students to tell you the last sound they hear in the following words: *can*, *fat*, *ham*, *bad*, *ran*, *mat*, *ram*. (/n/, /t/, /m/, /d/, /n/, /t/, /m/)

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### PHONICS

**Review Short a** Ask the class to tell you what sound short *a* makes. (/ă/) Remind them that in Part 1 they learned and practiced a lot of short *a* words. Tell them that they will continue to practice short *a* words.

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**VOCABULARY**

**Word Knowledge** If students are not familiar with lesson words or concepts, provide explanations such as the following: A *pad* is a place to write things. A *ram* is a male sheep. A *dam* slows water down. *Sap* comes from a tree. A *tag* shows what something costs or whom it is for. We put *gas* in a car so it can go.

**Sight Words** Review the sight words *red, yellow, blue, orange, green, purple, brown, black, the, is, in,* and *on* from the board, the Word Wall, or students' personal dictionaries.

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**COMPLETING STUDENT PAGES 10–19**

Read the directions with students. Identify any pictures that may be unfamiliar, such as the *dam*, the *ram*, and the (jar of) *jam* on page 13 and the *map* and *tag* on page 19. Together, complete a sample item on each page. Then have students complete the pages independently, providing assistance as needed.

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**FLUENCY AND ACCURACY**

Have students take turns rereading the sentences on page 16 with the person sitting next to them. Instruct students to monitor each other for expression and accuracy.

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**COMPREHENSION**

**Extending Word Knowledge** Ask questions or give directions such as the following to be sure students understand the short *a* words used in this lesson:

1. What is another word for *mad*? (angry)
2. What is another word for *sad*? (unhappy, upset)
3. What is the opposite of *Dad*? (Mom)
4. What can slow down water in a river? (a *dam*)

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**WRITING**

Display the words *ram, bad, pan,* and *mad*. Have students number 1–4 on lined paper. Tell them to choose and write the word that matches each clue you say.

1. This means the opposite of good. (bad)
2. You might fry an egg in this. (pan)
3. This is a male sheep. (ram)
4. What is another word for angry? (mad)

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**DIFFERENTIATING INSTRUCTION**

Have auditory learners think of words that rhyme with *can*. Write these words on the board. When you have a good collection, ask the class to read the words aloud in unison. Then ask them to provide oral sentences or rhymes using these words. For example: The man ran.

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## PART 3

### Materials:

- Workbook 1, pp. 20–26
- Set 1, Book 1: *Mac and Tab*
- Thinking about Mac and Tab 1, pp. 2–3

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### WARM-UP

Play a game of Grab Bag as you review the sounds of short *a* and the consonants. Put cards with the consonant letters and several cards with *a* into a paper bag. Invite students to take turns drawing a card from the bag, naming the letter and making its sound. Repeat until everyone has had a turn.

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### PHONEMIC AWARENESS

Tell students you are going to sound out some words very slowly. Ask students to listen to the sounds, repeat the sounds, and say the word. For example: What word is /r/ /ă/ /g/? Response: /r/ /ă/ /g/ is *rag*.

/m/ /ă/ /p/ (map)	/k/ /ă/ /p/ (cap)
/b/ /ă/ /g/ (bag)	/h/ /ă/ /d/ (had)
/f/ /ă/ /n/ (fan)	/h/ /ă/ /m/ (ham)

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### PHONICS

**Review Short a** Ask the class to tell you what vowel sound they hear in the words *mat*, *pan*, and *jam*. (short *a*) Remind them that in Parts 1 and 2 they learned and practiced a lot of short *a* words. Tell them that they will continue to practice these words.

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### VOCABULARY

**Sight Words** Review the sight words printed on the inside back cover of Workbook 1: *a*, *black*, *blue*, *brown*, *green*, *in*, *is*, *no*, *on*, *orange*, *purple*, *red*, *the*, *yellow*, and *yes*. Write the words on the board, add them to the Word Wall, and/or have students write them in their personal dictionaries.

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### COMPLETING STUDENT PAGES 20–26

Read the directions with students. Together, complete a sample item on each page. Then have students complete the pages independently, providing assistance as needed.

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### AUTOMATICITY

Provide or have students create several flashcards with short *a* words. Have them flip through the cards as they read the words to a partner. Encourage students to review the flashcards multiple times as they work to increase their accuracy and speed. Include cards from previous lessons as review.

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### COMPREHENSION

**Extending Word Knowledge** Ask questions or give directions such as the following to be sure that students understand short *a* words used in this lesson:

1. A *sad* person may cry. Pretend to be sad.
2. A sleepy person may take a *nap*. Pretend to be sleepy.
3. The words *Sam*, *Jan*, *Pat*, *Pam*, *Dan*, and *Nat* are all what? (names) Do you know anyone with one of those names?
4. When would you want to have a *map* with you? (when you are in an unfamiliar place)

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**WRITING**

Display the words *cap*, *tag*, *gas*, and *Pam*. Have students number 1–4 on lined paper. Tell them to choose and write the word that matches each clue.

1. You wear this on your head. (cap)
2. This is a name. (Pam)
3. This is a game where you might say, “You’re it!” (tag)
4. A car needs this to run. (gas)

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**READING IN CONTEXT**

**Read** Tell students that they are now going to use what they know about short *a* words to read a story. Invite students to read *Mac and Tab* independently or with a partner. If needed, support students by identifying and reviewing sight words from the storybook. Help them identify and blend sounds as they read.

**Respond** Engage students in a discussion about *Mac and Tab* with these questions:

1. What is a pal? (a friend)
2. In the beginning of the story, how can you tell that Mac and Tab are good friends? (Guide students to use text and picture clues on pages 2 and 4 to point out that Tab gives Mac a ride, and Mac takes a nap right on Tab’s back.)
3. Who woke up from the nap first? (Mac)
4. How do you know? (Mac ate some of the ham while Tab was still sleeping.)
5. Why is Tab angry? (The ham was meant for Tab, but Mac ate some of it.)
6. How did the two friends work out this problem? (Tab put on Mac’s cap and let Mac have the ham.)
7. Were they both happy with this solution? How do you know? (They must have both decided this was fair because they are smiling pals at the end.)

8. How else could they have handled the problem in a fair way? (Answers will vary. Possibilities include: They could have shared the ham. They could have talked about it together before napping. Tab and Mac could have politely asked for a bite of ham or a turn wearing the cap.)

Have students turn to pages 2 and 3 in *Thinking about Mac and Tab*. Read the directions with them and invite them to complete the pages. If time permits, students may want to color the pictures on these pages.

**Extend** Help students extend the theme of friendship in *Mac and Tab* with the following activity: Gather materials such as markers, colored paper, yarn, or fabric. Invite students to make two “friends” out of these materials. Ask them to name their friends and discuss what each pair likes to do together. Relate this activity to the story by asking if any of the pairs are like Mac and Tab: Do they take naps? Do they like ham?

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**DIFFERENTIATING INSTRUCTION**

- Kinesthetic learners will benefit from using letter tiles to build words from the lesson. Have students build new words by replacing the beginning consonants in the familiar words *tap*, *dad*, and *ham*. Have them say each new word they form and write it on a piece of paper or a white board.
- Struggling readers may need further practice with short *a* before they begin the next skill, short *i*. See Lesson 4 for additional work with short *a*. These students may also benefit from extended direct instruction available in the Intervention Guide.
- English language learners may also need further practice with short *a* since Spanish does not contain the short vowel sounds found in English. See Lesson 4 for additional work with short *a*.

## Short a

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### PART 4

#### **Materials:**

- MORE Workbook 1, pp. 1–8
- Set 1A, Book 1: *The Cab*

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#### **WARM-UP**

Review the consonant sounds and the vowel letter *a* by using cards or by pointing to these letters on an alphabet display: *h, s, t, n, w, r, f, d, m, c, l, b, g, v, p, j, k, a*. Ask students to name the letter and letter sound for each consonant and the letter name for the vowel.

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#### **PHONEMIC AWARENESS**

Tell students you are going to sound out some words very slowly. Ask them to listen to the sounds, repeat the sounds, and say the word. For example: What word is /b/ /ă/ /t/? Response: /b/ /ă/ /t/ is *bat*.

/r/ /ă/ /g/ (rag)                      /d/ /ă/ /m/ (dam)  
/f/ /ă/ /n/ (fan)                      /k/ /ă/ /b/ (cab)

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#### **PHONICS**

**Reteach Short a** Show students an apple (or picture) and ask them to name it. Ask what sound they hear at the beginning of *apple*. (/ă/) Ask if anyone can name the letter that makes the /ă/ sound. (a)

Write the letter *a* on the board. Have students repeat the rule after you: *a* says /ă/, as in *apple*. Help students brainstorm other words that begin with /ă/. (ask, Ann, ant, astronaut, am)

Tell students that they may hear the /ă/ sound at the beginning of some words and also in the middle of words like *mat*, *sat*, and *bag*. Help students brainstorm additional words with the middle sound /ă/. (tan, dad, ran, jam, rag) Display some of these words, sounding out the letters as you write them. Then ask volunteers to underline the *a* in each word.

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#### **VOCABULARY**

**Sight Words** Review the sight words used in the lesson: *red, yellow, blue, orange, green, purple, brown, black, the, is, in, on*. Read the words with students, inviting them to write the letters in the air using their fingers as a pencil. Remind them to refer to the Word Wall and their personal dictionaries when trying to remember these words.

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#### **COMPLETING STUDENT PAGES 1–8**

Read the directions with students. Together, complete a sample item on each page. Then have students complete the pages independently, providing assistance as needed.

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#### **AUTOMATICITY**

Provide or have students create several flashcards with the short *a* words. Have students flip through the cards as they read the words to a partner. Encourage them to review the flashcards multiple times as they work to increase their accuracy and speed.

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#### **COMPREHENSION**

**Extending Word Knowledge** Ask questions or give directions such as the following to be sure students understand the short *a* words used in this lesson:

1. Can *jam* be purple? (yes)
2. Does *sap* come from *map*? (no)
3. Could you find a *tag* on a *bag*? (yes)
4. How are a *cab* and a *van* the same? (All answers should refer to vehicles.)

**WRITING**

Display the words *man*, *ham*, *pat*, and *bag*. Have students number 1–4 on lined paper. Tell them to choose and write the word that matches each clue you say.

1. You can eat this \_\_\_\_\_. (ham)
2. An uncle is a \_\_\_\_\_. (man)
3. This dog likes a \_\_\_\_\_ on the head. (pat)
4. You can carry your lunch in this \_\_\_\_\_. (bag)

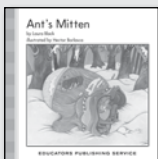
**READING IN CONTEXT**

**Read** Tell students that they are now going to use what they know about short *a* words to read a story. Invite students to read *The Tab* independently or with a partner. If needed, support students by identifying and reviewing sight words from the storybook. Help them identify and blend sounds as they read.

**Reread for Fluency** Have partners take turns rereading the story, alternating pages or each reading the whole story to the other. Instruct students to monitor each other for expression and accuracy.

**More Reading**

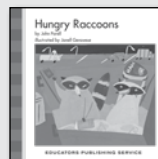
Invite students to read additional books in which they can find and decode short *a* words. Examples include these from Educators Publishing Service.



*Ant's Mitten*  
Phonics Plus Level K



*Rat on a Mat*  
Phonics Plus Level K



*Hungry Raccoons*  
Phonics Plus Level A



*Adding Ant*  
Touchphonics Reader 1



red



yellow



blue



orange



green



purple

brown



black





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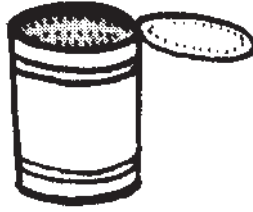
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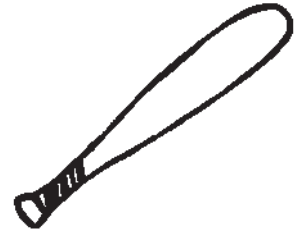
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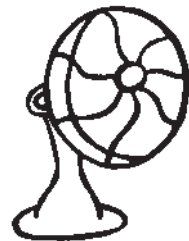
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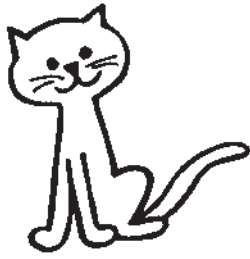
— a —



— a —



— a —



The \_ \_ \_ is red.



The \_ \_ \_ is green.



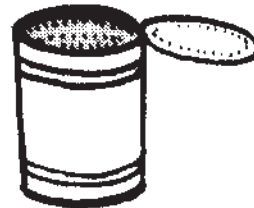
The \_ \_ \_ is yellow.



The \_ \_ \_ is purple.



The \_ \_ \_ is blue.



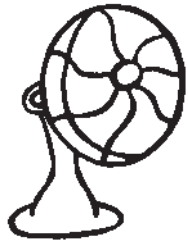
The \_ \_ \_ is brown.



The \_ \_ \_ is orange.



The \_ \_ \_ is black.



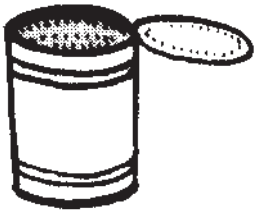
bat

man



cat

hat



pan

rat

van



can

mat



fan



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

The rat is red.

The bat is yellow.

The hat is blue.

The pan is yellow.

The mat is red.

The fan is blue.



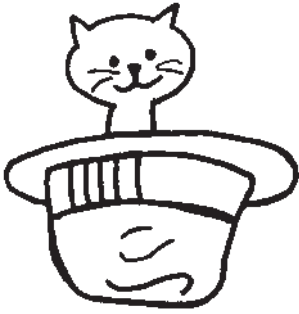
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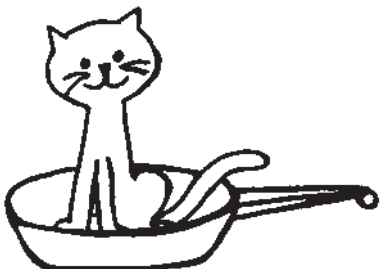
The rat is \_ \_ the pan.



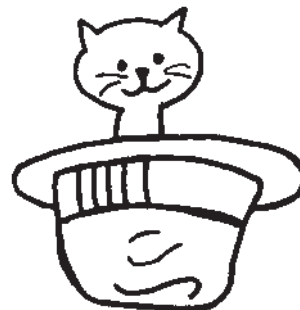
The cat is \_ \_ the mat.



The rat is \_ \_ the bat.



The cat is \_ \_ the pan.



Yes      No

Is the rat in the hat? \_\_\_\_\_

Is the rat in the pan? \_\_\_\_\_

Is the cat in the pan? \_\_\_\_\_

Is the cat in the hat? \_\_\_\_\_

The hat is yellow.

The pan is blue.

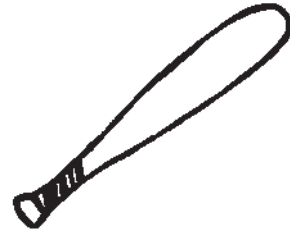
The rat is red.

The cat is yellow.





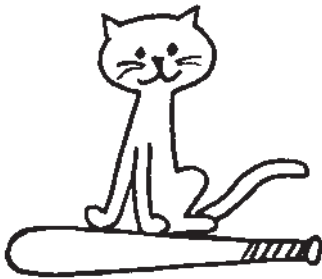
bat



bat



The bat is  
\_ \_ the rat.



The cat is  
\_ \_ the \_ \_ \_.



The \_ \_ \_ is  
\_ \_ the \_ \_ \_.



The \_ \_ \_ is  
\_ \_ the \_ \_ \_.



The      the  
 cat      is  
 mat      on

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in      is  
 pan      the  
 The      rat

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cat      hat  
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