

Decode and Spell CVC Words: Short a, Consonants *Mm/m/, Ss/s/, Tt/t/*

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Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

Building Literacy

Phonics is a means to an end. We teach sound-spelling relationships so that students can decode words.

Decoding is a key element leading to reading success.

In this lesson:

- Children learn the sound-spellings of *m*, *s*, and *t*, three of the most commonly used consonants in English.
- Children learn short *a*. Combined with the three consonants, this vowel allows them to decode many CVC words.

Focus on Language

These English words are used in this lesson. Consider displaying pictures of each to make sure the English learners have these words in their vocabulary.

moon	top
sun	sit
table	mud
gum	jet
bus	van
nut	toss
ant	wet
cat	ham
mad	mat
dress	at
cap	sat



ENGLISH LANGUAGE LEARNERS

Variations of the English sound /t/ exist in many languages. To help children produce the right sound at the end of a word, overemphasize the sound /t/ when you say the words. Point out that you produce a puff of air when you say the sound /t/ in the final position. Have children hold their hands up to their mouths and feel the puffs of air.



show me

Have children look at their Targeted Lessons Student Book, p. 1. Have them name the three letters that they see at the top of the page. Remind children that the uppercase and lowercase letters *Mm*, *Ss*, and *Tt* are consonants. Next, have children name the letter at the bottom of the page. Remind them that both uppercase and lowercase *Aa* are vowels. **Today you will learn how to spell the sounds /m/, /s/, /t/, and /a/.**

Upper- and lowercase *Mm* spell the sound /mmmm/. Draw out the sound. The first picture under *Mm* is a moon. What is the first sound in *moon*? (/m/) The letter *m* spells the sound /m/. Have children write *m* in front of the moon.

Continue the activity with *Ss/s/* and *Tt/t/*, having students identify the sound /s/ spelled *s* at the beginning of *sun* and the sound /t/ spelled *t* at the beginning of *table*.

Now look at the gum. What sound do you hear at the end of *gum*? (/m/) What letter spells the sound /m/? (*m*) Point out that *moon* starts with the sound /m/ spelled *m* and *gum* ends with the sound /m/ spelled *m*. Have children write *m* after the gum.

Continue the activity with *Ss/s/* and *Tt/t/*, having students identify the sound /s/ spelled *s* at the end of *bus* and the sound /t/ spelled *t* at the end of *nut*.

Upper- and lowercase *Aa* can spell two sounds, the sound /ā/ as in *ape* and the sound /a/ as in *ant*. We're going to learn more about the sound /a/. Point out that in the word *ant*, the sound /a/ is spelled *a* and is at the beginning of the word. Have children write *a* in front of the ant. Segment the sounds in *cat*: /k/ /a/ /t/. Point out that the sound /a/ is in the middle of the word *cat*. Have children write *a* on the line to spell the word *cat*.

SPELLING PATTERNS

m/m/ The sound /m/ is almost always spelled *m*.

s, ss/s/ The sound /s/ is most often spelled *s* at the beginning of a word and is often spelled *s* in other parts of words as well. It can be spelled *ss* at the ends of some words, and it can also be spelled *c* when followed by *e*, *i*, or *y*.




t/t/ The sound /t/ is usually spelled *t*.

a/a/ The sound /a/ is usually spelled *a* at the beginning or in the middle of a word.

Decode and Spell CVC Words: Short a, Consonants Ss/s/, Mm/m/, Tt/t/

show me



Name each picture. Write the letter that spells the first sound in each word.

Mm	Ss	Tt
 <u> </u>	 <u> </u>	 <u> </u>

Name each picture. Write the letter that spells the last sound in each word.

Mm	Ss	Tt
 <u> </u>	 <u> </u>	 <u> </u>

Name each picture. Write the letter that spells the vowel sound.

Aa	Aa
 <u> </u>	 <u> </u>

➤ **guide me**

Have children look at their Targeted Lessons Student Book, p. 2. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letter or letters that spell either the first, middle, or last sound in each word.)

The first picture is a face that is mad. Let's say the sounds in *mad*. I'll go first and then you can say the sounds after me: /m/ /a/ /d/, *mad*. Have children repeat the segmented sounds and blend the sounds to say the word. The first letter is missing. What is the first sound in *mad*? (/m/) What letter spells the sound /m/? (*m*)

The sound /s/ is usually spelled *s*. It can also be spelled *ss* when /s/ comes at the end of a word. Here's an example. Have children name the second picture: a dress. The sound /s/ at the end of *dress* is spelled with two *s*'s. Write *ss* in the blanks under the dress.

Continue the activity, guiding students to write the letter for the missing medial sound in *cap*.

➤ **work time**

Have children name the pictures: *top*, *sit*, *mud*, *jet*, *van*, *toss*, *wet*, *ham*, *mat*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letter or letters that spell the missing sound. For the last item, have children write the letters to spell the whole word. (*mat*)

1 Decode and Spell CVC Words:
Short a, Consonants Mm/m/, Ss/s/, Tt/t/










➤ **guide me**

Name each picture. Fill in the blank or blanks with the missing *m*, *ss*, *t*, or *a*.

 <i>m a d</i>	 <i>dre s s</i>	 <i>c a p</i>
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➤ **work time**

Name each picture. Write the letter or letters that spell the missing sound in each word. For the last one, spell the word.

 1. <i>t o p</i>	 2. <i>s i t</i>	 3. <i>m u d</i>
 4. <i>j e t</i>	 5. <i>v a n</i>	 6. <i>t o s s</i>
 7. <i>w e t</i>	 8. <i>h a m</i>	 9. <i>m a t</i>

guide me

High-Frequency Words Have children point to the two words at the top of p. 3 of their Targeted Lessons Student Book. Tell children that there are some words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, see. This word is see. It starts with the sound /s/ spelled s and ends with the sound /ē/ spelled ee. What is the meaning of the word see? (to look at something) The next word is a. Sometimes it is pronounced uh and sometimes it is pronounced ay. Tell children that they will read the words see and a as they read the story *Sam at a Mat*.

work time

Decodable Text Have children look at *Sam at a Mat*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with the sound /a/. (*Sam, at, mat, sat*) Have them point to and read the words with the sound /m/. (*Sam, mat*) Do the same for words with the sound /s/ (*see, Sam, sat*) and /t/ (*mat, sat, at*).

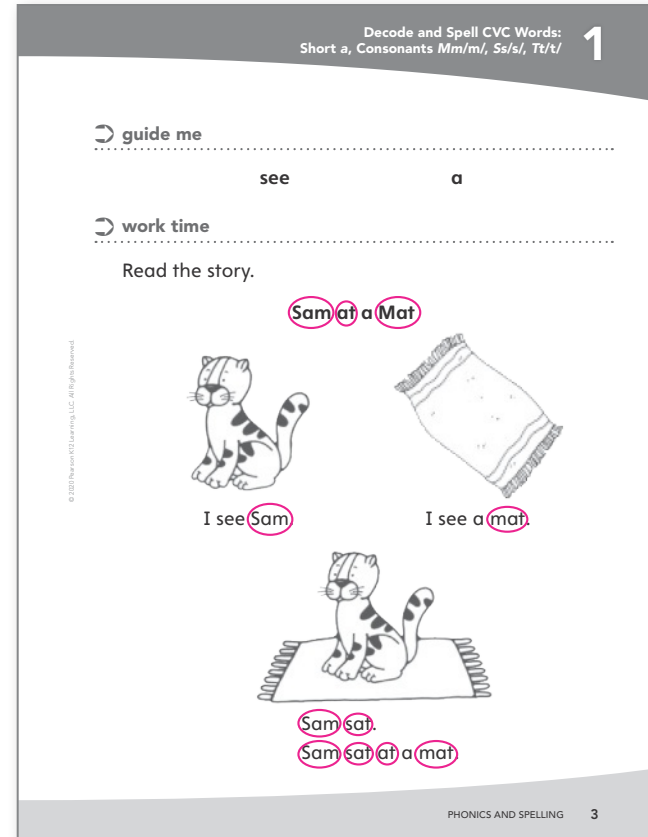
check for understanding

Write the letter a. What is the sound for this letter? (/a/) Write the letter m. What is the sound for this letter? (/m/) Listen as I blend the sounds together: /a/ /m/, am. Blend the sounds with me: /a/ /m/, am. Blend the sounds without me. Add letter S to the beginning of am. What is the sound for this letter? (/s/) Blend the sounds and say the word: Sam. Continue the activity for at, making sat and mat. Make sure children identify the correct sounds for m, s, t, and a.

Let's spell words with the sounds and letters we learned. The first word we will spell is mat. What sounds do you hear in mat? (/m/ /a/ /t/) What is the letter that spells the sound /m/? (m) Write the letter m on a sheet of paper. What is the letter for the sound /a/? (a) Write the letter a. What is the letter for the sound /t/? (t) Write the letter t. Let's read the word: /m/ /a/ /t/, mat. Continue with am, Sam, at, and sat.

reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?






Decode and Spell CVC Words:

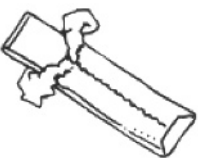


Short a, Consonants Ss/s/, Mm/m/, Tt/t/

➤ show me



Name each picture. Write the letter that spells the first sound in each word.

Mm	Ss	Tt
		

Name each picture. Write the letter that spells the last sound in each word.

Mm	Ss	Tt
		

Name each picture. Write the letter that spells the vowel sound.

Aa	Aa
	








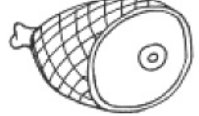

guide me

Name each picture. Fill in the blank or blanks with the missing *m*, *ss*, *t*, or *a*.

 ___ a d	 d r e ___	 c ___ p
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work time

Name each picture. Write the letter or letters that spell the missing sound in each word. For the last one, spell the word.

 1. ___ o p	 2. ___ i t	 3. ___ u d
 4. j e ___	 5. v ___ n	 6. t o ___
 7. w e ___	 8. h a ___	 9. ___

➤ guide me

see

a

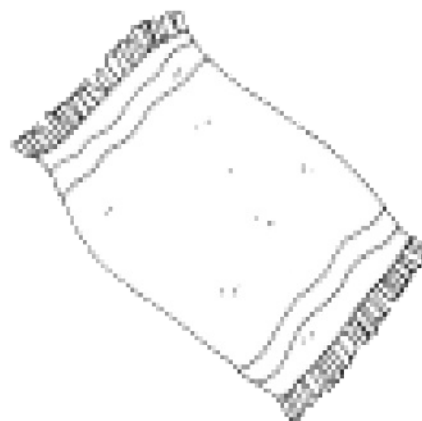
➤ work time

Read the story.

Sam at a Mat



I see Sam.



I see a mat.



Sam sat.

Sam sat at a mat.