



Grade 1 Sample

Explore how *Saxon Reading Foundations* supports explicit, systematic phonics instruction.





Saxon Reading Foundations K-2 is a success-oriented program that explicitly teaches phonological and phonemic awareness, phonics, and fluency in a way that is supported by scientific research and has been proven effective by years of classroom success. *Saxon*® utilizes a research-based approach to teaching foundational reading skills, incorporating the latest principles from cognitive science and proven methods in early literacy instruction. This approach has consistently proven to be effective for students of diverse ability levels, ensuring success in developing their literacy skills.

What's Inside

- 03** Grade 1, Lesson 8 Sample
- 14** Student Worksheet Sample

Grade 1
Lesson 8
Sample

The Letter A, Part 1

NEW CONCEPTS

- reading and spelling vowel a
- short and long vowel sounds /ă/ and /ā/



LESSON PREPARATION

MATERIALS

- Three squares to represent three syllables
- Letter Tile a
- Letter Tiles (in containers)
- Review Decks
- Letter Card 7
- Picture Cards 9 and 10
- Spelling Cards 9 and 10
- Activity Sheet 8
- Worksheet 8
- Handwriting Practice Aa

BEFORE CLASS

- Cover the pictures on the **Aa Alphabet Wall Card**.



Letter Card 7



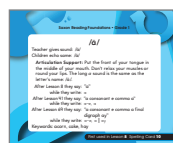
Picture Card 9



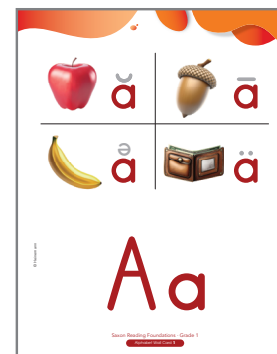
Picture Card 10



Spelling Card 9



Spelling Card 10



Aa Alphabet Wall Card



MULTILINGUAL LEARNER SUPPORT

REINFORCE VOCABULARY **Light** If children are unable to come up with sentences for a word, consider including response frames, for example: *"I like to nap when _____."*

Lesson Warm-Up

Alphabet Activity

OBJECTIVE: To use kinesthetic response to practice the alphabet

"Let's say the alphabet while we do jumping jacks."

- Have children spread out so that they have enough room.
- Demonstrate jumping jacks, if necessary, and let children practice.
- Recite the letters in rhythm with the jumping jacks.



ALTERNATE ACTIVITY: Recite the alphabet together, clapping once for each letter.

Phonological Awareness Activity

OBJECTIVE: To add a final syllable

- Gather three squares to represent three syllables (e.g., sticky notes, construction paper, felt swatches, or a touchscreen display).



“Let’s practice what we already know! The word is gardening. Now let’s clap our hands for each syllable we hear as we say it again:

gar (clap) / den (clap) / ing (clap). What is the first syllable? (gar-)

What is the middle syllable? (-den-) What is the last syllable? (-ing)

“Let’s play Show Me to add a syllable to the end of a word to make a new word.”

• I DO •

“Watch me.”

- Display one square. Touch the square while saying the word *loud*.

“Now I am going to add a syllable to the end of loud to find the mystery word.”

- Place the second square to the right of the first and say *-er*. Touch each square and say *loud/er*. Run your finger under the squares and say *louder*.

“Now I will use Show Me.”

- Reach out and grab the first word in your right fist and say *loud*.

“Now I am going to add the syllable -er to the end of loud.”

- Repeat with your left fist and say *-er*. Shake your right fist and say *loud*. Shake your left fist and say *-er*. Bring your fists together so they are touching and say *louder*.

“I started with loud and then added -er to make the word louder!”

• WE DO •

“Let’s practice together now! Say pen-. Reach out straight in front of you and grab the first syllable in your left fist: pen-. Now we are going to add the syllable -cil to the end of pen-. Reach out and grab this syllable in your right fist and say -cil. Shake your left fist and say pen-. Shake your right fist and say -cil. If we add -cil to the end of pen-, what is our new word? Yes! Pencil! Bring your fists together so they are touching and say pencil.”

- Repeat with *help/ful*.

• YOU DO •

“Now it’s your turn!”

- Repeat the activity with the words *mit/ten*, *fin/ish*, and *slow/ly*.

Daily Letter and Sound Review

OBJECTIVE: To practice letter recognition and letter sounds

- Quickly review **Letter Cards 1–6**. Have children name each letter.
- Quickly review **Picture Cards 1–8**. Have children name each keyword and sound.

Spelling Review

OBJECTIVE: To practice spelling letter sounds

- Seat children where they can work with the **Letter Tiles** easily.
- Distribute **Activity Sheet 8** and the **Letter Tile** containers. (Do not give children the A **Letter Tile** yet.)
- Tell children which side to use, and have them lay their tiles in a row.

“Printed on your paper are some letters. I’ll say a sound made by one of these letters.”

“Echo the sound I say, and name the letter that makes it. Then find the tile with that letter and match it to the letter on your paper.”

“If I say a sound that’s made by a letter you’ve already used, move that Letter Tile to the new space.”

- Quickly review **Spelling Cards 1–8**. Make sure children choose and place the tiles correctly.
- Have children return the tiles to the containers and set them aside for use later in the lesson.
- Collect **Activity Sheet 8** for additional practice, if desired, or have children take them home at the end of the day.



ALTERNATE ACTIVITY: Distribute **Worksheet 8**. Quickly review **Spelling Cards 1–8**. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–8. Have children set their worksheets aside for use later in the lesson.

New Increment: The Letter A

“Echo these words and listen for the sound that’s the same in the beginning, or initial, position of each word. Raise your hand when you know the sound, but don’t say it out loud.”

- Point to your mouth as you say each word.
“As.” as “Add.” add “Ask.” ask
- Slowly repeat the words until most children have raised their hands.

“What sound do you hear in the initial position?” /ă/

- If children respond with the name of the letter, ask again, “What sound do you hear?”

“/ă/ is the sound you hear in the initial position. /ă/ is the short sound of the letter a.”

“Put your fingers on your vocal cords and say /ă/. Do you feel any vibration?” yes

“Is /ă/ voiced or unvoiced?” voiced

“How do you know that it’s voiced?” vibrating vocal cords

- Write the following on the board:

as	add	ask
----	-----	-----

- Point to each word as you read it aloud.

“What letter do you see that might make the /ă/ sound?” a

- If children do not know the name of the letter, say it for them.

“All of these words begin with the /ă/ sound, and a is the first letter in all of these words. A must be the letter making the /ă/ sound.”

“/ă/ is the short sound of the letter a. Remember that vowels have at least two sounds: a long sound and a short sound. What’s the long sound of a?” /ā/

“Right! The long a says its name.”

“Is a a vowel or a consonant?” vowel

Handwriting A

- Seat children where they can write comfortably.
- Write a capital A on the board in the handwriting you want children to learn. (Specific handwriting strokes are described in the **Handwriting Instruction Guide**.)

“This is a capital A. Let’s practice skywriting capital A’s.”

- Have children skywrite capital A’s. They should keep their wrists and elbows locked and make each letter about two feet tall.
- Distribute **Worksheet 8**. Make sure children turn to the correct side.

“Leave your pencil on your desk until I tell you to pick it up.”

- Draw handwriting lines on the board.
- Write a capital A on the lines, using the strokes taught earlier.
- Have children write a capital A on their worksheets. They should name the letter as they write it. Assist any children who need help.

“Put your pencil back on your desk.”

- Write a lowercase a on the lines in the handwriting you want children to learn.

“This is a lowercase a.”

- Have children skywrite lowercase a’s. Then have them write a lowercase a beside the capital A on their papers. They should name the letter as they write it.
- Walk around the room and assist any children who need help.
- Have children set their worksheets aside for use later in the lesson.

- Leave the handwriting lines and letters on the board for the remainder of the lesson.

OPTIONAL HANDWRITING PRACTICE: *For additional handwriting practice in class or as homework, distribute **Handwriting Practice Aa**. Have children practice writing capital and lowercase a's using the strokes you've taught.*

Spelling with Letter Tiles

- Have children get out their **Letter Tile** containers.
- Distribute the **Letter Tile a**. (Make sure patterns match.)
"Look at your Letter Tile a. One side has a green capital A, and the other side has a purple lowercase a."
- Allow time for children to examine the new **Letter Tile**.
"Hold up your Letter Tile. Turn it so I can see the green capital A."
- Make sure children have the capital A turned toward you.
"Now turn it so I can see the purple lowercase a."
- Have children take the other tiles out of their containers. Tell children which side to use, and have them lay their tiles in a row.
"Spell the word at with your Letter Tiles."
- Make sure children arrange the tiles correctly. Unblend the sounds, if necessary.
- Repeat with *nap* and *ant*.
- Choose additional words from the **Spelling Word List**, if desired.
- Have children return the tiles to the containers. Collect the containers.
- Reinforce the name, sound, and shape of a throughout the day.

New Deck Cards for A

- Show **Letter Card 7** and have children name the letter.
- Introduce the keyword *apple* with the following riddle:
"This is a round fruit that grows on trees. It can be red, yellow, or green. Some people think that eating one of these every day keeps the doctor away. What do you think it is?" **apple**
- Show **Picture Card 9** and uncover the picture of the apple on the **Wall Card**.
"When you see this card, say apple, /ă/."
"The keyword apple helps us remember the /ă/ sound because apple begins with /ă/."
"The short sound of the vowel a is /ă/. But since vowels have at least two sounds, we need another card."



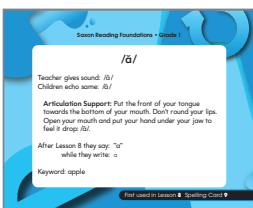
Letter Card 7



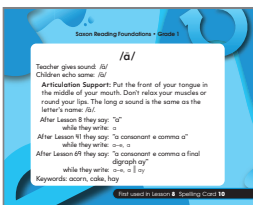
Picture Card 9



Picture Card 10



Spelling Cards 9 and 10



“Our next keyword for a begins with /ā/. See if you can guess it. Raise your hand when you know what it is, but please don't say it out loud.”

“This is something that grows on oak trees. It is small and round and has a little cap on it. Squirrels like to eat it. What do you think it is?” acorn

- Show **Picture Card 10** and uncover the picture on the **Wall Card**.

“When you see this card, say acorn, /ā/.”

“The keyword acorn helps us remember the /ā/ sound because acorn begins with /ā/.”

“We'll keep these cards together in our Picture Deck to remind us that the letter a has two sounds.”

“Get out your worksheet. Find the #9 and put your finger on it.”

- Follow the instructions on **Spelling Card 9** (using hand signals, if desired). Repeat with **Spelling Card 10**. Children should write a lowercase a beside #9 and 10.
- Have children set their worksheets aside for use later in the lesson.
- Add the five new cards to the **Review Decks**. Always keep **Picture Card 10** behind **Picture Card 9** to help children remember that the letter a has two sounds. (The **Picture Deck** is the only deck where certain cards must remain together.)

Application and Continual Review

Boardwork

“Let's practice coding words like those on today's worksheet.”

- Write the following on the board:

nap	no
-----	----

- Point to *nap*.

“Do you see a vowel in this word?” yes, a

“Do you see anything after the a?” yes, p

“Is p a vowel or a consonant?” consonant

“Right. P is a consonant because a, e, i, o, and u are vowels and the rest of the letters are consonants.”

- Point to the a in *nap*.

“How will we code this vowel?” short; breve

- Code the vowel with a breve:

năp

- Point to the *n*.

“What is the sound of this letter?” /n/

- Repeat, pointing to and asking for the sounds of *a* and *p*.

“Let’s blend these three sounds and see what word they spell.”

- Say /n/ and hold that sound until it blends into the /ă/; then immediately add the /p/. Demonstrate by pointing beneath each letter as you blend the sounds.

“What is this word?” nap

“Who can use nap in a sentence?” various answers

- Code, read, and discuss the other word on the board:

nō’

Worksheet

- Seat children where they can write comfortably.

“Get out your worksheet.”

“Using the rules we just practiced, code the words by #11, 12, and 13. Then blend the sounds and read each word quietly.”

- When children finish, have them draw a line from one of the words (nap) to its picture. Walk around the room and assist any children who need help.

“Put your finger by #14. Let’s spell at. What is the first sound in at?” /ă/

“Write the lowercase letter that says /ă/ on the first line by #14.”

- Repeat with /t/. Children should write the letter *t* on the remaining line.

“What word did you spell?” at

- Repeat with #15 (not) and #16 (pit).

- Have children identify the pictures for #17 (lip) and #18 (pin).

“Think about the sounds in lip and pin. Try to spell each word on the lines beneath its picture.”

- Allow time for children to do this. If children need help, unblend the sounds and have them name and write the letter that makes each sound.

- Try to call each child to your desk during the day to read the words on the worksheet. If possible, have them read the words in the High-Frequency Word Box on the homework side. Children must learn to recognize these words quickly to become fluent readers.
- Always check each child's worksheet, and have them correct it before sending it home. Worksheets should not be graded.

Homework

"Turn your paper over to the homework side."

- Discuss writing capital and lowercase a's on the handwriting lines.

"On your homework, code the words by #1 through 4. Then draw a line from one of the words to its picture."

"You'll also find two problems like #17 and 18 on the worksheet side. Name the picture and spell the word on the lines beneath the picture. You'll be spelling only with letters we've learned."

- Discuss each picture to make sure children understand the word it represents: #5 (top) and #6 (on).

"When you finish your paper, have someone at home check it. Then bring it back to me tomorrow."

- Have children take their worksheets home at the end of the day.

OPTIONS FOR DIFFERENTIATION



● SUPPORT	■ REINFORCE	▲ EXTEND
<p>For children who struggle to recognize the long and short vowel sounds of letter <i>a</i> in a word, have them distinguish between words that contain the sounds and words that do not.</p> <ul style="list-style-type: none"> • In advance, make two lists. For the first list, use words that contain the sound /ă/. For example: <i>at, mask, pan, alligator, hat, sat, pat, astronaut, and ram</i>. For the second list, use words that contain the sound /ā/. For example: <i>ape, bake, April, day, skate, great, agent, play, and mail</i>. Next to each word containing the letter <i>a</i>, write one or two words that do not contain the letter <i>a</i>. • Give each child Letter Tile a. Tell children to raise their Letter Tile a when you say a word that contains the sound /ă/, as in <i>apple</i>. • Read the words from the first list, starting slowly and then going faster. • When children are consistently recognizing the sound /ă/ in words, have them practice recognizing the sound /ā/ in words. Tell children to raise their Letter Tile a when you say a word that contains the sound /ā/, as in <i>acorn</i>. • Read the words from the second list, starting slowly and then going faster. 	<p>For children who are learning to connect letter <i>a</i> with the sound /ă/, have them practice by spelling words.</p> <ul style="list-style-type: none"> • Write the rimes <i>-ap</i> and <i>-ip</i> on the board. • Give each child Letter Tiles a, l, n, p, and t. • Have them spell the rime <i>-ap</i> with their Letter Tiles. Then, have them choose another Letter Tile and add it to the beginning of the rime to make a word. • As children build words with their Letter Tiles, have them pronounce each word they make. • Once children have made all possible words using the rime <i>-ap</i>, have them change their Letter Tiles to spell the rime <i>-ip</i> and repeat the activity. • If children have a magnetic board and letter tile magnets, have them build each rime and practice changing the onset using the letter magnets. 	<p>For children who have mastered reading words with letter <i>a</i>, challenge them to quickly read and slap words with letter <i>a</i>.</p> <ul style="list-style-type: none"> • In advance, write each of the following words with a marker on a separate paper plate: <i>on, pot, it, nip, lit, nap, an, lap, pan</i>. Set out a flyswatter. • Tape the paper plates to the wall in three rows of three. Review each word with the children. • Have children line up in front of the words. Give the first child in line the flyswatter. Explain that when you say a word, the first child in line will quickly run to the wall and slap the word with the flyswatter. • Say one of the words and have the first child run to the wall and slap the word. • If they choose the correct word, have the child hand the flyswatter to the next child and go to the back of the line. If the child chooses an incorrect word, help the child find the right word. • Play until each child has had four or five turns.

School/Home Reinforcement

Send the following home with children at the end of the day:

- Worksheet 8
- Activity Sheet 8
- Handwriting Practice Aa

Name _____

  Aa

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____


8. _____

9. a

10. a

11. ă t


12. p ă t

13. n ă p 


14. a t

15. n o t

16. p i t



17. l i p




18. p i n

Saxon Reading Foundations 1 **WORKSHEET 8**

A



a

1. l ă p

2. p ă p 

3. ĭ

4. t ă p

5. t o p

6. o n

High-Frequency Word Box

a	on
an	no
at	not

PARENT/GUARDIAN NOTE
Today your student learned the following for the vowel *a*: name, short and long sounds, written form, and keywords (apple, acorn). Please have them practice writing *a*'s on the lines provided; code and read #1-4 (ăp, păp, ĭ, tăp); match a word to its picture (pop); and spell the words represented by pictures #5 and #6 (top, on). Finally, to help your student become a more fluent reader, have them read the words in the High-Frequency Word Box. Please return the paper to school.

Saxon Reading Foundations 1 **HOMEWORK 8**

**Student
Worksheet**
Sample

Name _____



Aa

1. _____

14. _____

2. _____

15. _____

3. _____

16. _____

4. _____

5. _____

6. _____

7. _____

8. _____

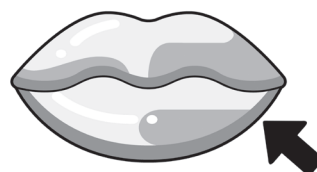
9. _____

10. _____

11. a t

12. p a t

13. n a p



17. _____



18. _____

A

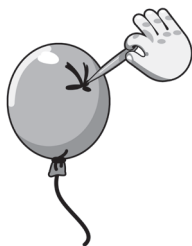
a

1. l a p

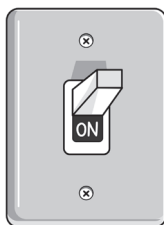
2. p o p

3. I

4. t a p



5. _____



6. _____

High-Frequency Word Box

a

on

an

no

at

not

PARENT/GUARDIAN NOTE

Today your student learned the following for the vowel **a**: name, short and long sounds, written form, and keywords (apple, acorn). Please have them practice writing **a**'s on the lines provided; code and read #1–4 (lăp, pŏp, Ī', tăp); match a word to its picture (pop); and spell the words represented by pictures #5 and #6 (top, on). Finally, to help your student become a more fluent reader, have them read the words in the High-Frequency Word Box. Please return the paper to school.



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