

# Teaching Script: Three-Letter Words with Phonics A-C

## Lesson Overview:

**Grade Level:** Year 1 (Ages 5-6)

**Duration:** 30 minutes

**Focus:** Three-letter words using letters a-c and vowels

## Learning Objectives:

- Recognize and produce letter sounds for a, b, c
- Identify and use short vowel sounds
- Blend sounds to form three-letter words
- Write simple CVC words independently

- ✓ Magnetic letters (a,b,c, vowels)
- ✓ Individual whiteboards
- ✓ Whiteboard markers
- ✓ Letter cards with pictures
- ✓ Sound action cards
- ✓ Word building mats
- ✓ Assessment sheets
- ✓ Reward stickers

## Pre-Lesson Setup (10 mins before)

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### Room Organization:

- Arrange carpet area in semicircle facing magnetic board
- Set up individual workstations with materials
- Display letter cards and sound actions prominently
- Prepare assessment sheets for final activity

### Classroom Management Tips:

- Use consistent hand signals for sound practice
- Establish "quiet signal" for transitions
- Position struggling learners closer to teaching position

- Have extension activities ready for early finishers

## Opening Phase (0-5 minutes)

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*"Good morning everyone! Today we're going to be word detectives, making special three-letter words using our magic letters!"*

### **Gather students on carpet in semicircle**

*"Let's wake up our letter sounds! Watch and copy my actions:"*

- 'a' - *"Let's bite an apple: a-a-a" [demonstrate action]*
- 'b' - *"Bounce a ball: b-b-b" [demonstrate bouncing]*
- 'c' - *"Cut with scissors: c-c-c" [demonstrate cutting]*

### **Quick Sound Drill:**

- Show each card 3 times randomly
- Students respond with sound and action
- Monitor participation and accuracy

### **Watch for:**

- Confusion between 'b' and 'd' sounds
- Incorrect mouth positioning for 'a'
- Adding 'uh' to consonant sounds

## Vowel Introduction (5-10 minutes)

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*"Now we're going to meet a very special letter sound that helps us make words. It's the short 'a' sound!"*

### Physical Sound Learning

- Students place hands on throat
- Feel vibration while making 'a' sound
- Compare to 'c' sound (no vibration)

*"Let's play 'I Spy' with our 'a' sound. I spy something that rhymes with 'hat' and lives in a house... that's right, a cat!"*

### Support Strategies:

- Visual learners: Show mouth position picture
- Kinesthetic learners: Use hand mirrors
- EAL students: Picture cards with familiar objects

### Engagement Techniques:

- Use exaggerated mouth movements
- Incorporate funny pictures
- Make sound practice into a game
- Use student names with target sounds

## Word Building (10-15 minutes)

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*"We're going to be word builders now! Watch how I build the word 'cat' using our special boxes."*

### Magnetic Board Demonstration

1. Draw three boxes on board
2. Model placement of each letter:
  - "First comes 'c' - watch how it curves"
  - "In the middle, our special 'a' sound"
  - "Last is 't' to finish our word"
3. Sound out: "/c/ /a/ /t/ - cat!"

### Blending Sequence:

- Start slow: "/c/...../a/...../t/"
- Speed up: "/c/-/a/-/t/"

- Blend smoothly: "cat"

### Challenge Words:

- cab
- can
- cap
- bat

## Guided Practice (15-20 minutes)

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*"Now it's your turn to be word builders! Let's work together with our whiteboards."*

### Whole Class Activity:

1. Distribute whiteboards and markers
2. Draw three-box template together
3. Guide through word building:
  - bat
  - cab
  - can
  - cap

### Scaffolding Steps:

1. Teacher models first word completely
2. Class writes together with guidance
3. Students attempt independently
4. Peer checking and discussion

### Monitor For:

- Correct letter formation
- Sound-symbol correspondence
- Left-to-right progression
- Spacing between letters

## Independent Practice (20-25 minutes)

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*"You're all doing so well! Now let's try some special word-building activities at our tables."*

### Learning Stations:

#### Station 1: Magnetic Letters

- Build words from picture cards
- Self-check with word list
- Record words in notebook

### **Station 2: Play Dough Letters**

- Form letters with play dough
- Create target words
- Trace and say sounds

### **Station 3: Picture Sort**

- Sort pictures by beginning sound
- Match words to pictures
- Write words on recording sheet

## Assessment and Review (25-30 minutes)

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### Quick Check Assessment:

1. Individual Sound Check
  - Show letter cards
  - Students produce sounds
  - Record accuracy
2. Word Building Check
  - Dictate three words
  - Students write independently
  - Check formation and spelling

### Whole Class Review Game:

#### "Sound Detective"

1. Show picture card
2. Students identify first sound
3. Build word together
4. Celebrate success

## Extension Activities

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### For Advanced Learners:

- Create simple sentences using target words
- Find rhyming words for each target word
- Write additional words independently
- Illustrate word meanings

### For Students Needing Support:

- Additional guided practice
- Picture-supported word building
- Letter formation practice
- Sound-action reinforcement

## Home Connection

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### Take-Home Activities:

- Letter-sound practice cards
- Word building worksheet
- Picture-word matching game
- Reading list with target words

### Supporting Learning at Home:

- Practice letter sounds during daily activities
- Play "I Spy" with target sounds
- Create word families with magnetic letters
- Read books featuring target words

### Communication Log:

- Daily practice record
- Weekly progress update
- Celebration of success
- Next steps guidance

## Teacher Reflection and Notes

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### Lesson Effectiveness:

- Student engagement level
- Pacing appropriateness
- Material effectiveness
- Learning objective achievement

### Planning Forward:

- Areas needing reinforcement
- Student grouping adjustments
- Material modifications
- Extension activity ideas

### Student Observations:

Skill Area	Mastery	Developing	Needs Support
Letter Recognition			
Sound Production			
Blending			





## Assessment and Closure (25-30 minutes)

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*"Now it's time to show what amazing word builders you are!"*

### Individual Practice:

1. Distribute word building mats
2. Students create 3 words independently
3. Teacher circulates and supports
4. Students record words in journals

### Closing Activity:

*"Let's play 'Secret Word' together!"*

- Teacher whispers a word to one student
- Student builds word without speaking
- Class sounds out word together

### Lesson Success Indicators:

- Students can identify initial sounds
- Students blend sounds accurately
- Students write CVC words independently
- Students show confidence in word building

### Follow-up Activities:

- CVC word matching games
- Letter formation practice
- Reading simple CVC texts
- Word family exploration

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### Additional Notes:

Remember to collect assessment data for reading records and adjust future lessons accordingly. Consider sending home practice activities for reinforcement.