Lesson 1: *at* (VC Spelling Pattern)

Goal: *Today we will read and spell the Power Word "at."*

1. Review Letter Names and Sounds

Connect Graphemes to Phonemes

- Point to the letter "a." *What letter is this? What sound does this letter spell? (/ă/)*
- Repeat for the remaining letter "t." (/t/)

Connect Phonemes to Graphemes

- *I'll say a sound. You'll write the letter that spells that sound: /ă/.* ("a")
- Repeat for the remaining sound /t/. ("t")

2. Phonemic Awareness

Oral Blending: *We will blend sounds to say words.*

- **Model:** */r/ /ă/ /t/, "rat"*
- **Guided Practice:** */l/ /ă/ /p/* ("lap"), */m/ /ă/ /t/* ("mat"), */n/ /ă/ /p/* ("nap")

Oral Segmenting: *We will break a word up into its sounds.*

- **Model:** *"rat," /r/ /ă/ /t/*
- **Guided Practice:** *"lap"* (/l/ /ă/ /p/), *"mat"* (/m/ /ă/ /t/), *"nap"* (/n/ /ă/ /p/)

Lesson Materials
Paper or dry-erase boards

Grapheme Cards per student: a, m, s, t

Elkonin boxes (optional)

Letter-Sound Instruction
Students who are not yet automatic with most letter-sounds may benefit from additional practice in the Yellow Toolkit.

Coaching Tip

Observe student(s) in every part of the lesson and provide corrective feedback. Use the following framework:

1. Model the correct response.
2. Have the student(s) provide the correct response with you.
3. Have the student(s) provide the correct response on their own.
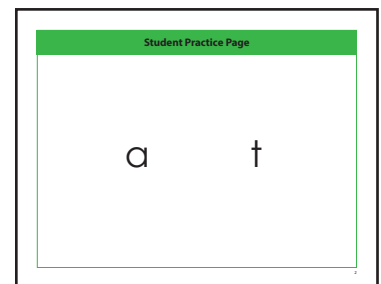
Student Practice Page

a   t

a   t

Lesson 1 (continued)

3. Decodable Power Word

Phonemic Awareness

Say It

Listen to this sentence with the word "at": Look at the cat.

Segment It

Say "at" with me as we stretch it out.

What sounds did you say? (/ă/ /t/)

Blend It

/ă/ /t/. What's the word? ("at")

Phonics/Word Study

Build It (Encoding and Decoding): Guide students to use Grapheme Cards to build and read word(s).

We will use some of these cards to make the word "at." Put your cards in a line at the top of your space.

- *Stretch out the word and put up a finger for each sound you say.*
- *How many sounds are in the word?* (2)
- *What is the first sound in the word /ăăăt/?* (/ă/) *Find the letter that spells /ă/ and slide it down into place.* ("a")
- *What is the last sound in the word /ăt/?* (/t/) *Find the letter that spells /t/ and slide it down into place.* ("t")
- *Watch me as I read it. I touch under each letter, make each sound, and then sweep under each letter as I blend the sounds together: /ăăăt/, "at." Then I read the word quickly.*
- *Read the word with me. Now read it on your own.*

Analyze It (Mapping Phonemes to Graphemes)

- *What letter spells the sound /ă/?* ("a") *Write "a" on your paper.*
- *What letter spells the sound /t/?* ("t") *Write "t" after the "a."*
- *Now read it.*

4. Word Work: Encoding and Decoding

Word Chain: Guide students to use Grapheme Cards to build and read words.

Build "at" again.

- *Add "m" to the beginning of "at." What word did we make? Let's read it.* ("mat")
- *Change a card to turn "mat" into "sat." Make it. Read it.*
- *How can we get back to "at"?*

Students who can already use their knowledge of letters and sounds to read and spell regular one-syllable words might be ready for 1B. Check IB Entry Requirements.

MLLs Coaching Tip

To facilitate the process of orthographic mapping, always make explicit the meaning-pronunciation-spelling connections for each Power Word. The spoken word should receive special attention with MLLs new(er) to the language. Encourage MLLs to write the word several times as they pronounce it.

Coaching Tip

Word Chains

Word Chains support phonemic awareness, encoding and decoding, and promote orthographic mapping. Word chains can be used at various levels of difficulty (onset-rime level or phoneme level). Word chains should only change one phoneme at a time and use only one pronunciation of a grapheme.

Students can use Elkonin boxes, manipulative letters, etc., as they complete word chains.

See the Resources tab for a selection of blackline masters of Elkonin boxes.

at

mat

sat

I sat on a mat.

Lesson 1 (continued)

5. Dictation: Spell and Read

- Cover the "Spell and Read" page so students cannot see the words.
- *I'll say a word. You repeat the word and then write it: "at."*
- Students use paper, dry-erase boards, etc., to write the word. As students are working, provide coaching so that all students spell the word correctly.
- Repeat with "mat" and "sat."
- *Now read the words you wrote.*

6. Fluency

- *Look at the "Spell and Read" page.*
- **Read It:** *Read the words at the top of the page with me, with a partner, and to yourself.*
- **Decodable Text***: Read the sentence with me, with a partner, and to yourself.* The underlined words may need to be read together.

Wrap-Up and Transfer: *What did you learn today? What was hard/easy? How did you figure it out?*

> **Coaching Tip**
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> **Additional Multimodal Encoding Opportunities:**
>
> Students can "skywrite" the word (write it in the air), palm write (write it on their palm), or trace the word on their paper/dry-erase board as they stretch it out. Repeat as needed.

> **Coaching Tip**
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> **Additive Blending**
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> When students decode words, it can be helpful to make the first sound (and hold i if possible), then blend the first and second sound together (and hold it if possible), then add the third sound (e.g., /mmm/, /mmăă/, /mmăăt/, /măt/).

> ***Continuous Sounds*** are sounds that can be stretched out for an extended amount of time. These sounds include all the vowel phonemes and the following consonant phonemes: /f/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/
>
> ***Stop Sounds*** are sounds that cannot be stretched out due to the flow of air being blocked and then pushed out. These sounds include the following: /b/, /d/, /k/, /g/, /j/, /p/, /t/

> **Spell and Read**
>
> at
> mat
> sat
> I sat on a mat.