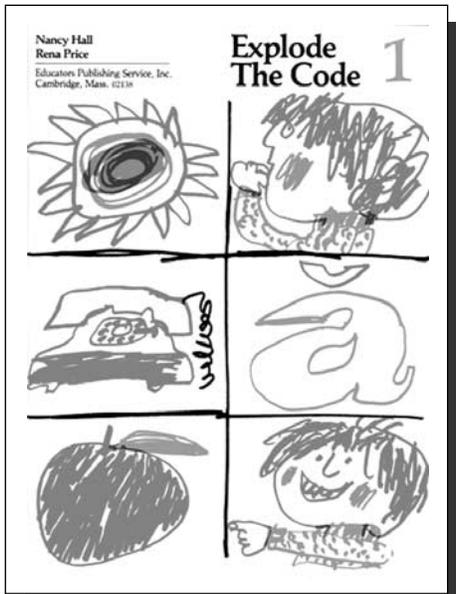


Explode The Code

1

and Teacher's Guide for Books 1 and 2



Nancy M. Hall, Rena Price
Recommended for Grades K-1

Explode the Code Book 1 is the first book in the popular *Explode the Code* series. *Explode The Code* provides students with experience recognizing and combining sounds to read words, phrases, and sentences. This series helps increase phonological knowledge and decoding skills through reading, writing, blending, and spelling activities.

Use this **sample of Lesson 3** from Book 1 with your students to introduce or reinforce the sound of **short a**. Try this lesson today with an individual student, small group, or the whole class. *Explode The Code* can be easily incorporated into almost any reading curriculum.

Three easy ways to order:

Toll free: 800.225.5750
Fax: 888.440.BOOK (2665)
Online: www.epsbooks.com

Recommended Companion Material

See our *Companion Material* recommendations on page 10 for great materials that complement *Explode The Code*.



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Lesson 3

Short *a* with final consonants

Materials: *Explode The Code* Code Card 1; *Explode The Code* Wall Chart

Quick Review

Tell students to listen to the sound at the *end* of each word you say. Have volunteers say the ending sound, and have the other students indicate their agreement or disagreement with thumbs up or thumbs down: *pat, Sam, pan, dad, bat, pad, Pam, and can.*

Phonemic Awareness

Phoneme Blending Tell students you are going to sound out some words very slowly. Ask students to listen to the sounds, repeat the sounds, and say the word. For example, ask, What word is /r/ /a/ /g/? Response: /r/ /a/ /g/ is *rag*.

/m/ /a/ /p/ (*map*)

/b/ /a/ /g/ (*bag*)

/f/ /a/ /n/ (*fan*)

/p/ /a/ /l/ (*pal*)

/c/ /a/ /p/ (*cap*)

/h/ /a/ /d/ (*had*)

/c/ /a/ /n/ (*can*)

/g/ /a/ /s/ (*gas*)

Phonics

Review the Skill Show the class Code Card 1. Ask them to name the letter, the sound, and the key word for short *a*. Pass around the card and the apple from the Wall Chart (or a real apple) as students repeat the phrase: *a says /ă/ as in apple.*

Vocabulary

Introduce New Vocabulary If students are not familiar with lesson words or concepts, provide explanations such as the following: A **tag** is a card attached to something as a label, like a **tag** on something you buy tells you the price. **Sap** is a sticky substance that comes from trees and is used to make syrup. **Pal** is another word for friend. **Cap** is another word for **hat**. A **bass** is a kind of fish.

Completing the Student Pages 18–25

Read the directions with students. Identify any pictures that may be unfamiliar, such as *pass* in row 1 and *sap* in row 2 on page 22. Together, complete a sample item on each page. Then have students complete the pages independently, providing assistance as needed.

Fluency

Word Automaticity Provide or have students create several flashcards with *-an*, *-am*, *-ad*, *-at*, *-ap*, and *-ag* words. Have students flip through the cards as they read the words to a partner. Encourage students to review the flashcards multiple times as they work to increase their accuracy and speed. Include cards from previous lessons as review.

Comprehension

Extending Word Knowledge Ask questions or give directions such as the following to be sure that students understand short-a words used in this lesson:

1. A dog wags its tail. Show what it means for something to wag.
2. When something sags, it droops. Show how your shoulders might sag.
3. Who are your pals? What kinds of things do you do with your pals?
4. The words *Sam*, *Jan*, *Pat*, *Al*, *Pam*, *Dan*, and *Nat* are all what? (names) Do you know anyone with one of those names?
5. When would you want to have a map with you? (when you are in an unfamiliar place)

Writing Display the words *hat*, *nap*, *tag*, *gas*, and *map*. Have students write numbers 1–5 on a sheet of lined paper. Tell them to choose and write the word that matches each clue.

1. You wear this on your head. (hat)
2. When you are sleepy you take a _____. (nap)
3. This helps you figure out where you are or where you want to go. (map)
4. This is a game where you might say, "You're it!" (tag)
5. A car needs this to run. (gas)

Differentiating Instruction

Learning Style (Kinesthetic) Kinesthetic learners will benefit from using letter tiles to build words from the lesson. Have students build new words by replacing the beginning consonant in the word families *-ap* (*tap*, *nap*, *cap*, *lap*, *sap*) and *-ag* (*bag*, *tag*, *wag*, *lag*). Have students say each new word they form and write it on a piece of paper or a white board.

Extra Practice Find more practice with short *a* in *Explode The Code Book 1½*, Lesson 1.

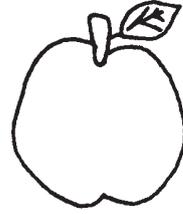
Challenge Have students think of two rhyming short-a words to answer the following clues:

1. This is an unhappy parent. (sad dad)
2. This is a chubby mouse relative. (fat rat)
3. This could be a hat you wear when you take a short rest. (nap cap)
4. This is a sack that holds little pieces of paper. (tag bag)

Computer-based Reinforcement Give students additional practice with short a with final consonants on *ETC Online*, Units 1.3.1 to 1.3.7.

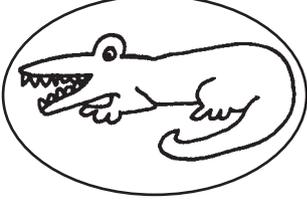
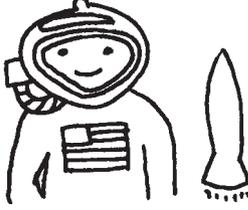
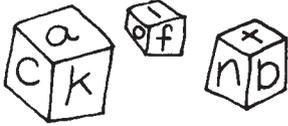
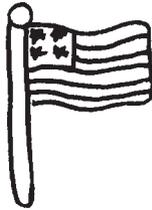
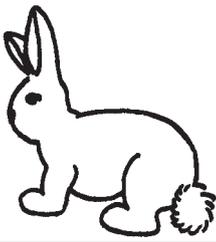
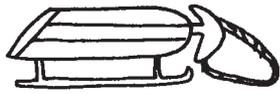
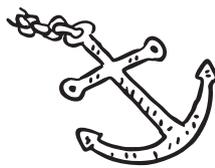
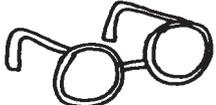
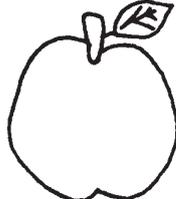
Lesson 3

a says /ă/ as in



Find the picture that begins with the sound of the letter below.

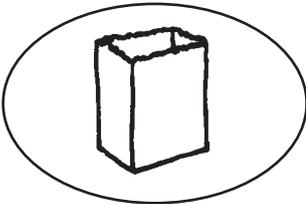
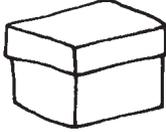
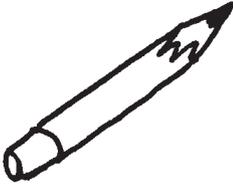
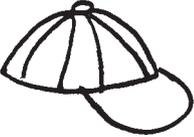
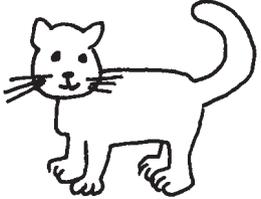
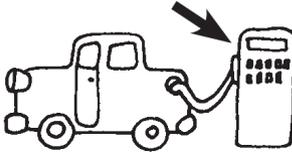
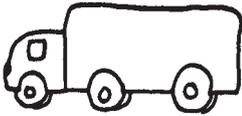
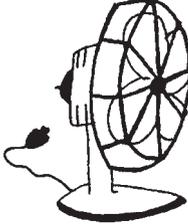
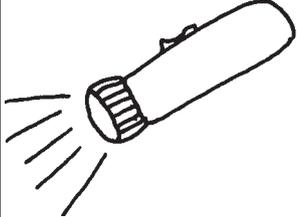
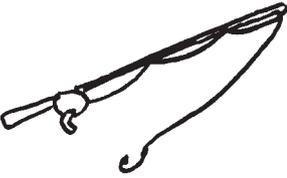
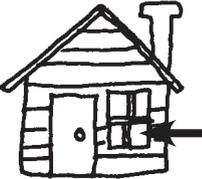
○ it.

| | | | |
|---|---|--|---|
| ă |  |  |  |
| ă |  |  | $\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$ |
| ă |  |  |  |
| ă |  |  |  |
| ă |  |  |  |
| ă |  |  |  |

 the same word.

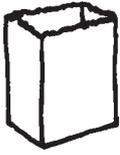
| | | |
|-----|-----|---|
| bag | gab |  bag |
| gas | gab | gas |
| ban | dan | ban |
| had | had | hag |
| fad | lad | fad |
| map | nap | map |
| jam | jan | jam |

Read, copy, and ○ it.

| | | | |
|-----------------------|---|--|---|
| bag b a g _ _ _ |  |  |  |
| pal _ _ _ |  |  |  |
| cap _ _ _ |  |  |  |
| tag _ _ _ | 10 |  |  |
| fan _ _ _ |  |  |  |
| rat _ _ _ |  |  |  |
| wag _ _ _ |  |  |  |

Spell.

Write.



(b) g c (a) (g) j

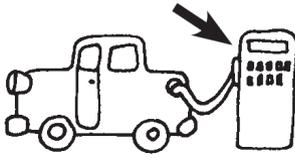
bag



r n a o p t



m w a c p t



g d b a n s



f t d a n m



r n c a b t



g c a o m p

○ it.



bad

○ bag

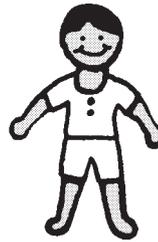
gab



sap

pass

pan



Al

at

am



sag

sap

nap



tap

tag

hag



pad

pan

pal



mitt

mat

sat

Match and write it.

sat

nap

wag

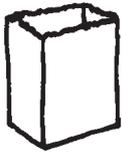
~~bag~~

mat

Pam

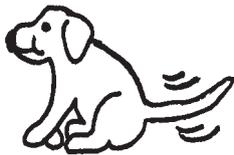
gas

tag

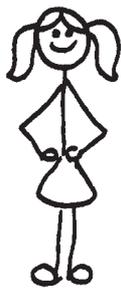


bag







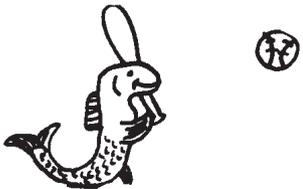
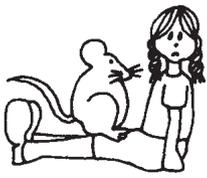
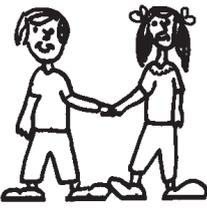
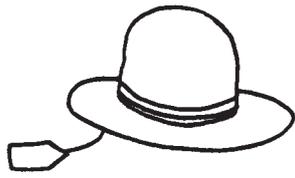




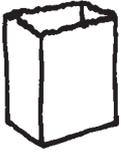




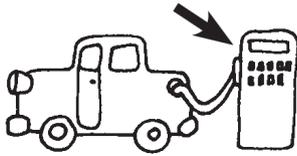
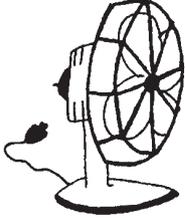
X it.

| | | |
|---|---|---|
| <p>A rat naps in a cap. The man pats a cat.</p> | <input checked="" type="checkbox"/> <input type="checkbox"/> |  |
| <p>Sam has a bag. The rat is in the van.</p> | <input type="checkbox"/> <input type="checkbox"/> |  |
| <p>A bass is at bat. A cat is at bat.</p> | <input type="checkbox"/> <input type="checkbox"/> |  |
| <p>Pat has a nap. Pat has a fan.</p> | <input type="checkbox"/> <input type="checkbox"/> |  |
| <p>A rat sat on Pam. A cat sat in a bag.</p> | <input type="checkbox"/> <input type="checkbox"/> |  |
| <p>Al has a cap. Al has a pal.</p> | <input type="checkbox"/> <input type="checkbox"/> |  |
| <p>The bat can wag. The hat has a tag.</p> | <input type="checkbox"/> <input type="checkbox"/> |  |

Write it.



bag



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. The word 'bag' is written on the first set of lines. There are seven additional sets of lines for practice.

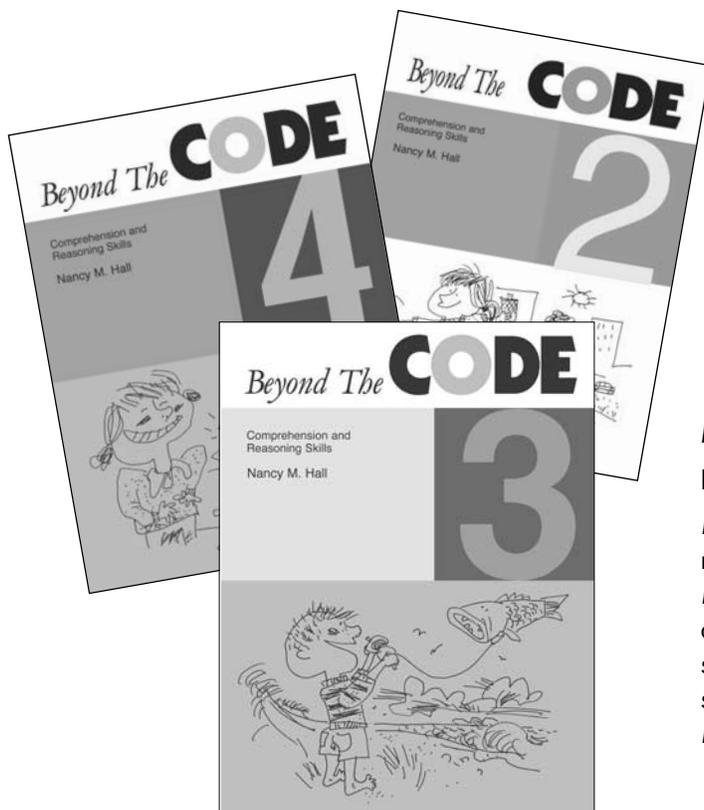
Recommended Companion Material

EPS offers a wide range of products that complement the decoding and phonics skills in *Explode The Code*. We recommend the following series to help early readers develop essential literacy skills.

Explode The Code Wall Chart and Activity Book

Recommended for grades K-1

The *Explode The Code Wall Chart and Activity Book* provides opportunities for students to practice identifying letters and sound-symbol relationships. This felt wall hanging has an accompanying stuffed toy for each letter of the alphabet. The *Activity Book* includes ideas for games and activities that engage students and build phonemic awareness.



Beyond The Code

Recommended for grades 2-4

Beyond The Code gives students the opportunity to read phonetically controlled text according to the *Explode the Code* sequence. Comprehension skills are reinforced through literal questions, vocabulary, sight words, and critical thinking exercises. This series can be used independently or as part of the *Explode The Code* series.

For more information about these series or to place an order, visit www.epsbooks.com or call 800.225.5750 to speak to a customer service representative.



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