



Literacy and Intervention

SAMPLE LESSON

Phonics EPS PLUS™

Designed Specifically for the 3 Tiers of RTI

Grades K–3



Level A: Lesson 24 (Short a)

UNIT 1 LESSON 24a

Cats

Objectives

- To comprehend expository text
- To practice reading text with short *a* words

DIRECT INSTRUCTION

Teacher Note: *Informational texts are an important genre in children’s literature. Cats is an example of expository text. Unlike narrative text (whose purpose is to tell a story), the purpose of expository text is to present information to inform, explain, or instruct.*

- Write the word *cats* on the board and have children read it. Create a KWL chart on cats. Write the letters *K*, *W*, and *L* as column heads on the board. Ask children to name the letters. Explain that you want the children to tell you what they already *know* about cats (*K*) and what they *would like* to learn (*W*). Explain that after they have finished reading, they will tell you what they have *learned* (*L*).
- Record children’s responses under *K*. Then ask them what else they would like to know about cats and record their responses under *W*.
- Help the children find page 50 in their books.
- Use the Literature Chart to model finding the title *Cats* at the top of the page. Use the passage as either a guided reading or shared reading activity. Since the passage contains words with which children may not be familiar, model flexible reading strategies by using context and picture clues to determine the pronunciation of unknown words.
- Once children are comfortable with the text, record their responses about what they have learned from the selection in the *L* column of the KWL chart.
- Read the discussion question at the bottom of the page and talk about it with the class.

Fluency

Have children reread the passage together a number of times for fluency practice.

Cats

Cats move fast.
A cat can jump.
A cat can stand still.
A cat can sit.



Cats can be big.
A lion is a big cat.



Cats can be little.
A kitten is a little cat.



A cat can catch a rat.
A cat can catch a mouse.
A cat can sit on your lap.



Cats can be good pets.
And that’s a fact!



Why do cats make good pets?

DIFFERENTIATED INSTRUCTION

Literature Connection

Read aloud other informational books about cats, such as *The True-or-False Book of Cats* by Patricia Lauber and *Cats* by Amanda O’Neill.

- Reteach and Practice, p. 20
- Learning Differences, p. 57
- English Language Learners, p. 28

CENTERS

Reading

Prepare 8–12 sets of four short *a* word cards. One player deals four cards to each player, then places four cards face up and the remaining cards in a

LESSON 24b

What Did You Learn about Cats?

Name _____

What Did You Learn about Cats?

- 1. Cats can move fast. yes
- 2. Cats can be big or little. yes
- 3. Cats say “bow wow.” no
- 4. Cats can catch rats. yes
- 5. Cats can drink water. no

Write your own sentence about cats using some of these words:

cat can lap rat

Answers will vary.

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24b

Write yes if the answer to the statement is in the text and no if it is not in the text. Then write your own sentence about cats.

51

Objective

To locate details in an expository passage to support answers

DIRECT INSTRUCTION

- Reread with the class the passage on page 51. Read the title of this activity, “What Did You Learn about Cats?”
- Help the children find page 51 in their books. **Directions:** Write *Yes* if the text about cats told you this. Write *No* if the text about cats did *not* tell you this.
- Make sure children understand that they write *Yes* if the information is given in the passage and *No* if the information is not given. Explain that an answer can be true but not in the passage. Remind them that they will have to find the words that support their answers.
- Read the statements with the children. Model flexible strategies—using context clues and picture clues, decoding, and so on—to identify words that may be new.
- Have children find sentences in the passage that support responses to items 1, 2, and 4.
- Discuss item 5 with the class. Point out that while cats do, indeed, drink water, this fact is not contained in this passage.
- Have children read aloud to the class the sentences that they write about cats.

pile. One player tries to match a card with a card on the table. The player shows the card, reads it, and takes the match. If there isn’t a match, the player discards the card onto the table and takes another card from the pile. Players continue until all cards are matched.

Writing

Display a poster with the word *cat* in the center, and other words with short *a*, such as *rat*, *ham*, *fan*, *pan*, *cap*, *tap*, *lap*, *fat*, and *sad*, around it. Invite children to create a page for a book about a cat. Have each child draw a picture of a cat and write a sentence to label the picture. Encourage children to use some of the words on the poster in their labels. Compile pages into books to share in the Learning Center.

Language

Prepare sentence strips with sentences about cats using short *a* words such as *The cat naps on a mat*. Cut the words in each sentence into separate pieces and place the words in an envelope. Invite children to choose an envelope and arrange the words to make a sentence that makes sense. Have children read their sentences aloud to one another.

Cats

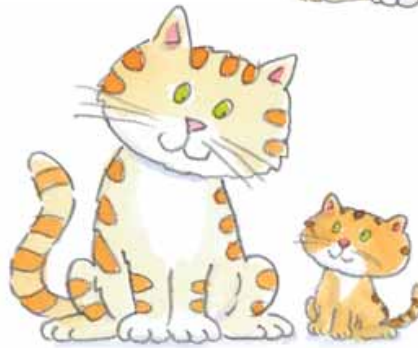
Cats move fast.
A cat can jump.
A cat can stand still.
A cat can sit.



Cats can be big.
A lion is a big cat.



Cats can be little.
A kitten is a little cat.



A cat can catch a rat.
A cat can catch a mouse.
A cat can sit on your lap.

Cats can be good pets.
And that's a fact!



Why do cats make good pets?

Name _____

What Did You Learn about Cats?

1. Cats can move fast.

2. Cats can be big or little.

3. Cats say “bow wow.”

4. Cats can catch rats.

5. Cats can drink water.

Write your own sentence about cats using some of these words:

cat can lap rat

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24b

Write *yes* if the answer to the statement is in the text and *no* if it is not in the text. Then write your own sentence about cats.

UNIT 1



LESSONS 22–24

**Spelling and Building Short *a* Words/Short *a* Word Wall/
Expository Text**

Student Edition pages 46–51

BLMs 20 and 21

Objectives

- To reteach and reinforce segmenting individual sounds of words
- To build, spell, and decode short *a* words
- To comprehend meaning in simple sentences
- To reinforce the distinction between narrative and expository text

RETEACH AND REINFORCE

Reinforce with the children that words can be divided into onset and rime (*c-at*, *b-ag*, *tr-ap*, etc.). Words can also be broken into each one of their sounds, also called phonemes (*c-a-t*, *b-a-g*, *t-r-a-p*, etc.).

Play **Can You Guess This Word?** Say words sound by sound (*s-a-d*, *b-a-t*, *f-l-a-g*, etc.) and see if the children can figure out the words. Then have them try it for you or other classmates to guess.

Draw three or four empty squares on the board horizontally. As you say a word sound by sound, point to a square for each sound you say. Say a short *a* word like *map*. Have the children say the first sound as you write that letter in the first square. Continue sound by sound. Do this with several other words (*lad*, *rap*, *tag*, *crab*, *grab*) to show that words may have different numbers of sounds.

PRACTICE

Have the children take out the two-inch square letter cards they made in Lesson 21; they may need to make additional cards to supplement their letters, or use the letter cards they created in Lessons 1 and 4. Call out a word, dragging out sounds, and have the children build it around the *a*. Do this with many words (examples: *ban*, *bad*, *mad*, *sap*, *cap*, *can*, *fast*, *fan*, *ram*, *nap*, *had*). Have the children take turns at the board writing the words and drawing out the sounds as they write.

Help the children see what they need to do to change words to new ones. Do they need to add a letter, remove a letter, change a letter at the beginning, at the end, both? Write *ban* on the board and change it to *can* by erasing the *b* and replacing it with *c*. Other examples include: *bag* to *band*, *bang*; *had* to *sad*, *hand*, *hang*.

Make a Word Wall of all the short *a* words you can think of together, including the appropriate Star Words. Have the children practice reading the words with a partner.

Have the children take out the Star Words *a*, *the*, *in*, *is*, and *here*, in addition to the short *a* key word cards *ant*, *cat*, *hat*, and *van*. Dictate a sentence for them to build, then write it on the board (Examples: *The ant is in here./Is the hat here?/The cat is in the van.*) Remind the children that capital letters begin sentences and proper punctuation marks end them. Do a few together, then have the children try to come up with other sentences by using other short *a* words.

UNIT 1

To achieve fluency, struggling readers need to have multiple opportunities to practice reading these words in context. The activity sheets for “Ar-A-Rat” (Lesson 20), “Ask Nat the Cat” (Lesson 23), and “Cats” (Lesson 24) offer opportunities for practice.

APPLY

Distribute **BLMs 20** and **21**. BLM 20 asks the children to spell words first by onset and rime, then sound by sound. Be sure to identify the pictures together: *cat, rat, bat, pan, bag, map*. After reviewing the pictures in the first column, do the first word in the second column together, emphasizing each sound. Remind the children that all these words have three sounds—a beginning, middle, and end—and that in this part of the exercise, both the beginning and ending sounds will change. The bottom part of the page presents the children with simple phrases of short *a* words.

BLM 20 Directions:

All of the words in the first column rhyme. Look at the pictures in the first column and write the words on the lines next to their pictures.

Look at the pictures in the second column. These pictures share a middle sound with the words alongside, but the beginning and ending sounds are different. Change the beginning and ending sounds, and write the new words on the lines next to their pictures.

At the bottom of the page draw pictures of each of the phrases.

BLM 21 allows the children to practice reading short *a* words in simple sentences. You may wish to do choral reading of the text to build fluency. Remind the children about the proper use of question marks. (If needed, review by passing out two notecards to each child, and have them write a question mark on one and a fat period on the other. Ask some questions and make some statements. Have the children hold up the question-mark cards after the questions and the period cards after the statements.)

Some of the BLM 21 comprehension questions ask the children to make simple inferences, so have the children explain their answers. Show them, for example, that the story says that Dan is Sam’s pal, so the answer to the question: “Is Sam mad at Dan?” is “No.” Even though the story does not specifically say that Sam is not mad at Dan, we know the answer is no because they’re pals and they are smiling in the picture.

BLM 21 Directions:

Look at the picture and read the story. Then read the questions and circle the thumbs-up if the answer is *yes* or the thumbs-down if the answer is *no*.

After the children have completed BLMs 20 and 21, review the difference between narrative text, which tells a story, and expository text, which gives factual information. Recall that the text they read about cats in their student books is expository text because it presents factual information. If the BLM 21 story about Sam at bat had been expository, it might have given information about how to play baseball or the history of baseball. Brainstorm some other things an expository story about baseball could include. Try writing a simple, short expository paragraph with the children about some aspect of baseball that they have talked about, and compare it to the story on BLM 21.

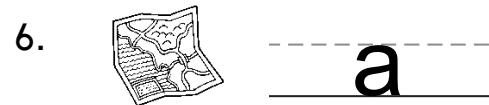
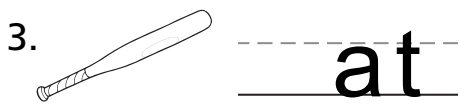
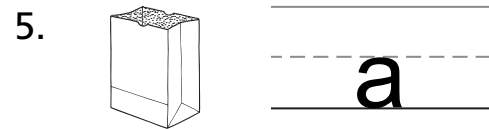
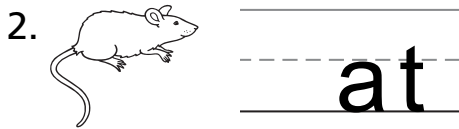
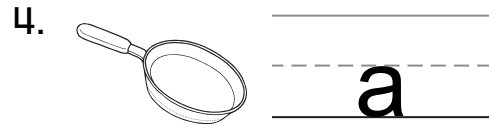
Reinforce with the children that when you are reading something that gives you information, it helps to think about what you already know about the subject, then what you would like to learn more about. Thinking about questions you would like answered helps you pay attention to what you are reading.

Name _____

BLM 20

Spelling and Building Short *a* Words

Look at the pictures in the first column and **write** the rhyming words on the lines. Look at the pictures in the second column. The beginning and the ending sounds change. **Write** the word for each picture.



Draw a picture of:



a fat cat





a fast bat

BLM 21

Name _____

Spelling and Building Short *a* Words

Circle the  if the answer is yes or the  if the answer is no.



At Bat







Sam has a pal. The pal is Dan. Sam is at bat.



She has on a cap. Dan is on the bag. Dan ran. Dan ran fast.



Dad is a fan for Sam and Dan. Dad can clap. Dad has a cat. The cat had a nap.

1. Is Sam at bat?  

2. Is Dan fast?  

3. Can the cat nap?  

4. Can Dad clap for Sam and Dan?  

5. Is Sam mad at Dan?  

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**LESSON 24a****Cats****Student Edition page 50****No BLMs****Objectives**

To read and comprehend an expository text

To practice reading short *a* words

Teacher Note: *Since this passage contains words the children may not be familiar with, provide the words for them as they are reading aloud.*

PREPARE

Complete an informal assessment of the children's knowledge of cats. If the children know little about cats, read aloud from the books suggested in the core Teacher's Edition to increase their knowledge base.

Complete the K (what I *know*) and W (what I *want* to know) portion of a KWL chart. (It may take a long time for the children to record their own responses, so use an overhead projector. If the children are able, they can record information simultaneously). List the children's questions on chart paper and post in the room, for easy reference.

Guide the children to make predictions about the reading. Record their predictions.

Preview the following words (ask the children to circle the words in their books): *jump, stand, lion, little, kitten, catch, mouse, good, fact.*

TEACH

Read *Cats* aloud twice, modeling appropriate prosody (tone and rhythm) and phrasing.

Assign lines for each child to pre-read, read, and reread (4 times).

Read *Cats* aloud with the children.

Have the children read aloud, each reading their assigned line(s). Then have all the children read the entire article aloud chorally.

APPLY

Complete the L (what I *learned*) portion of the KWL.

Say: I learned that cats move fast.

Then, underline that fact in the article. Ask the children to take turns sharing a fact, underlining as they take turns. Answer the appropriate questions, deriving them from the W section of the KWL. Reread the article aloud chorally.

UNIT 1

LESSON 24b

What Did You Learn about Cats?

Student Edition page 57

BLM 30

Objective

To locate details in an expository passage to support answers

PREPARE

Activate prior knowledge. Ask the children to summarize the article, providing assistance when necessary. Give each child a small piece of paper.

Say: We are going to take a closer look at this article about cats. What is an article? (It is writing that gives information about something.) Draw a question mark on your paper. Today's question is *What did you learn about cats?* We must decide what the answer to the question is.

TEACH

Distribute **BLM 30**. Read the directions to the children while they track.

Directions:

1. Read the statement.
2. Look for the fact.
3. Underline the proof.
4. Number the proof.
5. Circle yes or no.

Model the first question.

Say/Model: *Cats can move fast.* First, I need to go back to the article. I do remember reading that. Here it is: it is the very first line in the article. I will underline the sentence and next to it I will write the number 1. This way I will be able to prove my answer. Then I write a *Y* on the worksheet because the statement is true and it is in the article. I found proof!

Chorally, read all eight statements. Have the children work independently or in pairs to decide if the statements are true or false. Then have them find proof in the article. Remind the children that they must rely on the information in the article only. Allow the children time to complete their answers.

APPLY

Review the statements and share answers. Make a transparency of the article and place it on an overhead projector so that every child can see it. Ask the children to share the proof they found by underlining and numbering their proof on the transparency. When you are finished sharing, ask the children to draw a picture to illustrate the article, including as many facts as possible.

BLM 30

Name _____

What Did You Learn about Cats?

Read the statement. **Look** for the fact. **Underline** the proof.
Number the proof. **Circle** yes or no.

Write **Y** if the fact is in the article.

Write **N** if the fact is NOT in the article.

- | | |
|----------------------------|---------------|
| 1. Cats can move fast. | yes no |
| 2. Cats can big or little. | yes no |
| 3. Cats say "bow wow." | yes no |
| 4. Cats can catch rats. | yes no |
| 5. Cats can drink milk. | yes no |
| 6. Cats can catch a mouse. | yes no |
| 7. Cats can be good pets. | yes no |
| 8. Cats jump on your lap. | yes no |

Write your own sentences about cats using some of these words:

hat can lap rat

1. A cat

2. A cat

UNIT 1



LESSON 24a

Cats

Student Edition page 50

ASSESSMENT QUICK CHECK

- Can the children comprehend expository text?
- Can the children read text with short *a* words?

Objectives

- To comprehend expository text
- To practice reading short *a* words within expository text

TEACHING POINTS

Use the passage as a Guided Reading Activity with the children. (See page xii.)

Picture Glossary Words

(no new words)

LESSON 24b

What Did You Learn about Cats?

Student Edition page 51

ASSESSMENT QUICK CHECK

- Can the children share new information learned from expository text?
- Can the children locate details in an expository passage to support answers?

Objective

- To locate details in an expository passage to support answers

TEACHING POINTS

The activity may be difficult for the children to do independently. Before beginning the activity sheet, ask them to retell what they learned from the passage in their own words. Provide the children with an opportunity to brainstorm or share their ideas in their native language with another child of the same language group before they retell in English.

Have small heterogeneous groups of the children (that is, those with different levels of English proficiency and different first languages) complete the activity; encourage them to discuss/justify their responses to each statement.

Picture Glossary Words

(no new words)

Guided Reading

In Guided Reading, the teacher and a small group of students talk, read, and think their way through a piece of text that is at students' instructional reading level (that is, text that students cannot read independently). Guided Reading is a context in which a teacher supports each reader's development of effective strategies for processing text at increasing levels of difficulty. In this context, the teacher serves as coach and observer. As a coach, the teacher assists students as they apply strategies previously taught and modeled during Shared Reading lessons, encourages students to monitor their reading and thinking, asks questions to help students better understand the text, and models questions that effective readers ask themselves as they read. As an observer, teachers gather diagnostic, instructional, and evaluative information about each child within the group. Thus, each Guided Reading session provides a context for close observation of competencies demonstrated by individual children. For the original book on Guided Reading, refer to *Guided Reading: Good First Teaching for All Children* by Irene C. Fountas and Gay Su Pinnell (Heinemann, 1996).

Guided Reading is a powerful tool because it provides frequent opportunities for students to read challenging materials in small groups with a teacher's support and guidance. The teacher's role during guided reading is to select reading material at gradually increasing levels of difficulty, observe and assess students informally, and then provide scaffolding, modeling, and direct instruction that address students' needs. The goal of Guided Reading is to help students become fluent readers who can solve problems strategically and read independently.

Guided Reading groups are organized based on specific and common student needs and levels of text with which students can work toward their individual needs. The teacher's assessment of student's individual needs determines the focus of (and thus, membership in) a Guided Reading group. To determine groups, teachers can use information from individual running record analyses and observations during Shared Reading and other reading and writing activities to provide specific indicators for student progress. As students' individual needs change, so should the groups.

A Guided Reading lesson is conducted with a small group of four to six children. Texts should be on students' reading level, unfamiliar to students, interesting or informative, suitable for practicing a particular strategy, appropriate in length, available in multiple copies, and challenging and supportive enough to allow new learning. Lessons should include a book introduction (including predictions and a short description of the strategy to be learned or practiced), a review of reading goals, simultaneous and independent oral reading (but not choral reading), teacher guidance and feedback, discussion of text (including questions), and reflections on strategy use, difficulties, and/or achievement of goals.

By observing individual students' reading development, documenting their progress, and discussing ways through which students solve specific challenges with text, teachers can learn a great deal about students' reading behavior. Guided Reading provides a framework through which teachers can monitor students' reading development and help them progress through a series of increasingly difficult books to reach fluency in reading.