

Lesson Plan

Short a - Identify the Short a word

Kindergarten (K) - ELA

LEARNING TARGET

- Students will be able to identify short 'a' sounds in words.
- Students will be able to match words with short 'a' sounds to corresponding pictures.

LEARNING PROGRESSION

PREREQUISITE SKILL

No Prerequisite Skills

EXTENSION SKILL

No Extension Skills

DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

MATERIALS

- Picture cards with short 'a' words (e.g. cat, hat, bat, mat)
- Word cards with corresponding short 'a' words
- Whiteboard and markers

VOCABULARY

- Short 'a' sound
- Grapheme
- Match
- Listen

INTRODUCTION

1. Explain the concept of short 'a' sounds in words to the students. Provide examples and ask students to listen carefully to the sound.
2. Display picture cards with short 'a' words and have the students repeat the words after you, emphasizing the short 'a' sound.

INSTRUCTION

1. Introduce word cards with corresponding short 'a' words written on them.
2. Model the process of listening to the short 'a' word, identifying the short 'a' sound, and matching the word card to the correct picture card.

GUIDED PRACTICE

1. Divide the students into small groups and provide each group with a set of picture cards and word cards.
2. Instruct the students to work together to match the short 'a' words to the corresponding pictures.
3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Instruct students to work independently to match the short 'a' word cards to the corresponding picture cards.
2. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to practice listening for short 'a' sounds in words they encounter at home, such as in a book or during a conversation.
2. Encourage students to share their findings during the next lesson.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct students to write a short 'a' word and draw a picture that represents the word.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' understanding of short 'a' sounds and their ability to match words to corresponding pictures.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of identifying short 'a' sounds and matching them to pictures.

CLOSING

1. Review the importance of identifying short 'a' sounds in words and matching them to pictures.
2. Ask students to share one word and picture they matched correctly during the lesson.

TEACHING TIPS

- Use a variety of examples: To ensure that students grasp the concept of the short a sound, provide a wide range of examples representing different objects and situations. This will help students generalize the skill to various contexts.
- Use visual aids: Incorporate visual aids such as posters, flashcards, or charts to help students understand the short a sound and its graphemes. Visual aids can also serve as a reference for students during independent practice.
- Model pronunciation: Clearly pronounce words containing the short a sound, emphasizing the sound, and encourage students to mimic your pronunciation. This will help them internalize the sound and improve their listening skills.

MISCONCEPTIONS

- Confusing short a with other short vowel sounds: Some students may struggle to differentiate between the short a sound and other short vowel sounds (e.g., short e, short i). Reinforce the distinct pronunciation of the short a sound to help students recognize it.
- Assuming all words with 'a' contain the short a sound: Students may mistakenly think that all words containing the letter 'a' have the short a sound. Clarify that the letter 'a' can represent various sounds, depending on the word.
- Difficulty identifying the short a sound in unfamiliar words: Students may struggle to identify the short a sound in words they haven't encountered before. Encourage them to practice with new words and provide scaffolding to help them develop this skill.

EXTENSION

1. Students can practice identifying other vowel sounds (e.g., short 'e', short 'i', short 'o', short 'u') and matching them to pictures.
2. Students can create their own picture cards with short vowel sounds to share with the class.

INTERVENTION

1. For students who struggle with auditory processing, provide visual aids or diagrams to help them understand the short a sound.
2. For students who need extra support, provide additional practice with short a sound words in a one-on-one or small group setting.

COMMON CORE STANDARD

RF.K.3.B - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

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