UNIT ONE: SHORT-A VOWEL PATTERNS

Unit One presents the following short-a patterns: -at, -an, -ad, -am, -ap, and -ag. These patterns are presented through high-intensity lessons derived from working with a variety of struggling readers, including students who had severe reading disabilities. However, you can adapt the intensity of the lessons so as to gear instruction to the progress of your students. If students are learning with relative ease, modulate the intensity. If students are struggling to learn the patterns, increase the intensity.

Word Building Lesson

In a Word Building lesson, maximum preparation is provided so that students will be as successful as possible. The core of a lesson is reading a selection that incorporates a word pattern that has just been taught. Word patterns incorporated in the selection are pre-taught. Also pre-taught are any high-frequency words that students might encounter. In addition to the core selection, a variety of other activities are used to reinforce the target word pattern.

The contents of a Word Building lesson may vary. Some teachers may not include spelling as part of the lesson. Teachers might vary in the number of reinforcement activities they conduct. However, each Word Building lesson should include a review of a skill previously taught, introduction of a new skill, and guided practice and independent application of the new skill. Key parts of a Word Building lesson are presented below. Approximate times are given, but they might vary. For instance, some students might be slower catching onto the pattern being introduced. They might need more instructional time and also more practice.

Introduction
Review (2 to 5 minutes). Review previously taught pattern. Read or reread a brief selection that contains the pattern. Also review any take-home selections from the previous night.

Presentation or Extension of New Pattern (3 to 5 minutes). Introduce the pattern by using or adapting the suggestions contained in the Teacher’s Guide. Have students complete the Making Words activity in Book A.

Guided Practice
Reading a Selection Containing the Pattern (5 to 10 minutes). Introduce the selection by using or adapting the suggestions contained in the Teacher’s Guide. Students read the selection in the student book, complete the cloze (fill-in-the-blanks) exercise, and discuss the selection.

Completing Practice/Reinforcement Activities (5 to 10 minutes). On their own, with partners, or under your direction, students complete the activities on the second page of the two-page lessons in Book A.

Application/Extension
Spelling (3-5 minutes). Apart from being an important skill in itself, spelling is an excellent activity for helping students who are having difficulty learning and/or remembering word patterns. Spelling focuses attention and also creates additional kinesthetic and tactile connections.

Sorting (3 to 5 minutes). Students sort newly learned patterns. This helps them to discover likenesses and differences in the structure of the words.

Making Words. (5 to 10 minutes) (optional). Students are given 5 to 7 letters and use those letters to assemble words that reinforce patterns that have been taught.

Shared/Additional Reading. The most valuable of the extension/application activities are Shared Reading for Fluency and Additional Reading. Shared Reading for Fluency consists of rhymes and songs to be read and reread. It is strongly suggested that students read all the shared reading rhymes and songs located in Appendix D. Duplicate these and, after you share read them with students, have students read them with a partner and also to caregivers at home (see Shared Reading Lesson in Appendix C). Additional Reading consists of suggested children's books that reinforce patterns taught. For each unit, students should read at least two additional reading books. However, if students need more reinforcement, they should read more than that number. These books might be introduced in your sessions and then read with a partner and/or at home. When introducing books, go over all potentially difficult words. Complete other suggested activities as time allows and students show a need. A form for planning lessons is presented at the end of this chapter.

Teaching High-Frequency Words

Although Word Building emphasizes presenting phonics patterns systematically and teaching students needed decoding skills before they meet in print words containing those elements, it is necessary to include high-frequency words that don’t lend themselves to decoding (to, of, where) or which contain advanced decoding elements (like, animal) so that the selections have a natural flow and cover interesting topics. When we read we use both decoding and semantic clues. Even novice readers
use their knowledge of the world and language to help them decode hard words. They use decoding and context in parallel fashion. When selections have a natural flow, it is easier to use both phonics and context clues.

High-frequency words are sometimes known as sight words. High-frequency words, such as the and of, are the oldest words in the language, and because there have been pronunciation changes over the years, high-frequency words tend to have irregular spellings. Because of these irregularities, it was believed that the best way to learn these words was to memorize their visual form. However, words are learned primarily through phonological processes. Through sounding out, links that connect the written form of the word and its pronunciation and meaning are forged (Ehri, 1998). Beginners might look at a word, analyze it into its component sounds, blend the sounds, and say the word. At the same time, they note how the word's letters symbolize single or groups of sounds. Over time, the connections that the reader makes between letters and sounds enable the reader to retrieve the spoken form and meaning of the printed word just about instantaneously. The reader makes adjustments for irregular words so that certain letters are flagged as being silent or having an unusual pronunciation (Gunning, 2008).

When teaching high-frequency words, take full advantage of phonic regularities, such as initial and final consonant correspondences. Also, seek out commonalities of words. For instance, when teaching that have students note that that contains the pronounceable word part at. Except for dramatically irregular words such as of and one, help students match up spellings and sounds. For the word some, match s with /s/, note that o is a very unusual way of spelling /u/, and match m with /m/. Encourage students to spell out the words and provide opportunities for them to meet the words in many contexts so they form a visual image of the words in addition to making phonological connections. As students are learning exception words such as know or from, they also need to be taught specific distinguishing features of these words.

Specific suggestions for using phonics to teach high-frequency words are provided. Adapt the suggestions to fit the needs of your students. High-frequency words that incorporate elements that have been taught are marked with an asterisk.

LESSON 1: -AT PATTERN ....2-3

Teaching the Pattern

Procedures for introducing patterns that end in a consonant are slightly different from presenting those that end in a vowel. The vowel and the consonant that come after it are presented as a unit. Vowels that appear alone or at the end of a word or syllable (no, no-tice) are generally long. However, those that are followed by a consonant are usually short (bat, chat-ter). Therefore, students should get used to associating consonant-vowel patterns with long vowels and (consonant) vowel-consonant patterns with short vowels.

In preparation for introducing short-a patterns, review short a. Say the words apple, astronaut, and add. Have students say them and note that they all begin with the same sound, which is /a/. Write the words on the board, read them, and lead the class to see that the words all begin with the letter a and that the letter a makes the sound /a/ as in apple. Tell students that the word apple will be the model word for the /a/ sound of a. On the board, write and say a apple /a/. Explain to students that if they come across a word that has an a in it and they forget the sound of a, they can use the model word to help them. They can say a, apple, and then think of the sound that apple begins with and say /a/ (Wilson, 1999). (Inform students that a has other sounds, which they will learn later.) Explain that there will also be a hand signal for a apple /a/. Demonstrate by pretending to eat an apple and explain that this signals apple and the sound at the beginning of apple: /a/ (E. Murray, personal communication, November 1, 2007). Elongate the sound of a at the beginning of apple: /a/. Have students practice saying a apple /a/. Most important of all, encourage them to use this mnemonic if they need it. A short-vowel chart is available on page 126.

Step 1: Building Words by Adding the Onset

To introduce the -at pattern, write at on the board. Say at before you write it. As you write the letters, say their sounds: /a/-/t/ and then say at. Have several students read at. Ask students to tell what letter should be added to at to form the word sat. As you add s to at, carefully enunciate the /s/, the /a/, the /t/, and then the whole word. Have several students read the word. Then write at underneath sat. Have students read at. Ask them what letter should be added to at to make hat. As you add h to at, carefully enunciate the /h/, the /a/, /t/ and then the whole word. Have several students read the word. Have both sat and hat read. Form the words mat, pat, rat, bat, cat, and Matt in the same way that sat and hat were constructed. Have students read all the at words (point out that Matt begins with a capital letter because it is a boy's name and names are capitalized). Have students tell what is the same about all the words.
Have them note that all the words end in the letters a-t, which make the sounds heard in at. Then have them tell which letter makes the /a/ sound and which makes the /t/ or ending sound in at. Calling attention to the individual sounds in at will help students discriminate between -at pattern and other short-a words. It should also help students improve perception of individual sounds in words and so help students' reading and spelling.

**Step 2: Building Words by Adding the Rime**

To make sure that students have a thorough grasp of both key parts of the word — the onset, which is the initial consonant or cluster, and the rime, which is the vowel and an ending consonant or cluster — present the onset and have students supply the rime. Writing s on the board, have students tell what sound it stands for. Then ask them to tell what you would add to /s/ to make the word sat. After adding -at to s, say the word in parts and then as a whole. Pointing to s, say the sound /s/. Pointing to a and t, say /a/, /t/. Running your hand under the whole word, say "sat." Have hat, fat, bat, cat, rat, pat, and that formed in this way. After all words have been formed, have students read them. (Step 2 is especially helpful to students who are struggling to learn to read. It may be skipped if students are making rapid progress. If students have difficulty blending all the sounds, try blending the onset with the vowel and then blend the combined onset and vowel with the final consonant. To blend sat, say /s/; say /a/, say /t/, say /sat/.)

**Step 3: Selecting the Model Word**

Ask students to turn to the Model Words chart on the inside back cover of their texts. Have them locate the model word cat. Explain to them that if they come across a word that ends in -at and they forget how to say it, they can use their Model Words chart to help them figure it out. Explain that the model word cat has a picture that shows the word. In case they forget how to say the model word, the picture will help them. As students encounter difficulty with -at words, help them to look for a part of the word they can say (at) and, if that doesn't work, use the model word cat as an analogy to help them decipher the unknown word. When prompting the analogy strategy, you point to the word cat or write it above the -at word that the student is having difficulty with and compare the two. Have the student read cat, and you say, while pointing to cat and then the unknown word, "If this word is cat, what is this word?" If necessary, point out the at in both words.

**Step 4: Guided Practice**

Introduce Book A. Discuss the cover of the book and have students flip through to get an overview of its contents. Note that the book has stories, puzzles, and other activities. Tell students that these activities will help them learn the patterns presented in the book. Direct students to pages 2-3 of Word Building Book A and have them complete the activities.

**Word Building Activities**

Point out the model word cat at the top of the page. Have a student read it. Remind students that the picture shows the model word and that it can use the picture to help them remember the word in case they forget it.

**Making Words**

Have students read the words they made.

**Story Time**

**High-Frequency Words:** is, a, on, the

Say and write is on the board and explain that i makes an /i/ sound and s makes a /z/ sound. Have students read the word. Say and write a on the board. Explain that a makes an /uh/ or an /ay/ sound when it is by itself. Say and write on the board. Have students say it, spell it, and say it. Say and write the on the board. Explain that th makes a /th/ sound and the e at the end makes an /uh/ sound. Remind students that you put your tongue under your teeth to say the. Review the words and have students read them. Then put them in sentence form, "The cat sat on a mat." Have students read the sentence. You might also put the words on cards. Mix them up, and have students rearrange them. When students rearrange cards to make sentences, accept all reasonable sentences. For this sentence the students might complete two slightly different sentences: The cat sat on a mat or A cat sat on the mat. If you capitalize a or the, this would give them a clue as to the first word. Have students locate the newly introduced words in the selection they are about to read. You say the words and have students find and read them.

**Before Reading**

Have students read the title, look at the drawings, and predict what the story might be about. Have students read to check their predictions.

**After Reading**

Discuss students' responses to the cloze exercise. Also ask them to tell how their predictions worked out. Encourage students to read aloud sentences that tell where Pat sat. Students might also take turns reading the selection to a partner.

**Mixed-up Words**

Provide help with one or two items to get students started. Encourage students to say the sound of each letter.
as they fill in each blank and then blend the sounds to make the word. This will reinforce phonemic awareness and phonics skill.

**Making a Sentence**

Have students read the sentence they made.

**Writing Time**

Model the process of writing to complete a prompt. Show students how you go about reading the partially completed sentence. You think about places where you sat and then you sound out the words that you will use so that you can write them on the line. As students complete the sentence and engage in other writing, encourage the correct spelling of *at* words and high-frequency words that have already been introduced. However, also encourage the use of invented spelling. This builds phonemic awareness and phonics skill as students explore the sound-spelling system. After students have written their sentences, discuss them and put some on the board.

**Implementing Strategies**

The implementation of strategies is the heart of Word Building. It should pervade all reinforcement and application activities, for this step shows students how to use the newly learned pattern to decode words. In this step students are shown how to use the key decoding strategies noted earlier: pronounceable word part and analogy. To show students how to use the pronounceable word part strategy, write a series of pattern words on the board that were not presented in the lesson. For instance, you might write the following on the board: *fat, that, chat.* Urge students to find the letters that make the *at* sound. Then help them use this pronounceable part to reconstruct the whole word. Explain to students that whenever they come across a word that they can't read, they should look to see if there are any parts of the word they can say. Then tell them that if that doesn't work—if they can't find a part that they can say—then they should see if the word is like *cat* or another model word that they might know.

As students encounter difficult words, pause for about five seconds to see if students can work out the word on their own. Then help them to apply the pronounceable word part and analogy strategies (along with context) so that ultimately they use these strategies independently. Your aid could take the form of a prompt such as: "Is there any part of the word that you can say? Is the word like any word that you know? What word would make sense here?" Listed below is a series of steps that students might take when confronting a word that is unfamiliar in print.

1. See if there is any part of the word that I can say. (If I can't say any part of the word, go to 4.)
2. Say the part of the word I know. Then say the rest of the word. (If I can't say the rest of the word, go to 4.)
3. Ask: "Is the word I said a real word? Does it make sense in the story?" (If not, try again or go to 4.)
4. Is the word like any word I know? Is it like one of the model words? (If not, go to 6.)
5. Say the word. Is it a real word? Does it make sense in the story? (If not, try again, or go to 6.)
6. Say "blank" for the word. Read to the end of the sentence. Ask myself: "What word would make sense here?"

Post a simplified list of steps that students might take to decode challenging words and check the results of their efforts. Bookmarks containing these strategies can be found on p. 31. These can be printed on card stock and laminated for student use.

- Can I say any part of this word?
- Is this word like any word I know? Is it like one of the model words?
- What word would make sense here?

After I make the word, check it.

- Is the word I made a real word?
- Does the word make sense in its sentence?

At times, your guidance might need to be more highly directive. For instance, if a student who has been taught the *-am* pattern has difficulty with a word like *camp* and is unable to note any known parts in the word, you might cover up all but the *am* and have her say what sound *am* makes. Uncovering the *c*, have her pronounce *cam* and then, uncovering the final *p*, lead her to pronounce *camp*. If the student is unable to pronounce the *am* in *camp*, you would use an analogy strategy. Using the known word *lamp*, have her compare *camp* with *lamp*.

Some students may not be able to chunk words and may need to decode sound by sound. Prompt them to say the words sound by sound and then put the sounds together. If the student forgets the vowel sound, prompt the use of the vowel model word routine so that for the short vowel *a*, the student would say *a* apple *a/l/.* Use a monitoring prompt if students produce nonwords or words that don't make sense in the selection: "Is that a real word? Does that make sense?" Also affirm students' use of a strategy. This encourages students to use that strategy again: "I like the way you used a word part that..."
<table>
<thead>
<tr>
<th>Strategy</th>
<th>When Used</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronounceable Word Part</td>
<td>Word contains a pronounceable word part: <em>an</em> or <em>ran</em> in <em>ranch.</em></td>
<td>Is there any part of that word that you can say? (might need to cover up all of the word except the pronounceable part)</td>
</tr>
<tr>
<td>Analogy</td>
<td>Pronounceable word part doesn’t work. Word is like one that student knows. Vet is like known word <em>pet.</em></td>
<td>Is this word like any word that you know? Is this word like any of the model words? (might need to write or show known word so student can compare the two)</td>
</tr>
<tr>
<td>Context</td>
<td>Word is irregular or other strategies don’t work.</td>
<td>What word would make sense here?</td>
</tr>
<tr>
<td>Sound by Sound</td>
<td>Student doesn’t see chunks or parts in words. Needs to decode a word sound by sound.</td>
<td>What is the first sound? What is the next sound? The last sound? What word do you get when you put the sounds together?</td>
</tr>
<tr>
<td>Sound Correction</td>
<td>Student says wrong sound for element or can’t recall its sound. Student said <em>pet</em> for <em>pit.</em> Is prompted to use model word routine. Says letter, model word, and sound of letter.</td>
<td>What is the vowel? What is the model word for <em>i</em>? What sound does <em>i</em> make? What would this word be if you put the /i/ sound in it?</td>
</tr>
<tr>
<td>Cross Check</td>
<td>Student uses context to check use of a phonological strategy or uses phonics to check the use of a contextual strategy.</td>
<td>(Context) Is that a real word? Does that fit the sense of the sentence? (Phonological) With what letter does the word in the story begin? What sound does that letter make? What sound does your word begin with? (Check other letters and sounds as needed.)</td>
</tr>
<tr>
<td>Choice</td>
<td>Student unable to use any strategies. Provide a choice of two words. Have student select the correct one.</td>
<td>Is the word <em>wolf</em> or <em>dog</em>? How do you know?</td>
</tr>
<tr>
<td>Affirmation</td>
<td>Praise the student for working out a word. Name the strategy used. This lets the student know what strategy she or he used and encourages the student to continue to use strategies.</td>
<td>I like the way you used the pronounceable word part to help you read that word.</td>
</tr>
<tr>
<td>Diagnostic</td>
<td>You want to see what strategies the student is using. Use this prompt after student has decoded a difficult word.</td>
<td>How did you figure out that word?</td>
</tr>
</tbody>
</table>
you knew to read the whole word." At times, none of your prompts will work. Then give students a prompt in which they choose between the correct word and an alternative: "Is that word barked or howled? How do you know?" Giving students a choice saves face and also involves students in using phonics and/or semantics to respond (see Figure 2A). Give students as much guidance as they need, but gradually lead them to the point where they can decode independently.

**Miscue Correction**

Struggling readers frequently have a loss of confidence and a feeling of helplessness because of the many errors they have made in the past. Through intensive preparation and careful planning, eliminate sources of errors. For instance, preteach needed skills and words likely to pose problems. However, even with the best of instruction, miscues or errors will occur. Use the prompts in Figure 2A and the following procedure to provide corrections. The aim is not just to correct the specific error, but to teach or review the underlying skill so the student can apply it in the future. Emphasize skills that will have a long-term payoff. Using a picture clue might help students make a specific correction. However, picture clues have limited usefulness. It would be better to foster the use of a decoding or contextual analysis strategy.

Note where the error occurred and plan the correction accordingly. Ask: "What is the nature of the miscue? Is it decodable? Does it have a pronounceable word part? Is it like a word the student knows? Does it lend itself to contextual analysis? What prompts can I use to foster a correction?" If the student said pet for pat, you might ask the student, "What is the vowel? What is the model word for a? What sound does a make? What would this word be if you put the a sound in it?" (Wilson, 1999).

Note particular difficulties that students have. Talk over the difficulties and work on those (Wilson, 1999). "I see you have difficulty with words that begin with wh. These words are tough. They have strange spellings. But if you read through the word, if you look at all the letters, especially the ending letters, that will help you. I'll give you some practice exercises that I think will help." Leading students to become aware of their difficult areas and providing strategies for overcoming those difficulties gives them a sense of self-efficacy. Chances are they will expend extra effort learning the difficult skill and might become the class expert in that particular area.

**Using Prompts**

In summary, when a student encounters a difficult word, use a pause-prompt-praise procedure (Thnmer & Chapman, 1999). Pause for about five seconds to give the student time to work out the word. If the student is unable to figure out the word, use one or more of the prompts in the Strategy Chart in Figure 2A. Several of these prompts are adapted from Reading Recovery ®.

**LESSON 2: -AT PATTERN.........4-5**

**Teaching the Pattern**

Review the -at pattern. Reteach as necessary. Word Building takes a spelling approach. The teacher says the sound, and the students supply the letter that would spell that sound. By slightly changing the directions, you can change the building words activity to a reading approach. When building words as a reading approach, add the target letter and then have students read the word. For instance, write at on the board and have students read it. Then write c in front of at and ask, "When I add c to at, what word do I make?" Using a reading approach to building words provides another way of considering the elements in the words. If students don't respond to a spelling approach, you might try a reading approach. Or you might use a spelling approach when you introduce a pattern and a reading approach when you review the pattern.

Using a reading approach to review the -at pattern, place at on the board and have students read it. Stress the individual sounds in at. As you point to a, say /a/; as you point to l, say /l/. Run your hand under at then say /al/. Add h to at and ask students to tell what word you make when you add h to at. Have several students read hat. Form sat, cat, Pat, fat, rat, bat in this same way. (Talk briefly about the two different kinds of bats: the one that flies and the one used to hit a ball). Have students read the words. Also have students complete the activities on pp. 4-5 of Word Building Book A.

**Word Building Activities**

**Making Words**

Have students read the words they made.

**Story Time**

**High-Frequency Words: I, see, ran, after**

Place I on the board and invite students to read the word. If they can't read the word, point out that I says its name and means "me": I am your teacher. Invite students to read see, or, if they can't read the word, to say any parts that they know. Invite students to tell what sound s makes. Point out that ee makes an /ee/ sound. Blend the parts to make see. Write "I see" on the board, read it, and have students read it. Have students tell things
that they see. Write their sentences on the board and share read them with students. To introduce ran, write it on the board. Have students give the sound of r, you give the sound of an, and have students blend the two to form ran. As you write the word after on the board, have students say the sounds for a and f and blend them. Then have students say the sound of t, you supply the sound of er, and help students blend the t and er to form ter and then blend both syllables to form after. Have them read the sentence: The cat ran after the rat. Have students locate the newly introduced words in the selection they are about to read. You say the words and have students find and read them.

**Before Reading.** Have students use the title and the drawings to help them predict what the story might be about. Have them read to evaluate their predictions. Also have them fill in the blanks with their answers.

**After Reading.** Discuss students’ predictions and their responses to the cloze blanks. Have them tell why the rat ran and the cat ran. Invite them to read aloud sentences that tell why. Have students take turns reading the captions for the story panels to a partner.

**Mixed-up Words**

Provide help with one or two items to get students started. Encourage students to say the sound of each letter as they fill in each blank and then blend the sounds to make the word. This will reinforce phonemic awareness and phonics skill.

**Picking Words**

Provide help with one or two items to get students started. After they have completed the exercise, have them read the sentences. Write their responses on the board. This will help ensure that they have selected the correct response.

**Making a Sentence**

Have students read the sentence they made.

**Writing Time**

Model the process of writing to complete a prompt. Show students how you go about reading the partially completed sentence and how you think about some things that you might write about a cat. Write these things on the board. Have students discuss some things they might write about a cat. Write their responses on the board. This will be a help to students as they write their responses. After students have written their responses, discuss them, have some written on the board, and share read them.

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**Extension and Application**

**Spelling**

Spelling is an excellent reinforcement for phonics and is especially helpful to students who are struggling to learn patterns. Dictate the at words that appear below. Dictate each word in isolation, in a sentence, and then in isolation once more. Before students write a word, have them say it slowly so they can hear all the sounds and have them say each sound as they write the letter that spells it.

**Spelling words:** at, cat, sat

**Shared Reading for Fluency**

Traditional rhymes and songs are presented in blackline masters in Appendix D. These rhymes can be made into transparencies or written on chart paper or on the board and share read with students. Individual copies can be provided to students so they can practice reading them on their own or with partners and at home with family members. This is an excellent activity for building fluency. The following pieces in Appendix D can be share read and partner read in order to provide added practice with the -at pattern. The rhymes and songs in Appendix D are numbered 1 to 40.

"Jack Hall" Rhyme 1
"Out" Rhyme 2

**Additional Reading**

Additional reading is an essential component of Word Building. Books listed have been selected because they do an especially good job of reinforcing patterns. There is no better practice than reading stories and informational books that incorporate the patterns presented.

Carle, E. (1973). *Have you seen my cat?* New York: Watts. Reinforces the -at pattern and high-frequency words. Students should be able to read this on their own.

Cameron, A. (1994). *The cat sat on the mat.* Boston: Houghton Mifflin. Looking through cutouts on every other page, readers guess where the cat sat: on the mat, the car, the step, etc.

Wildsmith, B. (1986). *Cat on a mat.* New York: Oxford. Reinforces the -at pattern and easy high-frequency words. Students should be able to read this very easy text on their own.

**Additional Practice**

- Cut up the panels from the story and separate them from their captions. Have students match the panels and the captions.
- Have students rearrange cutup sentences.
- Have students form as many -at words as they can.
LESSON 3: -AN PATTERN........6-7

Teaching the Pattern
Review the -at pattern, reteaching as necessary. Adapting the procedure outlined in Lesson 1, introduce the -an pattern. Patterns that end in the nasal consonants /n, /m/, and /ŋ/, such as an, am, and rang, need special introduction. Nasal consonants are partially absorbed by the preceding vowels and sometimes the consonants that follow. Contrast the sound of /æ/ in at with the /æ/ in an. When introducing an and am patterns, present them as a unit. Do not say the sounds /æ/ and /æ/ or /æ/ and /m/ separately. Present the following -an pattern words: an, can, man, pan, ran, tan, van. Write the rime an on the board, read it, have students read it, and then have an words formed by having students add onsets (initial consonants). Ask students to tell what letter would need to be added to an to make the word can. When writing c in front of an, say its sound /k/. Then say the sound of an and the whole word. Have students read the word can. Introduce the other an words in this same way: man, pan, ran, tan, van. After presenting the word van, discuss the different kinds of vans: moving vans, delivery vans, and vans for families. Also discuss can as a container and can as an action word as in: “I have a can of soda” and “I can ride a two-wheel bike.” Then, writing the onsets on the board, have students say the sounds that the onsets stand for and add the rimes to form the pattern words. Writing c on the board, have students say its sound and then tell what would need to be added to c to form the word can. Have the other -an words formed in this way: man, pan, ran, tan, van. Have students read the words. After all the -an words have been presented, have students read them. Present -an and -at words in a mixed list so students can focus on the final consonant in each pattern: can, cat, fan, fat, mat, man, ran, rat. Have students read the words. Pointing out that pan is the model word for the -an pattern, have students locate it on the chart on the inside of the back cover of their texts. Later, if students have difficulty with -an words, encourage them to look for a part of the word they can say (an) or, if that doesn’t work, have them refer to the say (an) or, if that doesn’t work, n’èhàm réfer’tò thé chart and compare the unknown word to the model word pan. For guided practice, have students complete the activities on pp. 6-7 of Word Building Book A.

Word Building Activities
Making Words
Have students read the words they made.

Story Time
High-Frequency Words: where, into
Write where on the board and invite students to tell what sound it begins with. Review with students that the word begins with a /w/ sound (has an /hw/ sound in some dialects) and is the word where as in, “Where do you live?” Point out the letters in where and have students read the word, spell the word, and read it. Write in on the board. Say the word and have students say it. Write into on the board. Cover up the to part and have students read in. Uncover the to, and explain to students that you will be adding a word to in. Have students read the sound of t. You supply the sound of o, help students blend the two sounds to form to, and then blend the in and the to to form into. Have students read the sentences:
Where is the cat?
The cat ran into the van.

Have students find the words where and into in the story. You say the words, and students find and read them.

Before Reading. Have students read the title and look at the drawings. Ask them to predict where Pat might be and what might have happened to him. Have students read the story to find out what happened to Pat.

After Reading. Discuss students’ cloze responses. Have students discuss how their predictions worked out. Ask students to tell who Pat is and what happened to him. Have students tell how the girl in the story helped the boy in the story. Invite students to read aloud the question sentences. Have other students read aloud the sentences that answer the questions. Have students take turns reading the story to a partner.

Word Shapes
Discuss students’ responses.

Making a Sentence
Have students read the sentence they made.

Writing Time
In preparation for writing, model the process. Write on the board some things that you can do and discuss on the board some things that you can do and discuss with students things that they can do. Record responses so as to compose a bank of words that students might use in their writing. Students might also want to draw an illustration showing what they can do. After students have written a response to the prompt and discussed their individual pieces, you might want to compose a shared writing piece with the whole group.
LESSON 4: -AN PATTERN........8-9

Teaching the Pattern

Using a reading approach, review the -an pattern, reteaching as necessary. Writing an on the board, invite students to read it. Write p in front of an and ask, "If I add p to an, what word do I make?" Have students read pan. Have the following words formed in the same way: can, man, ran, tan, and van. Then present -an and -at words in a mixed list so students can focus on the final consonant in each pattern: can, cat, ran, fat, mat, man, ran, rat. Have students read the words.

Word Building Activities

Making Words

Have students read the words they made.

Story Time

High-Frequency Words: has

Write has on the board and invite students to tell what sound it begins with. Invite students to tell what sound a stands for. Run your hand under h and a and invite students to blend the two sounds: ha. Then tell students that the s at the end of this word makes a/z/ sound. With the students blend /ha/ and /z/ to form has. Pointing to students, write on the chalkboard things that they have: Juan has a green hat. Maria has a cat. Share the sentences. Have students read has as you point to it. Have students locate has in the selection. You say the word and have students find and read it.

Before Reading. Have students read the title and look at the illustration. Ask them to tell how they know that the tan van is big. Have them read to find out who is in the tan van.

After Reading. Discuss students' answers to the cloze activity. Ask students to tell who is in the tan van. Have students read aloud sentences telling who is in the tan van. To build fluency chorally read the selection and have students take turns reading the selection to a partner.

Mixed-up Words

Provide help with one or two items to get students started. Encourage students to say the sound of each letter as they fill in each blank and then blend the sounds to make the word. This will reinforce phonemic awareness and phonics skill.

Building Words

Building Words is designed to extend students' phonics skills by having them build new words based on words or patterns that they have learned. In this activity they build and, sand, and hand.

Picking Words

After students have completed the exercise, have them read the sentences. Write their responses on the board. This will help ensure that they have selected the correct response.

Making a Sentence

Have students read the sentence they made.

Extension and Application

Spelling

can, man, has

Shared Reading for Fluency

The following piece in Appendix D can be shared read and partner read in order to provide added practice with the -an pattern:
"Pat-a-Cake" Rhyme 3

Sorting

Because it is active and helps students make discoveries about words and patterns, sorting is a powerful teaching device. Although students can read -at and -an pattern words, they may not realize that they form patterns. Sorting helps them to see what is the same about the words and what is different. Have students sort -at and -an words. Set up two columns. Use the illustration of a cat and a pan and/or the words cat and pan as headings for the sorting columns. Mix up -at and -an word cards and have students then place words in the appropriate column. When placing a word, the students should say the column model word and then the word that is being placed to make sure that the word being placed rhymes or has the same sound as the model column word. If a word is misplaced, ask the student to tell why the word was placed in that column. This will help you understand the student's thinking and clarify misconceptions if necessary. Students can sort as a whole class activity, in groups, or in pairs. However, they should only sort known words. Have students sort the following words: at, cat, fat, mat, rat, that, an, can, the following words: at, cat, fat, mat, rat, that, an, can, fan, man, ran, than.

As an alternative to having students sort word cards, you can write on the board the words to be sorted and have students sort the words on paper divided into columns. Each column would be headed with a column model word.

Sorts can be open or closed. In a closed sort, you provide the column model words. In an open sort, stu-
Students decide on what basis to sort words.

**Making More Words**

Individuals or small groups make words by assembling letters. Making Words develops phonemic awareness, phonics, and spelling. See directions and lessons in Appendix C. Students complete Lesson 4 on p. 98.

**Additional Reading**


Also share read the tale of the Gingerbread Boy with the class. Invite students to read the an words and the refrain: "Catch me if you can."

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**LESSON 5: -AD PATTERN...10-11**

**Teaching the Pattern**

Review the -an pattern. Reteach as necessary. Using the procedure outlined in Lesson 1, introduce the -ad pattern. Present the following words: sad, mad, had, bad, dad. Writing ad on the board, point to each letter and have students say its sound and then blend the two sounds to form ad. Ask students to tell what letter would need to be added to ad to make the word sad. In this same way, have the other -ad words formed: mad, had, bad, dad. Have students read the words. Then, writing the onsets on the board, have students say the sounds that the onsets stand for and add the rimes to form the pattern words. Writing s on the board, have students say its sound and then tell what would need to be added to s to form the word sad. Say the sounds of a and d as you add them. Have the other -ad words formed in this way: mad, had, bad, dad. Have students read the words. Pointing out that sad is the model word for the -ad pattern, have students locate it on the chart on the inside of the back cover of their texts. Later, if students have difficulty with -ad words, encourage them to look for a part of the word they can say (ad) or, if that doesn't work, have them refer to the Model Words chart on the inside back cover and compare the unknown word to the model word sad. After presenting the -ad pattern, the model word sad. After presenting the -ad pattern, present a list of mixed -ad and -at words: bad, bat, had, hat, sad, sat, mad, mat. Besides being a good review, this trains students to use all the word's letters in their decoding processes. Otherwise, students might say the first word in a series of pattern words and then just use the initial consonant to say the rest. If students fail to use all the letters when reading on their own, they may misread had for hat and bad for bat, etc. For guided practice have students complete the activities on pp. 10-11 of *Word Building Book A.*

**Word Building Activities**

**Making Words**

Have students read the words they made.

**Story Time**

**High-Frequency Words:** away, with, catch, not

Present away in syllables. Write away on the board. Point to a and say the sound for it, point to w and have students say the sound for it, point to ay and say the sound for it and blend the two to form away. Then blend the two syllables to produce away. Write the word with on the board. Pointing to w, have students say its sound, you say the sound for i, and, pointing to th, have students say its sound. Running your hand under the whole word, you and the class blend the sounds to form with. Have the class read with. Write catch on the board. Pointing to c, have students say its sound, pointing to a have the class says its sound. Pointing to ch, have students say the sound /ch/ but provide help as needed. Have the class blend the sounds to produce catch. (Although cat seems to be a familiar word part in catch, it is not. The tch spells /ch/) Write not on the board. Pointing to n, have students say its sound, provide the sound for o, pointing to t, have students say its sound and then help them blend the sounds to form not. Have students read the words in isolation and in the following sentences:

The cat ran away with Matt's hat.

Matt can not catch the cat.

Have students locate and read the words in the upcoming story. You say the words and have students find and read them.

**Before Reading.** Have students read the title and predict what the story might be about. Have students look at the first illustration and add to or alter their predictions. Have students read the selection to see how their predictions come out.

**After Reading.** Discuss students' cloze responses. Also have them discuss how their predictions worked out. Have students read aloud sentences that tell how Matt was feeling at the beginning of the story, why he was sad, and what Pat did. Have them read sentences that tell how Matt tried to get his hat back and why he was mad at Pat. Have students read with expression what Matt said to Pat. Students might also take turns reading the story to a partner.

**Pattern Puzzle**

Do one across and one down item with students to
get them started.

Making a Sentence
Have students read the sentence they made.

Writing Time
Discuss with students numbers that they can add.

Extension and Application
Spelling
can, man, ran, has

LESSON 6: -AD PATTERN ........12-13
Teaching the Pattern
Using a reading approach, review the -ad pattern. Writing ad on the board, point to a and d and have students say the sound of each and then blend the two sounds to form ad. Write s in front of ad and have students tell what word has been formed. Have other -ad words read after a consonant is added: bad, mad, dad, glad. Then present -ad and -at words in a mixed list so students can focus on the final consonant in each pattern: add, at, bad, bat, mad, am, sad, sat, glad. Also have students complete the activities on pp.12-13 of Word Building.

Word Building Activities
Making Words
Have students read the words they made.

Story Time
High-Frequency Words: no new words

Extending Patterns
Write "I see" on the board and have students read it. Then write "Matt sees Pat." Explain that we put s on the end of see when we tell about someone who sees something. Have students tell what they see. Create sentences using sees and the students' names.
Maria sees the teacher.
Jesse sees a bird.

Before Reading. Have students read the title and predict what the story might be about. Have students look at the illustration and add to or alter their predictions. Have students read the selection to see how their predictions work out.

After Reading. Discuss students' cloze responses. Also have them discuss how their predictions worked out. Have students read aloud sentences that tell how Matt was feeling at the beginning of the story and discuss why he was sad. Have students read the sentences that tell what made Matt glad. Students might also take turns reading the story to a partner.

Mixed-Up Words
Have students read the words they made. Write students' responses on the board so that they can check their work.

Picking Words
Have students read the sentences with the words they selected. Write the selected words on the board to make sure that students have chosen the correct words.

Making a Sentence
Have students read the sentence they made.

Extension and Application
Shared Reading for Fluency
The following piece in Appendix D can be share read and partner read in order to provide added practice with the -ad pattern:
"Bingo" Rhyme 4

Spelling
had, mad, bad, sad, glad

Additional Reading
Antee, N. (1984). The good bad cat. Grand Haven, MI: School Zone. Reinforces -at and -ad words. After a shared reading or two, students should be able to read this on their own.

Sorting
Have students sort ad, at, and an words: at, bat, cat, mat, rat, sat; add, bad, dad, mad, sad, glad; an, can, man, ran, van.

Additional Writing
Have students make a list of things that make them glad.

Additional Practice
• Have students see how many words they can form by adding consonants to -ad.
• Give students math practice sheets on which the word add is used in the directions. add is used in the directions.

LESSON 7: -AM PATTERN ......14-15
Teaching the Pattern
Briefly review the -ad pattern. Reteach as necessary. Using the procedure outlined in Lesson 1, introduce the -am pattern. Present the following words: am, ham, jam, Pam. Because am contains a nasal consonant, present it
as a unit. Do not say the sounds /a/ and /m/ separately. Write the rime am on the board, read it, and have students read it. Ask students to tell what letter would need to be added to am to make the word ham. Have jam and Pam formed in this same way. Have students note that Pam is written with capital letters because it is the name of a person. Have students read the words. Then writing the onsets on the board, have students say the sounds that the onsets stand for and add the rimes to form the pattern words. Writing h on the board, have students say its sound and then tell what would need to be added to h to form the word ham. Have the other -am words formed in this way: jam, Pam. Present -am, ad, and -an words in a mixed list so that students can focus on the final consonant in each word: am, an, at, jam, Jan, pan, Pat, Pam, man, mod, mat. Have students read the words. Pointing out that ham is the model word for the -am pattern, have students locate it on the chart on the inside of the back cover of their texts. Later, if students have difficulty with -am words, encourage them to look for a part of the word they can say (am) or, if that doesn’t work, have them refer to the chart and compare the unknown word to the model word ham. For guided practice, have students complete the activities on pp. 14-15 of Word Building A.

Word Building Activities

Making Words
Have students read the words they made.

Making a Sentence
Have students read the sentence they made.

Story Time
High-Frequency Words: are, like, what, do, you
Write are on the board and point out that it is spelled a-r-e and has an r in the middle. Have students say, spell, and say are as you point to it. Write like on the board. Have students supply the sound that l represents, you supply the vowel sound, have students supply the final /kl/ sound and, with your help, blend all three sounds to produce like. Write what on the board. Have students say the sound that wh represents, you provide the /uh/ say the sound that wh represents, you provide the /uh/ sound, and have students say what sound t represents and, with your help, blend all the sounds to form what. Write do on the board, have students identify the sound that d makes, you provide the /oo/ sound, and have students blend the two sounds to produce do. Do the same with you. Have students say the words, spell them, and say them. Explain that these words have strange spellings. For the word baseball, point to the first b and have students tell what sound b makes, then you say that the first part of the word is base. Point to ball, have students tell what sound the b makes, and you explain that the second part of the word is ball. Help them blend the parts to form baseball. Also provide sentences that use the words and have students read them chorally: Pat and Nat are cats. What do you like? Do you like baseball?

Have students locate and read the words in the upcoming story. You say the words and have students find and read them.

Before Reading. Have students guess who the person in the drawing is and see if they can guess what kinds of things she likes to do. Have students read the story to find out what Pam likes.

After Reading. Discuss what kinds of things Pam likes. Have students read their cloze responses. Also have students orally read sentences that tell what Pam likes. Have them tell what question Pam asked. Discuss their answers to the question.

Pattern Puzzle
Do one or two items to get students started.

Making a Sentence
Have students read the sentence they put together.

Writing Time
Read the sentences, "I am ___ am ___ years old." with students. Discuss how the sentences might be completed.

Extension and Application

Spelling
am, jam, like

Sorting
Have students sort ad, an, and am words: add, bad, dad, mad, sad, glad; an, can, man, ran, van; am, ham, jam, Pam, Sam.

Additional Writing
Have students write an “I am” story in which they tell who they are and what kinds of things they like. For reluctant or poor writers, the piece might be set up as a frame story in which they are supported by the beginnings of key sentences:
I am _____________. I am ______ years old. I like ______________. And I like ____________. I also like ______________.
Functional Reading

Bring in a canned ham and jars of jam or labels for them and have students read the labels so they can see that the words they are learning appear on everyday items.

LESSON 8: -AP PATTERN......16-17
Teaching the Pattern

Briefly review the -am pattern. Reteach as necessary. Using the procedure outlined in Lesson 1, introduce the -ap pattern. Present the following words: map, cap, nap, lap, tap. Write ap on the board. Say ap before you write it. As you write the letters, say their sounds /a/-/p/ and then say ap. Ask students to tell what letter should be added to ap to form the word map. As you add m to ap, carefully enunciate the /ml/, the /a/, the /p/ and then the whole word. Have several students read the word. Introduce the rest of the -ap words in this same way: cap, nap, lap, tap. Then, writing the onsets on the board, have students say the sounds that the onsets stand for and add the rimes to form the pattern word. Writing m on the board, have students say its sound and then tell what would need to be added to m to form the word map. Say the sounds of a and p as you add them. Have the other -ap words formed in this way: cap, nap, lap, tap. Have students read the words. Pointing out that map is the model word for the -ap pattern, have students locate it on the chart on the inside of the back cover of their texts. Later, if students have difficulty with -ap words, encourage them to look for a part of the word they can say (ap) or, if that doesn't work, have them refer to the chart and compare the unknown word to the model word map. As an application of the pronounceable word part, write happy on the board and have students look for a part of the word they can say. Help them find ap if they can't find it on their own. Have students say ap, add h to it, and then add py to form happy. Present -ap and other short-a words in a mixed list so that students can focus on the final consonant in each word: map, mat, cap, cat, tag, tap, nap, Nat, lap. Have students read the words. For guided practice have students complete the words. For guided practice have students complete the activities on pp. 16-17 of Word Building Book A.

Word Building Activities

Making Words
Have students read the words they made.

Story Time
High-Frequency Words: Review of, on.
Review of. Since of might well be the most irregular word in English, write it on the board, read it for students, have students read it, and then spell it. Place sentences using of on the board and share read these with students.
I had a cup of milk.
I had a cup of water.

Write on on the board and invite students to read it. If no one can, read it for students. Have students read the word, spell it, and read it once more. Have students read sentences containing on and happy.
The happy cat sat on a hat
The happy cat sat on a cap.

Have students locate the newly introduced words in the selection they are about to read. You say the words and have students find and read them.

Before Reading. Have students use the title and illustrations to predict what the story might be about. Have students read the story to find out about Pat's nap.

After Reading. Discuss students' answers to the cloze exercise. Also ask them to tell how their predictions worked out. Discuss where Pat took his nap. Have students read sentences that tell all the different places where Pat took his nap. Have students tell which napping place Pat liked best.

Pattern Puzzle
Help students with the first few items to get them started. Discuss their responses after they have finished or have then check their responses with a partner.

Making a Sentence
Have students read the sentence they made.

Writing Time
Talk about things that make you happy and invite students to do the same. Write their responses on the board. Have students write their responses to the prompt. Discuss students' responses to the prompt. Compose a group shared writing story in which students write about things that make the class happy.

Extension and Application

Spelling
cap, map, nap, you

Shared Reading

Shared Reading
The following pieces in Appendix D can be shared read and partner read in order to provide added practice with the -ap pattern:
"This Is the Way We Clap Our Hands" Rhyme 5
"If You're Happy and You Know It" Rhyme 6

Sorting
Have students sort an, am, and ap words: an, can, man,
Additional Reading

Making More Words
See Lesson 8 on p. 98.

LESSON 9: -AG PATTERN....18-19
Teaching the Pattern
Briefly review the -ap pattern. Reteach as necessary. Using the procedure outlined in Lesson 1, introduce the -ag pattern. Present the following words: bag, rag, tag, wag, flag. Write ag on the board. Say ag before you write it. As you write the letters, say their sounds: /a/-/g/ and then say ag. Ask students to tell what two letters should be added to ag to form the word flag. Tell students that flag begins with two sounds. Stress the /l/ and the /l/. As you add /t/ to ag, carefully enunciate the /l/, the /l/, the /l/, the /g/, and then the whole word. Have several students read the word. Present the rest of the -ag words in this same way: bag, rag, tag, wag. Then writing the onsets on the board, have students say the sounds that the onsets stand for and add the rimes to form the pattern word.
Writing the cluster fl on the board, have students say its sound and then tell what would need to be added to fl to form the word flag. Say the sounds of a and g as you add them. Have the other -ag words formed in this way: bag, rag, tag, wag. Have students read the words. Pointing out that flag is the model word for the -ag pattern, have students locate it on the chart on the inside of the back cover of their texts.
Later, if students have difficulty with -ag words, encourage them to look for a part of the word they can say (ag) or, if that doesn't work, have them refer to the chart and compare the unknown word to the model word flag. Present -ag and other short-a words in a mixed list so that students can focus on the final consonant in each word: bag, bat, rag, ran, tap, tag, tan, fat, flag, wag. For guided practice have students complete the activities on pp. 18-19 of Word Building Book A.

Word Building Activities
Making Words
Have students read the words they made.

Story Time
High-Frequency Words: name, me, tail, like, his
Write name on the board and invite students to read it if this is a familiar word. If not, have students supply the n sound for the first letter, you supply the long a sound, and students say the sound represented by m, and blend the sounds to form name. Write me on the board and invite students to read it if this is a familiar word. If not, have students say the sound represented by the first letter, you say the sound represented by e at the end of the word, and have students blend the sounds to form me. For tail, students say the sound of t, you provide the ai sound, students say the sound of l, and blend the sounds to form tail. For like, have students say the sound of l, you say the i-e sound, have students say the sound of k, and blend the sounds to form like. For his, have students say the sound of h, you say the i sound, and tell students that the s at the end makes a /z/ sound. Help students blend the sounds to form his.
Write the following sentences on the board and have students read them:
Rags has a name tag.
Rags wags his tail.
Have student locate and read the newly introduced words.

Before Reading: Have students use the title and illustrations to predict what the story might be about. Have students read the story to find out how accurate their predictions are.

After Reading: Discuss students' responses to the cloze exercise and how Rags shows that he is happy and how he shows that he is sad. Have students tell how their pets show if they are happy or sad.

Pattern Puzzle
Do one across and one down item with students to get them started.

Making a Sentence
Have students read the sentence they made.

Writing Time
Talk about things that make you happy and write sentences on the board telling, "I am happy when ___.": Have students respond to the prompt and talk and write about their responses. Encourage students to write as best they can, which includes using invented spelling. After they have finished their pieces, write some of their sentences on the board. As a shared writing group experience story, you might have the class compose a story that tells when the class is happy.

Extension and Application
Shared Reading
The following piece in Appendix D can be share read and partner read in order to provide added practice with the -ag pattern:

"I Have a Dog and His Name Is Rags" Rhyme 7

Spelling
name, bag, tag

Sorting
Have students sort the following words: bag, flag, rag, tag; cap, lap, map, nap; bad, glad, mad, sad

LESSON TEN: PATTERN REVIEW...20-21

Reviewing the Patterns
On the board or an overhead, write the short-a pattern words presented in this unit. (A listing of pattern words can be found on p. 94 of the students' texts.) Invite students to read the words. Mix the patterns so students aren't simply using the first word as a clue to the other words in that column. Then have students complete the activities presented on pp. 20-21.

Mixed-up Words
Before students begin this exercise, make sure that they can identify each of the illustrations.

Building Words
Encourage students to say the words as they make them.

Sorting
You might have students place the words to be sorted on small cards so that they can be manipulated. Remind students that the words are to be sorted according to sound and spelling.

Reading the Caption Story
Review the high-frequency words: ball, play, find. For ball, play, and find, have students supply the sounds represented by the initial consonant or cluster and you supply the rimes and then help them blend the words. Have students read sentences containing the words: We can play ball. We can find the ball. After reading the title with students and looking at the illustrations, have them predict what the story might be about. Have them read the story to check their predictions and then fill in the blanks with ad, ags, an, or ats.

Secret Message
Review the directions for completing the Secret Message.

Making More Words
Students complete Lesson 10 on p. 98.

ADDITIONAL REINFORCEMENT
Have students form new short-a pattern words by substituting final consonants. For instance, present the following words and have students build as many words as they can by changing the final consonant. Accept all reasonable answers. However, note that in some instances the pronunciation of the vowel may change when certain consonants are added. Some possible answers are listed in parentheses.

bat (bad, bag, bam, band)
cat (cab, can, cap, catch)
hat (had, ham, has, hand, hash)
pat (pad, Pam, pan, pack, patch, path)
rat (rag, ram, ran, rap, rack, ranch, rash)
sat (sad, sag, Sam, sap, sack, sand)

See Appendix C for suggestions for additional review activities. Most important of all, have students read books that contain short-a pattern words. Some possible titles are listed below:


Unit Assessment
Have students complete the unit Checkup Tests that are presented in Appendix B. Also have students complete the Phonics Inventory and/or Progress Monitoring Short Vowels Form A. As an option, you might also administer the Word Reading Fluency Indicator. Chart students' progress on the Progress Chart. Make copies of the Progress Chart located in Appendix B.

Depending upon their performance, move students to the next unit, Short-i Patterns, or provide additional instruction in short-a patterns. If students have not made adequate progress, note the patterns on the unit Checkup Test that they had difficulty with. Reteach missed patterns and assess to see whether they have learned the patterns. If they learn the patterns without too much struggle, increase the amount of instructional time and provide more practice. If they struggle to learn the patterns, use sorting, spelling, and assembling letters to make words. Also provide more practice and extra time.
# Word Building Lesson Plan

**Student (s)** ___________________ Date ____________

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<td>or</td>
</tr>
<tr>
<td>- What word would make sense here?</td>
</tr>
<tr>
<td>After I make the word, check it.</td>
</tr>
<tr>
<td>- Is the word I made a real word?</td>
</tr>
<tr>
<td>- Does the word make sense in its sentence?</td>
</tr>
<tr>
<td>- Does the word make sense in its sentence?</td>
</tr>
</tbody>
</table>