

Lesson 52 (pages 106 and 107)

Objectives

- To write rhyming CVC (consonant-vowel-consonant) words that have the short sound of **a**
- To spell CVC words that have the short sound of **a**


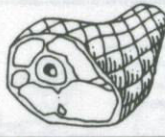
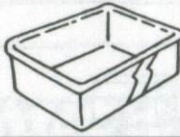

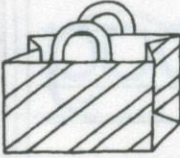



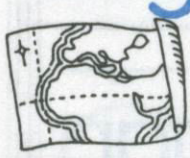
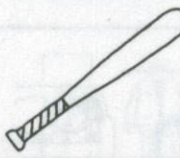
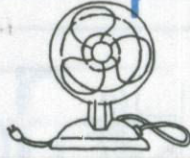


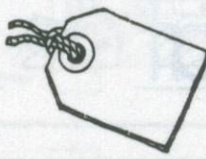

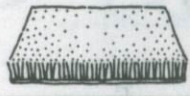
1 What We Know

- Print the word **pat** on a curved line on the chalkboard. Have students nod "yes" if you say the sounds correctly, but shake their heads "no" if you say the sounds incorrectly. Say, /p/, /a/, /t/. (students nod "yes")
- Next print **map** on a curved line as you say, /m/, /a/, /n/. ("no") For each incorrect sound, ask, "What does the letter ___ stand for?" Have students blend the correct sounds and say the word.

2 Something New

- Slowly pronounce /b/ /a/ /t/, blending the sounds. Say, "You can spell this word by listening carefully as I say each sound." Have students name and print the letter for each sound as you repeat /b/ /a/ /t/.
- Ask, "What word have you spelled?" (bat) Repeat the procedure for **map**, **can**, and **ham**.

1 Say each picture name.
2 Listen to the sound of each letter.
3 Print the word for the picture name.

 cat	 ham	 pan	 cab
 bag	 can	 cap	 hat
 map	 bat	 fan	 ram
 man	 tag	 rat	 mat

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Using the short sound of a; spelling words

READING & Writing CORNER

Hooker, Ruth. *At Grandma and Grandpa's House*. Albert Whitman and Company, 1986.

At Grandma and Grandpa's house, there are so many fun things to do.

Read the book aloud to the class. Allow time to discuss the story and enjoy the illustrations.

SEARCHING FOR SHORT a

- Ask students to think about the things in Grandma and Grandpa's house. Have them name things mentioned in the book or things they have seen at other relatives' houses. Write all suggestions on the chalkboard and have volunteers circle the words that have the short **a** sound. Then have students write the short **a** words on their papers.

VISUAL LEARNERS

- Place on the chalkboard rail the consonant cards **c**, **h**, **p**, and **b**. Print the following letter pairs on the chalkboard: **an**, **ag**, **am**, **ap**.
- Have students work in pairs to place the consonant cards by the letter pairs to spell four words correctly.
- Follow the same procedure using other consonant cards and letter pairs.

AUDITORY LEARNERS

- Draw a picture of a hat on the chalkboard and print **hat** beside it. Below, print **__at** six times.
- Ask a student to say the name of the picture and point to the word that says the name.
- Ask students to think of words that rhyme with **hat**. As they offer suggestions, print the consonant for each beginning sound in front of each **__at**. Then have students read the rhyming words aloud together.

1 Say the two picture names in each box.
2 Listen to how they rhyme.
3 Print the picture names in the crossword puzzle.

1 2 3

can pan man tag rat bat
bag ram map cap fan ham

down ↓ 1.		1.	
across → 2.	2.	2.	2.

down ↓ 1.		1.	
across → 2.	2.	2.	2.

down ↓ 1.		1.	
across → 2.	2.	2.	2.

down ↓ 1.		1.	
across → 2.	2.	2.	2.

down ↓ 1.		1.	
across → 2.	2.	2.	2.

down ↓ 1.		1.	
across → 2.	2.	2.	2.

Using the short sound of a; writing rhyming words

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Using Short a

3 Trying It Out

- Print **Dan** and **man** on the chalkboard and say, "There once was a boy named Dan, Whose dad was a very tall man."
- Ask, "Where in these words do you hear the same sounds?" (middle and end) "Where do you hear different sounds?" (beginning) "**Dan** and **man** are rhyming words." Print **rhyming words** above **Dan** and **man**.

4 How Did I Do?

- To provide extra practice with short **a** words, choose from the activities below.
- Check to see if any students need special help.

5 Let's Get To Work!

- Have students turn to pages 106 and 107.
- Help students interpret the directions and work through one example on each page. Assign the pages.

TACTILE LEARNERS

- Choose picture cards whose names have the short sound of **a** and follow the CVC pattern, such as **cap**, **fan**, **ham**, and **cab**.
- Divide the class into two teams. Show a picture card to the first member of each team and have both students go to the chalkboard and print the picture name. The first one to print the word correctly earns a point for the team.
- Continue until each team member has spelled several words.

Spelling Sentences

Use the word list and dictation sentences to teach spelling and reinforce phonics.

- cab
We came home in a cab.
- map
That is an old map.
- bat
Dan has a new bat.

EXPLORING Differences

ESL STUDENTS

- Asian languages tend to have more vowel sounds than English, while Indo-European or Romance languages (Spanish, etc.) tend to have fewer vowel sounds than English. Children who speak other languages may have trouble distinguishing the sound of /a/ from other vowel sounds.

PRACTICE

- Draw out the /a/ sound as you have students listen and repeat words such as **ham**, **bat**, **can**.

Lesson 54 (pages 110 and 111)

Objectives

- To read a story with words that have the short sound of **a**
- To understand elements of a story and write sentences using words that have the sound of short **a**

1 What We Know

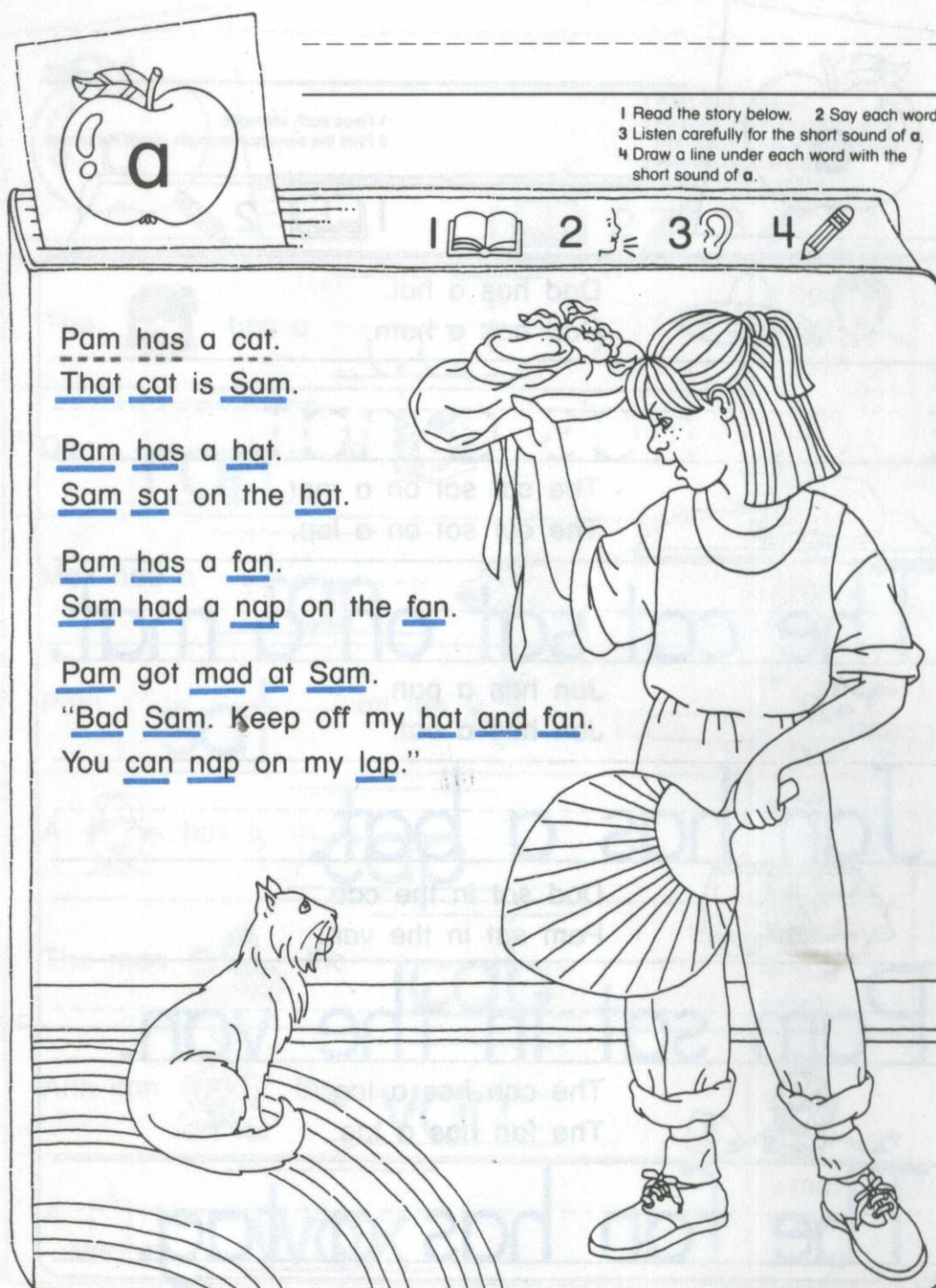
- Divide the class into two teams and have them line up along the chalkboard rail. Say a short **a** word and have the first member of each team think of a rhyming word for it (such as **hat: cat, pat**). For each correct rhyme, give one point.

2 Something New

- Write on the chalkboard:

Pam	has	a hat.
Jan	sat on	the mat.

- Call on a student to come to the chalkboard and print a sentence using words from each of the three columns. Have the student read his or her sentence aloud.



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Language arts applications: reading a story with words with the short sound of **a**.

READING & Writing CORNER

Silverstein, Shel. *Uncle Shelby's A Giraffe and a Half*. Harper & Row, 1964.

What would happen if you had a giraffe and stretched it another half?

Read the book aloud to the class. Allow time to discuss the story and enjoy the illustrations.

WRITING SHORT a

- Distribute drawing paper and crayons to the class. Have students choose a short **a** word from the book and illustrate it (**giraffe, rat, hat, dragon, wagon**). Then have students create a story title to match the illustration. Help students write titles on their drawings.

VISUAL LEARNERS

- Print the following on the chalkboard:

Pam	has	a cat.
Sam	sat on	the hat.
	had	a nap.
		the fan.

- Call on students to come to the board and make a sentence by underlining a word or phrase in each column and printing the sentence below the columns.
- Have students read the sentence together, then print the sentence on their papers.

AUDITORY LEARNERS

- Print the following words on the chalkboard:
cat fan nap had Pam
- Call on students to say a word on the chalkboard and then think of a rhyming word to say, such as "**cat** and **sat**" or "**cat** and **hat**."
- Have students say the rhyming pairs together and write them on their papers. Continue until all columns have several rhymes.

1 Read the story once more.
 2 Then read the questions below.
 3 Fill in the space by the correct answer.

1 2 3

1. Is Sam a rat? ☐ yes ☐ no

2. Is Pam a cat? ☐ yes ☒ no

3. Did Sam sit on the hat? ☒ yes ☐ no

4. Did Pam get mad at Sam? ☒ yes ☐ no

5. Is Sam bad? ☒ yes ☐ no or ☒ no

6. Which is the better name for the story? ☒ Bad Sam ☐ Pam and the Fan

1 Make up three sentences.
Use words from boxes A, B, and C.
2 Print your sentence on the lines below.

Box A

Box B

Box C

Pam	has	a fan.
Sam	sat on	a hat.

1. _____

2. Answers will vary.

3. Answers will vary.

Language arts applications: story comprehension; writing sentences using words with the short sound of a

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Short a in a Story

3 Trying It Out

- Have students read the sentence aloud together. Ask students to write one sentence on their papers.
- Have students hold up their work for you to check.

4 How Did I Do?

- To provide extra practice with short **a** words, choose from the activities below.
- Check to see if any students need special help.

5 Let's Get To Work!

- Have students turn to pages 110 and 111.
- Help students interpret the directions and work through one example on each page. Assign the pages.

TACTILE LEARNERS

- Duplicate several sentences from the story in large print and pass them out to pairs of students.
- Have students work cut apart the words from the sentences, scramble them on their desks, and then make up sentences by putting the words together so that they make sense.
- Have students read their sentences aloud to the class and then print them on their papers.

Spelling Sentences

Use the word list and dictation sentences to teach spelling and reinforce phonics.

- bad
Have you been bad?
- nap
It is time for a nap.
- can
Put the tack in the can.

EXPLORING Differences

LEP STUDENTS

- Help students from other cultures understand the difference between **sleep** and **nap** (a short sleep).

CRITICAL THINKING

Identifying Cause and Effect

- Help students relate cause and effect by naming the things that Sam did in the story (sat on hat, nap on fan) and then naming the effects they caused (hat was smashed, Pam got mad).
- Ask, "Do animals know any better?" "Should Pam get mad at Sam if she leaves her hat and fan where the cat can sleep on them?" "What can Pam do to keep her hat and fan safe from Sam?"