

# Lesson Plan

## Short a - Completing Short a words

Kindergarten (K) - ELA

### LEARNING TARGET

- Students will be able to identify long and short vowel sounds.
- Students will be able to associate the sounds with common spellings (graphemes).

### 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
- Whiteboard and markers

#### VOCABULARY

- Long vowel sounds
- Short vowel sounds
- Graphemes Phonics

### INTRODUCTION

1. Explain to students that vowels can make different sounds, and today they will be learning about the short "a" sound.

### INSTRUCTION

1. Display picture cards with short "a" words (e.g., cat, hat, bat).
2. Model pronouncing the short "a" sound and have students repeat it.
3. Review each picture card with students, emphasizing the short "a" sound in the word.

### **GUIDED PRACTICE**

1. Divide students into pairs and provide each pair with a set of picture cards.
2. Instruct students to practice pronouncing the words on the cards, focusing on the short "a" sound.
3. Circulate around the room to provide support and guidance as needed.

### **INDEPENDENT PRACTICE**

1. Instruct students to choose a picture card and write the corresponding word on their whiteboard, focusing on the correct spelling.
2. Monitor students' progress and provide support as needed.

### **HOMEWORK**

1. Assign students to find three objects or pictures at home that have a short "a" sound in their name.
2. Instruct students to practice writing the corresponding words for each object or picture they found.
3. Encourage students to share their findings and practice their spelling during the next lesson.

### **EXIT TICKET**

1. Provide each student with a blank index card.
2. Instruct students to draw a picture representing a short "a" word and write the word below the picture.

### **SUMMATIVE**

1. Formative assessments will be conducted during the lesson to monitor students' understanding of long and short vowel sounds and their ability to associate them with common spellings.
2. The exit card assessment will be used to determine students' mastery of recognizing and spelling short "a" words.

### **CLOSING**

1. Review the short "a" sound and common short "a" words.
2. Encourage students to listen for the short "a" sound in words they encounter throughout the day.

### **TEACHING TIPS**

- Use a variety of visual aids, such as flashcards and posters, to help students differentiate between long and short "a" sounds.
- Incorporate games and interactive activities to maintain student engagement and make learning enjoyable.
- Allow students to practice and reinforce their understanding through repetition and peer collaboration.

## **MISCONCEPTIONS**

- Students may confuse short "a" sounds with other short vowel sounds, such as "e" or "o."
- Students might think that all "a" sounds are the same and not recognize the difference between long and short "a" sounds.
- Students may struggle with spelling words containing short "a" sounds if they do not fully grasp the grapheme-sound relationship.

## **EXTENSION**

1. Introduce other short and long vowel sounds in subsequent lessons.
2. Provide students with opportunities to practice spelling and reading words with various vowel sounds.

## **INTERVENTION**

1. For students who struggle with auditory processing, provide visual cues or written examples of the short "a" sound.
2. For students who need extra support, work one-on-one or in small groups to reinforce the concept of long and short vowel sounds.

## **COMMON CORE STANDARD**

RF.K.2.C - Blend and segment onsets and rimes of single-syllable spoken words.

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