

Unit 1: Short-*a* Patterns

-at Pattern

In this first lesson, short *a* is introduced in isolation and then as a pattern. The following steps are followed. In subsequent short-*a* pattern lessons, it won't be necessary to introduce /a/ in isolation. In subsequent lessons, you would begin with Step 4:

Constructing a Pattern

Pattern words: at, bat, cat, fat, hat*, mat, pat, rat, sat

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of objects whose names begin with /a/: apple, astronaut, add, and attic. If objects or illustrations aren't available, say the names of the objects. Exaggerating the initial sound of each word, lead students to see that the names of all these items begin with the same sound: /a/ as in *apple*. (Do not use the words *alligator* or *alphabet* because they tend to begin with an /ow/ sound as in *owl*. Avoid the word *ant* or *am* because the /a/ blends with the /n/ or /m/.)

Step 2: Articulation

Show students how /a/ is formed and have them notice how they form /a/ so they develop a physical, kinesthetic awareness of /a/. Say “/a/. Your mouth is open and the tip of your tongue is touching your bottom teeth.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board: *apple*, *astronaut*, *add*, *attic*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Lead students to see that all the words begin with the letter *a* and that *a* makes the sound /a/ heard at the beginning of *apple* (*apple* is the model word for *a/a*). (An asterisk is placed after the model word in the list of Pattern Words presented at the beginning of each lesson.) Display the Short Vowel Chart, which is located in Appendix D. Pointing to *a*- *apple*- /a/ on the Short Vowel Chart, teach students to say the name of the letter, its model word, and the sound it represents: *a* –

apple- /a/. If students forget the sound that a represents, saying “a apple” should help them remember it because *apple* begins with /a/. Remind students that they can use the Short-Vowel Chart if they forget how to spell or say the sound /a/.

Step 4: Construcing a Pattern

Adding a Rime The rime is the part of a word that begins with a vowel: c + **at**. Write *a* on the board and ask students to tell you the sound that *a* stands for. Ask them to tell what letter would have to be added to /a/, to make the word *at*. Emphasize the /t/. As you add *t* to *a*, say the sounds represented by the letters: /a/-/t/-/at/. Read *at* and have the class read it with you. Then ask students what letter would need to be put in front of *at* to make the word *cat*. Emphasize the /k/ sound. As you add *c* to *at* say the sounds represented by the letters: /k/-/a/-/t/-/kat/. Read the word *cat* and have students read it with you. Then have the words *bat, fat, hat, mat, pat, rat, sat* formed in this same way. Read all the words and have students read them with you.

Adding an Onset Have the pattern words formed by adding to the onset. The onset is the consonant or consonants that appear before the vowel (c+ at). Write *c* on the board and have students tell what sound it stands for. Ask students to tell what letters would need to be added to /k/ to make the word *cat*. Emphasize /a/ and /t/. Say the sounds as you add *a* and *t*. Then say the whole word. Have *bat, fat, hat, mat, pat, rat, and sat* formed in this same way. Read all the words and have students read them with you.

Constructing a Model Words Chart A Model Words Chart is a listing of words that provide examples of the patterns that have been presented. The purpose of the Model Words Chart is to provide a reminder of previously taught patterns so these can be used to decode words. The model word is typically a common word that can be depicted. As part of the lesson select a model word and add it to the Model Words Chart. If possible, include an illustration of the model word. For the *-at* pattern, the word *hat* might be chosen as the model word. It could be illustrated with a drawing or photo of a hat. After learning the *-at* pattern, students are expected to read any words containing *at* and to use

this pattern if they encounter unknown words that contain at. For example, if a student encountered the word *chat*, they would search for any part they knew. After pronouncing *at* they might add *ch* to get *chat*. If they forgot the pattern, they could find *hat* on the chart and use that as a reminder.

Assembling words: Distribute the letters *a, c, h, r, s, t*. Have the words *cat, hat, rat, sat* formed.

Scrambled sentence: The cat sat on the hat.

Rhyme (shared): Jack Hall

Reading: The Cat Sat

Preteaching: Preteach the high-frequency words: *is**, *on**, *a**, *the**. (High-frequency words are marked with an asterisk.) Each article or story is accompanied by a listing of words that have not been introduced to students. These words are recommended for preteaching. Because of a past history of failure, struggling readers do best when they have a high rate of success. Preteaching potentially difficult words provides students with the skills they need for a successful reading and builds confidence and students' willingness to do their best. When presenting preteaching words, encourage students to read as much of each word as they can. This provides them with the opportunity to apply the decoding strategies that they are learning and builds independence. As appropriate, supply strategy prompts. A listing of prompts is provided in Table 1.2, p. 11.

For words that have irregular spellings or that are regular but contain elements that students have not yet learned, match up spellings and sounds. For *is*, tell students that *i* makes an /i/ sound and *s* makes a /z/ sound. Have students blend the sounds and read the word. For *on*, explain that *o* makes an /aw/ sound in this word and have students say what sound *n* makes. Have students blend the sounds and read the word. For *a* explain that *a* makes an *uh* sound as in *a cat, a hat, a rat*. For *the* explain that *th* makes a /th/ sound and *e* makes an *uh* sound. Have students blend the sounds and read the word. The idea is to have students bond these words in memory by attaching their sounds to their

spellings. All words, even ones that have irregular spellings, are learned in this way.

Because these are high-frequency words, spend extra time reinforcing them.

Introduction & Discussion: Writing the word *Pat* on the board, have students read it.

Write *is* and *on* on the board, if you haven't already done so, and pointing to them as you use them, explain that Pat **is** a cat who likes to sit **on** things. Have students read the story to find out what Pat sat **on**. After students have read the story, have them tell what Pat sat on. Also have students read their answers to the fill-in-the blank sentences.

Complementary reading: Carle, E. (1973). *Have you seen my cat?* New York: Scholastic.

Cameron, A. (1994). *The cat sat on the mat*. Boston: Houghton

Wildsmith, B. (1986). *Cat on a mat*. New York: Oxford.

Spelling: cat, sat, at, that

Writing: Students draw a picture of a favorite, unusual, or interesting cat and write a caption to go along with the drawing.

Speech-to-Print: -at

Tracing: cat, sat

-ig Pattern

Writing *i* on the board and having students say the sound it stands for, ask them what letter would need to be added to /i/ to make the word part *ig*. Have the pattern words below formed by having the onsets *b, w, d, p* to *ig*. After forming words by adding onsets to rimes, have students form words by adding the rime *ig* to the onsets *b, w, d, p*. Have students read the pattern words until they can read them rapidly and accurately. Provide guidance as needed. Then present the Mixed Practice words and complete the rest of the practice and application activities.

Pattern words: big, wig, dig, pig*

Mixed practice: big, bit, pig, sit, wig, hit

Sorting: big, wig, dig, pig; it, bit, fit, hit, sit

Assembling Words: i, b, d, g, p, t, w

it, bit, big, dig, pig, wig

Scrambled sentence: The big pigs are in the pen.

Reading: Big Pigs and Little Pigs

Preteaching: white*, be*, picture Invite students to read the words or as much of each word as they can. Provide help as needed. Writing *white* on the board, have students tell what sound *wh* makes. Explain that *i-e* makes an /ī/ sound. Have students say the sound that *t* makes, blend the sounds, and say the word. Writing *picture* on the board, have students read *pic*. Explain that *ture* makes a /cher/ sound. Have students blend the sounds and say the word. For *be*, compare *be* to the known word *me*. Have volunteers read the words.

Introduction & Discussion: Ask students to tell what they know about pigs. Write their responses on the board. This provides added experience with reading and writing.

Emphasize words that will appear in the article they are about to read. Have students read to find out what pigs look like and what they like to do. After students have read the article, discuss their responses. Also have them read their answers to the fill-in-the blank sentences.

Reading: The Pig that Swims

Preteaching: rope, pulls* Invite students to read the words or as much of each of the words as they can. Provide help as needed. Writing *rope* on the board, have students tell what sound *r* makes. Explain that *o-e* make an /ō/ sound. Have students say the sound that *p* makes, blend the sounds, and say the word. Writing *pulls* on the board, have students again tell what sound *p* makes. Explain that *u* makes an /oo/sound. Have students say the sound that *ll* and *s* make, blend the sounds, and say the word. Have several volunteers read the words.

Introduction & Discussion: Writing the title, “The Pig that Swims,” on the board and reading it, tell students that this is a true story about a pig that saved a boy. Have students read the story to find out how a pig saved a boy. After students have read the article, have

them tell how the pig saved the boy. Also have them read their answers to the fill-in-the blank sentences.

Spelling: big, pig, dig

Writing: Students write about some things they would like to do when they get big.

Speech-to-Print: -ig, -ag, & -at

Tracing: big, pig, dig