

Unit #1

Skills: Short *a, t, s, m, b, c, f*

Introduce Sounds

1. Display the flash card for each of the following letters (one at a time):

a, t, s, m, b, c, f

2. Say each sound aloud. Call attention to how each sound is made (i.e. position of lips, position of tongue, position of teeth, etc.)
3. Say each sound aloud again slowly as you model writing the sound with your index finger in the air.
4. Have students say the sound aloud as they “write” the letter with their index fingers on the table in front of them.
5. Review all sounds by holding up the flash cards one at a time. Use the “***I’ll say, We’ll say, You’ll Say***” method. Tell students, “I’ll say the sound first on my own. Listen carefully to the sound. Now we’ll say the sound together. Then you say the sound on your own.”

Construct Words

1. Pass out “Word Construction Tiles” to each student. You will need the letters: *a, t, s, m, b, c, f*
2. Choose a word from the “Words to Spell” section below. Say the word aloud. Repeat the word slowly. Ask students what vowel sound they hear in the word. Have students place the corresponding letter tile in the center of their desks. Repeat the process with the beginning and ending sounds. Choose other words from the “Words to Spell” section. Repeat. *Do not choose a word from the “Sight Words” section. Sight words do not sound out.*

Words to Spell

| | | | | |
|------------|------------|------------|------------|------------|
| <i>sat</i> | <i>fat</i> | <i>am</i> | <i>at</i> | <i>bat</i> |
| <i>cat</i> | <i>mat</i> | <i>Sam</i> | <i>Tam</i> | |

Sight Word(s)

Have students use their arm and index fingers to spell out the sight word. Instructions are on the third page of this unit.

I

Sentences to Read and Write

1. *Sam sat.*
2. *Tab sat.*
3. *Tam sat at a mat.*
4. *A fat cat sat.*

Decodable Phonics Stories to Read

Danco Phonics Readers TM

Unit #1

Additional Unit Resources

Danco Flash Cards (Unit #1)

Danco Spelling Practice (Unit #1)

Adam Puppet (Unit #1)

Danco Fluency Chart (Unit #1)

Danco Phonics Sentences (Unit #1)

Danco Phonics Sentences (Unit #1)

Adam's Apple Song (Unit #1)

Special Sound Card (Unit #1)

Word Construction Tiles (Unit #1)

Phonics Slip Strip (Unit #1)

Tell The Story of Adam

To introduce the sound of short a, hold up the *Special Sound Card* and tell students this story:

"One a day a boy named Adam was very hungry. He saw a juicy red apple hanging on a tree. His mouth began to water as he reached out and grabbed the apple in his hand. Being so hungry, he took a large bite of the apple. The piece was too big, and got stuck in his throat. He began to choke. Grabbing his throat, he danced around gasping, 'a, a, a.' Soon the piece fell out, and Adam was alright. Now whenever he hears the short 'a' sound, he grabs his throat and says, 'a.' People heard Adam's story and he became a star. If you ever see him on the street, you'll see him proudly wearing a yellow star. If you look very closely, you may even see an imaginary piece of apple stuck in his throat!"

Make an Adam Puppet

Have students make an Adam paper bag puppet using the pattern provided. Allow them to tell the story to one another using their puppets.

Hand Motion for Short "a"

Curve your fingers while grasping your neck, as if choking, and say the short "a" sound.

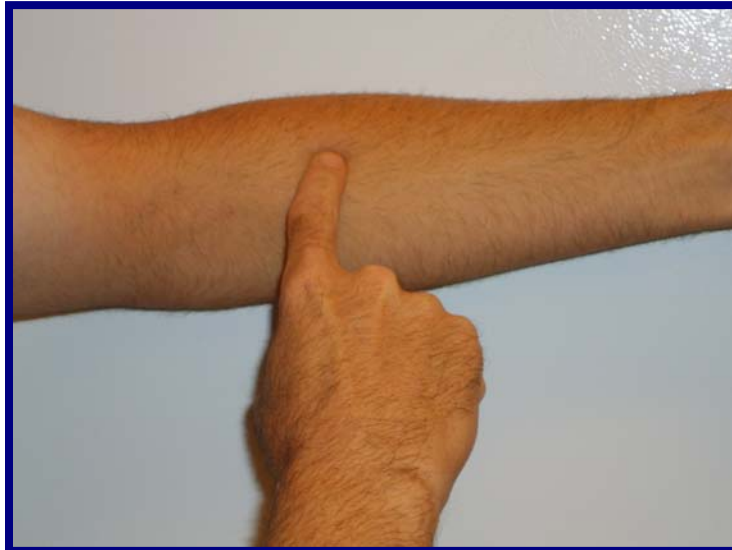
Sing "Adam's Apple"

Sing the song entitled "*Adam's Apple*" with your students.



Arm Spelling

Use *Arm Spelling* when having students spell out sight words. Because sight words are not decodable, student should say each letter aloud while writing each letter on the arm with an index finger. Students should begin “writing” the letters near the crease of the elbow and continue “writing” to the left toward the fingers. Once all letters have been “written,” students should sweep under the letters, from left to right, and say the word aloud.

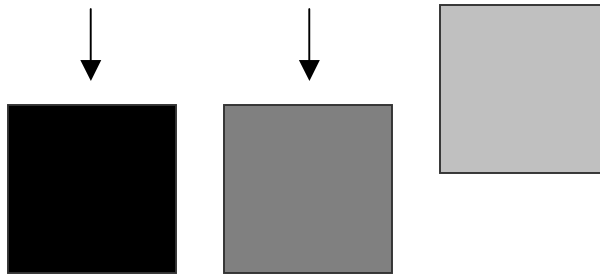


Phoneme Boxes

Have students line up 3 laminated 2" x 2" construction paper squares (different colors) near the top of their desks.



Say the word, "at" aloud slowly. Students repeat the word, "at" aloud. Have students "pull down" each sound they hear as they say the sounds/phonemes aloud.



Ask students how many sounds they hear in the word, "at." [There are two phonemes: /a/ and /t/]

Please Note: Phonemes are the smallest parts of sound in *spoken* language. The English language has about 41 phonemes. Phonemes can be individual letters or combinations of letters.

Some examples of phonemes include: a, ar, ch, st, u, ir, sh, r, s, ck, ea, ie, oo, ay, h, t, ee

Have students move the colored paper squares back to the top of their desks and repeat the steps above with these words, by saying:

| | |
|---|---|
| <i>Pull down the sounds you hear in the word, "sat"</i> | [There are three phonemes: /s/, /a/, and /t/] |
| <i>Pull down the sounds you hear in the word, "fat"</i> | [There are three phonemes: /f/, /a/, and /t/] |
| <i>Pull down the sounds you hear in the word, "mat"</i> | [There are three phonemes: /m/, /a/, and /t/] |
| <i>Pull down the sounds you hear in the word, "Sam"</i> | [There are three phonemes: /s/, /a/, and /m/] |
| <i>Pull down the sounds you hear in the word, "Tab"</i> | [There are three phonemes: /t/, /a/, and /b/] |
| <i>Pull down the sounds you hear in the word, "Tam"</i> | [There are three phonemes: /t/, /a/, and /m/] |
| <i>Pull down the sounds you hear in the word, "am"</i> | [There are two phonemes: /a/ and /m/] |
| <i>Pull down the sounds you hear in the word, "bat"</i> | [There are three phonemes: /b/, /a/, and /t/] |
| <i>Pull down the sounds you hear in the word, "cat"</i> | [There are three phonemes: /k/, /a/, and /t/] |

Phonological Awareness Activities

Rhyming

Say, "Tell me a word that rhymes with *cat*."

[bat, rat, sat, mat, flat, fat]

Say, "Tell me a word that rhymes with *Tam*."

[Sam, ram, scam, ham, jam, lamb]

Blending

Say the sounds: /c/, /a/, /t/ aloud while you put up one finger for each sound. Have students put up a finger for each sound/phoneme they hear in the word "cat." Students should hold up their thumb for /c/, their index finger for /a/, and their middle finger for /t/ as they say each sound/phoneme. Repeat one time faster. Then have students close their hands into a fist and say the word, "cat" aloud.

Follow the steps above for these words:

| | | | |
|-----------------------------|-----------------------------|---------------|-----|
| Teacher says: /m/, /a/, /t/ | Students say: /m/, /a/, /t/ | /m/, /a/, /t/ | mat |
| Teacher says: /s/, /a/, /m/ | Students say: /s/, /a/, /m/ | /s/, /a/, /m/ | Sam |
| Teacher says: /a/, /t/ | Students say: /a/, /t/ | /a/, /t/ | at |
| Teacher says: /f/, /a/, /t/ | Students say: /f/, /a/, /t/ | /f/, /a/, /t/ | fat |
| Teacher says: /b/, /a/, /t/ | Students say: /b/, /a/, /t/ | /b/, /a/, /t/ | bat |
| Teacher says: /a/, /m/ | Students say: /a/, /m/ | /a/, /m/ | am |

Substitution

Say the word, "Tab" aloud to your students. Have the students repeat the word aloud. Say, "Now switch the beginning and ending sound in, "Tab." What's the word?" Students say, "bat" aloud.

Follow the steps above for these words:

| | | |
|----------------------|------------------------|--|
| Teacher says: "cat". | Students repeat: "cat" | Students switch sounds and say: "tack" |
| Teacher says: "Tam". | Students repeat: "Tam" | Students switch sounds and say: "mat" |
| Teacher says: "Sam". | Students repeat: "Sam" | Students switch sounds and say: "mass" |
| Teacher says: "bat". | Students repeat: "bat" | Students switch sounds and say: "tab" |
| Teacher says: "mat". | Students repeat: "mat" | Students switch sounds and say: "Tam" |


Isolation

Say the word, "mat" aloud to your students. Ask students, "What is the middle sound you hear in the word, "mat?" [/a/]

| | | |
|-------|--|-------|
| "Sam" | What is the ending sound you hear in the word, "Sam?" | [/m/] |
| "cat" | What is the beginning sound you hear in the word, "cat?" | [/k/] |
| "bat" | What is the middle sound you hear in the word, "bat?" | [/a/] |
| "am" | What is the ending sound you hear in the word, "am?" | [/m/] |
| "at" | What is the beginning sound you hear in the word, "at?" | [/a/] |

ă



| | | | |
|---|--------------------------|------------|------------|
|  | <i>f</i> | <i>am</i> | <i>mat</i> |
| <i>t</i> | <i>I</i> | <i>at</i> | <i>Sam</i> |
| <i>s</i> | <i>sat</i> | <i>bat</i> | <i>Tam</i> |
| <i>m</i> | <i>fat</i> | <i>cat</i> | <i>Tab</i> |
| <i>b</i> | <i>Sam sat.</i> | | |
| | <i>Tab sat.</i> | | |
| <i>c</i> | <i>Tam sat at a mat.</i> | | |
| | <i>A fat cat sat.</i> | | |



Unit #1

t

Unit #1

s

Unit #1

m

Unit #1

b

Unit #1

c

Unit #1

f

Unit #1

I

Unit #1

sat

Unit #1

fat

Unit #1

am

Unit #1

at

Unit #1

mat

Unit #1

cat

Unit #1

bat

Unit #1

Sam

Unit #1

Tam

Unit #1

Tab

Unit #1

Sam sat.

Tab sat.

Tam sat at a mat.

A fat cat sat.

I am Tab at bat.

Tab bats a fat mat.

Word Construction Tiles

Words to Construct

sat fat am at bat

cat mat Sam Tam cab



| | |
|---|---|
| t | f |
| b | c |
| a | s |
| m | |

DANCO FLUENCY CHART

UNIT #1

Directions: Set a timer for one minute. Read the following list of words aloud as quickly and as accurately as you can. Read from left to right. Record how many words you read correctly at the bottom of this page. Repeat two more times. The purpose of this activity is to increase reading fluency.

| | | | | | |
|-----|-----|-----|-----|-----|-----|
| I | sat | fat | am | at | 5 |
| bat | cat | mat | Sam | Tam | 10 |
| Tab | I | sat | fat | am | 15 |
| at | bat | cat | mat | Sam | 20 |
| Tam | Tab | I | sat | fat | 25 |
| am | at | bat | cat | mat | 30 |
| Sam | Tam | Tab | I | sat | 35 |
| fat | am | at | bat | cat | 40 |
| mat | Sam | Tam | Tab | I | 45 |
| sat | fat | am | at | bat | 50 |
| cat | mat | Sam | Tam | Tab | 55 |
| I | sat | fat | am | at | 60 |
| bat | cat | mat | Sam | Tam | 65 |
| Tab | I | sat | fat | am | 70 |
| at | bat | cat | mat | Sam | 75 |
| Tam | Tab | I | sat | fat | 80 |
| am | at | bat | cat | mat | 85 |
| Sam | Tam | Tab | I | sat | 90 |
| fat | am | at | bat | cat | 95 |
| mat | Sam | Tam | Tab | I | 100 |

By signing below, I am acknowledging that my child has read the list above aloud to me three times.

| Monday | | Tuesday | | Wednesday | | Thursday | |
|-------------------------------------|-------------|-------------------------------------|-------------|-------------------------------------|-------------|-------------------------------------|-------------|
| 1 st Try | _____ Words | 1 st Try | _____ Words | 1 st Try | _____ Words | 1 st Try | _____ Words |
| 2 nd Try | _____ Words | 2 nd Try | _____ Words | 2 nd Try | _____ Words | 2 nd Try | _____ Words |
| 3 rd Try | _____ Words | 3 rd Try | _____ Words | 3 rd Try | _____ Words | 3 rd Try | _____ Words |
| Parent/Guardian Signature: _____ | | Parent/Guardian Signature: _____ | | Parent/Guardian Signature: _____ | | Parent/Guardian Signature: _____ | |

Spelling Words

Sounds: Short a, t, s, m, b, c, f

sat fat am at bat

cat mat Sam Tam

Sight Word:

I

Dictation Sentences

Sam sat.

Tab sat.

Tam sat at a mat.

A fat cat sat.

Name _____ Date _____

| Trace the Word | Write the Word | Write the Word | Mark the Vowel Sound. ◡ — |
|----------------|----------------|----------------|---------------------------------|
| set | | | |
| | | | |
| let | | | |
| | | | |
| ten | | | |
| | | | |
| let | | | |
| | | | |
| let | | | |
| | | | |

Name _____ Date _____

| Trace the Word | Write the Word | Write the Word | Mark the Vowel Sound. ◡ — |
|----------------|----------------|----------------|---------------------------------|
| cat | | | |
| | | | |
| mat | | | |
| | | | |
| can | | | |
| | | | |
| fan | | | |
| | | | |
| fan | | | |
| | | | |

Name _____ Date _____

Directions: Read each sentence out loud. Trace over each dotted sentence. Write each sentence on your own. Draw and color a picture for each sentence.

Sam sat.

Sam sat.

Tab sat.

Tab sat.

Name _____ Date _____

Directions: Read each sentence out loud. Trace over each dotted sentence. Write each sentence on your own. Draw and color a picture for each sentence.

Tam sat at a mat.

Tam sat at a mat.

A fat cat sat.

A fat cat sat.

DANCOTM

PHONICS READERS



Written by Dan Clarke, M.ed

Unit #1

Skills: Short a, b, t, m, s, f, c

Sam

I am Sam.

I am fat.

I am a fat cat.

I am Sam, a fat cat.

I Sat

I sat at a mat.

I sat at a cab.

I sat at a mat at a cab.

I sat, sat, sat!

Tab

I am Tab.

I am at bat.

I am Tab at bat.

I bat, bat, bat!

Bat

Bat a mat.

Bat a fat mat.

Tab bats a fat mat.

Bam! Bam! Bam!

Sat

Tab sat at a mat.

Sam sat at a fat mat.

I sat at Sam's mat.

Tam sat at Tab's mat.

Questions

1. Who is Sam? (Page 1)
2. What was sat on? (Page 2)
3. What did Tab do? (Page 3)
4. What can you bat? (Page 4)
5. Where did Tam sit? (Page 5)

PHONICS SLIP STRIP

Unit #1

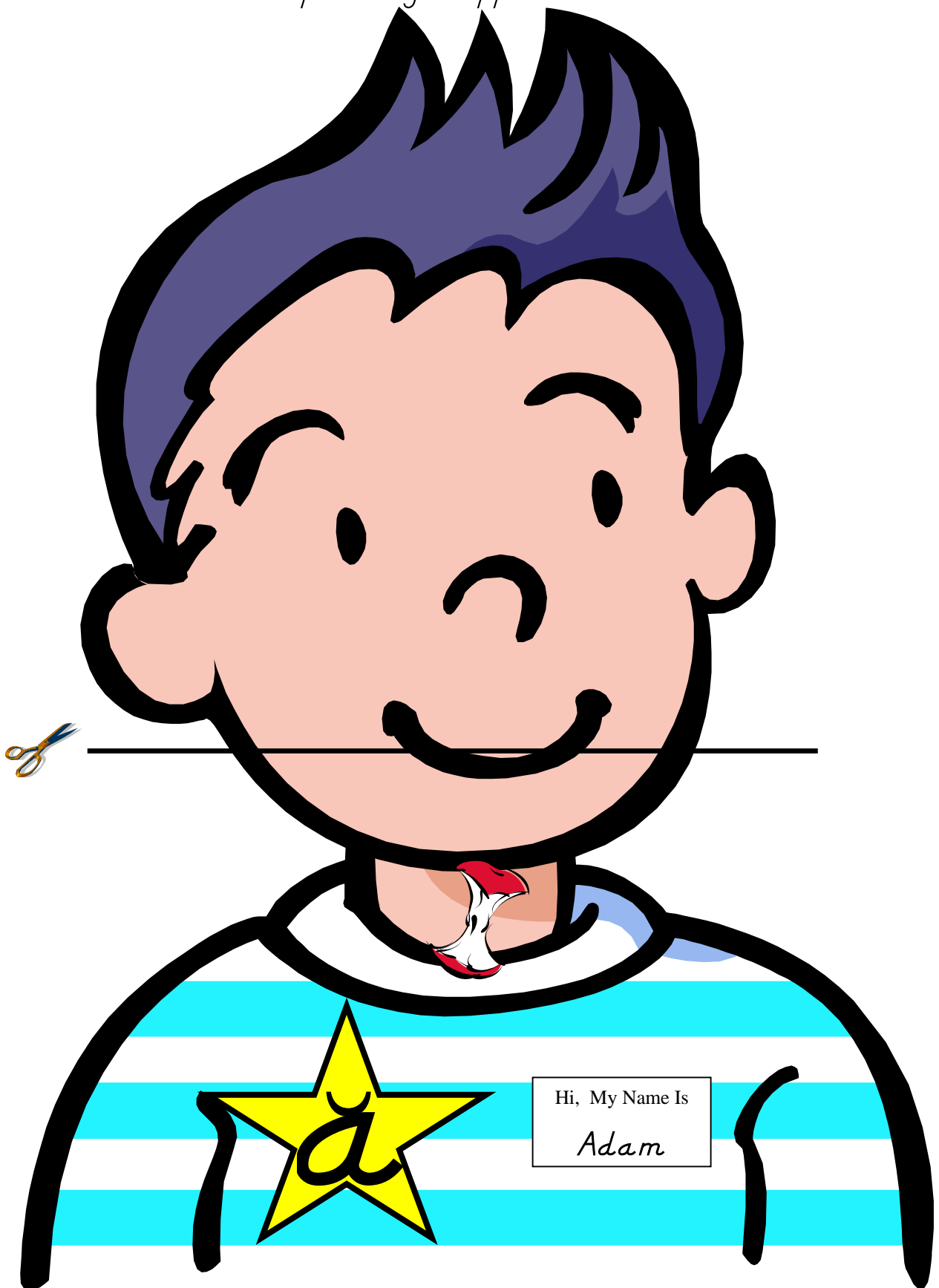
s *t*
f *t*
m
b *t*
c *t*
m *t*
S *m*
T *b*

CUT THIS PART OUT

a

Glue

Adam
(Paper Bag Puppet Pattern)



Adam's Apple

Tune: Fido



Adam, Adam had an apple,
So he went to take a bite.
Then a piece stuck in his throat,
But don't you worry, he'll be alright.

Adam, Adam couldn't breathe right.
All he did was dance around.
Choking on a piece of apple,
"a, a, a," he made that sound.

DANCO PHONICS SUPPORT

UNIT #1

Directions: Choose a word from the box to complete each sentence. Write the word on the line.

- | | |
|----------------------------|---------|
| 1. I am _____. | cat Sam |
| 2. I am _____. | Tab cat |
| 3. I am at _____. | bat Tab |
| 4. Tab sat at a _____. | Sam mat |
| 5. Tam _____ at a mat. | I sat |
| 6. I sat, sat, _____. | sat cat |
| 7. _____ sat at Tab's mat. | Sam fat |
| 8. Bat a _____ mat. | fat cab |
| 9. _____ sat at a cab. | I at |
| 10. I am _____. | fat sat |