

# Lesson Plan

## Short a - Short a Word Matching to Pictures

Kindergarten (K) - ELA

### LEARNING TARGET

- Students will be able to recognize and identify the short a sound in spoken words.
- Students will be able to associate the short a sound with its common spellings (graphemes).
- 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

- Short a sound picture cards
- Word cards with short a sounds
- Whiteboard and markers

#### VOCABULARY

- Short a sound
- Grapheme
- Match

### INTRODUCTION

1. Remind students of the short a sound by reviewing words they have learned, such as "cat," "hat," and "rat."
2. Explain that today, they will be reviewing the short a sound and matching words to pictures.

### INSTRUCTION

1. Display the picture cards with images representing words containing the short a sound.
2. Pronounce each word slowly, emphasizing the short a sound, and ask students to repeat after you.
3. Show the word cards with short a sounds and discuss how the short a sound is represented in the spelling.

## **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 word cards to the corresponding picture cards by listening to the short a sound.
3. Circulate around the room to provide support and guidance as needed.

## **INDEPENDENT PRACTICE**

1. Provide each student with a set of picture cards and word cards.
2. Instruct students to work independently to match the word cards to the corresponding picture cards.
3. Monitor students' progress and provide support as needed.

## **HOMEWORK**

1. Assign students to find objects at home that have names containing the short a sound.
2. Encourage students to share their findings with the class during the next lesson.

## **EXIT TICKET**

1. Provide each student with a whiteboard and marker.
2. Instruct students to write one word containing the short a sound that they reviewed during the lesson.

## **SUMMATIVE**

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

## **CLOSING**

1. Review the short a sound and its common spellings (graphemes) with the students.
2. Ask students to share a word they reviewed during the lesson that contains the short a sound.

## TEACHING TIPS

- Emphasize the short a sound: Clearly pronounce words containing the short a sound, and encourage students to mimic your pronunciation. This will help them internalize the sound and improve their listening skills.
- Use various examples: To help 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.
- Encourage peer collaboration: Promote teamwork and communication by having students work in pairs or small groups during the guided practice. This will help students learn from one another and build confidence.

## 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. Reinforce the distinct pronunciation of the short a sound to help students recognize it.
- Overlooking the short a sound in complex words: Students may have difficulty identifying the short a sound in unfamiliar or complex words. Encourage them to break down words into smaller parts to help them recognize the short a sound.
- Difficulty matching words to pictures: Some students may struggle with word-picture matching if they are unfamiliar with the words or objects represented. Provide additional examples and practice opportunities to help them become more familiar with the words and objects.

## EXTENSION

1. Students can practice matching words with other short vowel sounds to corresponding pictures.
2. Students can practice writing words with short vowel sounds.

## 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.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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