

Chapter 6 – Short a

PREPARATION

- Select two Challenge Words for the Warm Up. To meet your students' needs, choose words from a cross-curricular subject, misspelled words from a previous assignment, or words that interest your students. Consider using the word *after* because it has a **short a** in the first syllable. Print 1 copy of **BLM 6.1A Chapters 6–10 Spelling Lists**. Add the challenge words and test dates. Then, copy the page for each student. (6.1)
- Select **DM 6.2A Spelling Rules 1–3** for display. (6.2)
- Obtain an **ALUMINUM CAN**. (6.3)
- Obtain a **PICTURE OF A CAT**. Gather the prepared copies of **BLM 6.4A A Spelling Study Strategy** for each student. Select **DM 5.5A A Spelling Study Strategy** for display. (6.4)
- Gather **FLASH CARDS** from **BLM 6.0A Chapter 6 Spelling Words**. Print **BLM 6.5A Wrap Up I** for each student. (6.5)

RECOVERY

- For students who spelled less than half correctly on the Warm Up, assign the following reduced word list: *had, cat, ran, I, the*. On the Wrap Up (Posttest), evaluate these students on the words assigned; however, encourage them to attempt to spell all the list words to the best of their ability. They are also responsible for writing the dictated sentences.
- Have students who need assistance in blending phonemes write words for each phonogram below.

-ab	-am	-ag	-ap
lab	ham	bag	map
cab	ram	tag	tap
tab	Sam	rag	lap

Lesson 6.1 – Warm Up

Introduction

The Warm Up (Pretest) is an ungraded assessment to assist students in studying the Pattern, High-Frequency, and Challenge Words. For the Warm Up, remind students to position their paper properly, hold their pencil correctly, and sit using correct posture. Direct students to spell each word. Instruct students who cannot spell a word to write the letters they hear. Say each word, use it in a sentence, and repeat the word. Use the sentences that follow, or develop original ones.

Pattern Words

1. at	Ryan is <u>at</u> church.	at
2. had	We <u>had</u> pizza for lunch.	had
3. man	God created <u>man</u> and animals.	man
4. am	I <u>am</u> your teacher.	am
5. has	Your teacher <u>has</u> a storybook.	has
6. ran	The player <u>ran</u> to first base.	ran
7. cat	My <u>cat</u> sleeps on my bed.	cat
8. can	Mother opened a <u>can</u> of soup.	can

High-Frequency Words

9. I	<u>I</u> saw your friends yesterday.	I
10. the	Do you know <u>the</u> answer?	the

Challenge Words

11. _____ (Insert your choice.)
12. _____ (Insert your choice.)

Directed Instruction

- 1 Allow students to briefly self-correct each word, using the following procedure:
 - a. Write each word on the board.
 - b. Discuss letter/sound relationships; point to each letter as you sound out each word. Teach that the word *I* is always capitalized.
 - c. Read, spell, then read each word again. Instruct students to circle misspelled words with a colored pencil and rewrite correctly.
- 2 Proof each student's Warm Up. This becomes an individualized study sheet that can be used to organize instructional groups and provide homework guidance.
- 3 Distribute **BLM 6.1A Chapters 6–10 Spelling Lists** to each student to take home.
- 4 Homework suggestion: Write each spelling word two times. Circle **short a** in each Pattern Word.

Lesson 6.2 – Phonics

Introduction

Sing the following song to the tune of “Mary Had a Little Lamb.”

What’s the sound that **short a** makes, **short a** makes, **short a** makes,
 What’s the sound that **short a** makes in many words we spell?
 I can say the **short a** sound /a/, /a/, /a/, /a/, /a/, /a/,
 I can hear the **short a** sound in at, hat, cat, and rat.

Discuss the formation of the uppercase *A* as you write it in a lined area on the board. Add the arrows, skywrite, and repeat the procedure for lowercase *a*. Brainstorm names of people and pets that begin with *A*.

Directed Instruction

1 This activity can be done on the board or using a **POCKET CHART**. Build each Pattern Word by beginning with *a*. Reinforce that **short a** says /a/ as in *ant*.

2 Follow this pattern of instruction to introduce each word.

- Write the letter *m* to the right of **short a**. Review its sound.
- Build phonemic awareness by asking:
 - “What word is /a/ /m/?” (**am**) Blend the sounds in the sequence as they appear, moving your hand from left to right under the letters.
 - “How many sounds do you hear?” (**2**) Have students hold up two fingers and point to a finger as you and the class sound out each letter in the word.
 - “What is the beginning sound? (/a/) the ending sound?” (/m/)
- Build letter/sound relationships by asking, “What letters say /a/ (**a**) and /m/ (**m**)?”
- Read, spell, and read the word *am*, *a-m*, *am*.
- Direct students to write *am* on paper or **WHITEBOARDS**, sounding it out aloud as they write. Point out that in each Pattern Word, there is only one vowel. State that a vowel usually makes its short sound when it is the only vowel in the word.

Teacher Note: In several of the student lessons, statements are written inside a frame to help students learn to spell. While it is developmentally appropriate to refer to these statements

ENRICHMENT

• For students who spelled all the words correctly on the Warm Up, assign three of the following Extra Challenge Words: *apple*, *animal*, *give*, *years*, *place*, *part*.
 Teacher Note: **BLM 6.5A Wrap Up I** is designed with the maximum number of spaces to accommodate the students who write Extra Challenge Words. Be advised that only those who are assigned Extra Challenge Words will be using all the spaces.

• Guide students to write and illustrate a story about a cat.




Name _____




6.2
Phonics
Short a


Pattern Words

am
at
cat
can
man
ran
had
has

Trace and write each letter.



1.   

2.   


 ant

A vowel usually makes its short sound when it is the only vowel in the word.

Write the missing letters. Read the words.

3. cat 4. man




5. can

High-Frequency Words


I
the


Challenge Words


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6.2
Phonics
Short a

Sort the words by sound. Write the words that rhyme with each picture word.
 Order will vary.

1. Rhymes with  _____

2. Rhymes with  _____

3. Rhymes with  _____

4. Rhymes with  _____

5. Words that do not have the **short a** sound.

am
at
cat
can
man
ran
had
has
I
the

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EXTENSION

- Print **BLM 6.0A Chapter 6 Spelling Words** on **CARD STOCK** for each student. Cut apart and distribute flash cards for students to practice their spelling words at school or at home. Verify that students still have a copy of **BLM 6.1A Chapters 6–10 Spelling Lists**.
- Assist students in alphabetically writing the Challenge Words, numbers 11 and 12, in the section called My Words for Writing, in the back of their textbook.
- Print and distribute **BLM 6.0B Cat Wheel**, an activity with the phonogram *-at*. Provide **PAPER FASTENERS** and allow students to use their **SCISSORS**. Adult assistance is required on this project.
- Read Genesis 1:20–28. Invite students to write on **WHITEBOARDS** *God made man*. Discuss that God also made boys and girls. Brainstorm and write names that contain the **short a** sound. Discuss that God made animals; brainstorm **short a** animal words and write them.
God made man.
God made Adam.
God made Jan.
God made crabs.

as rules, we recognize that, in fact, they are generalizations because they are not true 100% of the time.

- 3 Proceed to **PAGE 51**. Introduce the following categories of words. Then provide this week's Challenge Words and have students write them.
 - Pattern Words—words with similar spellings
 - High-Frequency Words—words used often in writing
 - Challenge Words—words that are harder to spell
- 4 Direct students to trace and write uppercase *A* and lowercase *a* in exercises 1–2.
- 5 Use **DM 6.2A Spelling Rules 1–3** to reinforce spelling rule number 1 before students complete exercises 3–5, writing the beginning and ending consonants to complete each word.
- 6 Proceed to **PAGE 52**. Teach that a *word family, spelling pattern, rime, or phonogram* is a set of letters that has the same pronunciation in several words, such as *-an* in *ran, pan, and man*. Words in the same word family rhyme. Students sort the Pattern Words by phonogram. Ask, “Which spelling words rhyme with *bat*?” (**at, cat**) Complete the page.
- 7 Homework suggestion: Select three words and write each in a sentence.

Lesson 6.3 – Word Study

Introduction

Write the following five word choices on the board: man, had, cat, ran, am. Read the following sentences with missing spelling words for students to complete:

- I have a ____ with white whiskers. (**cat**)
- Mr. Smith is a nice _____. (**man**)
- Maria ____ around the track. (**ran**)
- We ____ a picnic. (**had**)
- I ____ your friend. (**am**)

Directed Instruction

- 1 Proceed to **PAGE 53** where students use context clues for the cloze activity. A *cloze activity* is a technique in which students use context clues to complete and construct meaning from the text. Read the entire sentence aloud, pausing at the missing word. Have students write the missing word. Lead the class to echo read each sentence.
- 2 Draw students' attention to the capitalization and punctuation of the sentences numbered 1–7. Teach them that all sentences begin with a capital letter. Direct them to use a finger to find the periods at the end of each sentence.
- 3 Display an **ALUMINUM CAN** for exercises 8–9, providing clarification of two definitions for the word *can*.

Lesson 6.4 – Writing

Introduction

Display a **PICTURE OF A CAT**. Ask, “What do we call a baby cat?” (**kitten**) Allow students to get on their hands and knees and walk like a cat, making sounds, or share their experiences with pet cats.

Directed Instruction

- 1 Proceed to **PAGE 54**. Brainstorm about cats. Ask, “What do cats need? (**food, water, shelter, attention, etc.**) How do cats move?” (**run, walk, scamper on four legs, etc.**) Write students' suggestions on the board. Have them read the words on the word web and add two words of their choice.
- 2 Assist the class in completing the story about Abby. Solicit a volunteer to read it aloud. Let students give Abby's cat a name, write, and verbalize it.

3 Distribute **BLM 6.4A A Spelling Study Strategy** to each student. Display **DM 5.5A A Spelling Study Strategy** and use it to assist students to complete BLM 6.4A correctly with each list word.

NOTES

4 Homework suggestion: Review this week's words for the Wrap Up (Posttest) by taking a practice test at home.

Lesson 6.5 – Wrap Up

Introduction

Provide a review, utilizing **WHITEBOARDS**, **FLASH CARDS**, or the Word Wall.

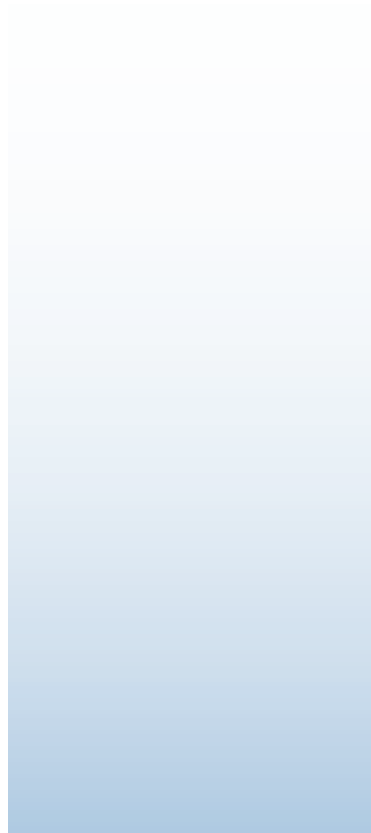
Directed Instruction

1 Distribute **BLM 6.5A Wrap Up I** to each student. Dictate the Pattern and High-Frequency Words by using the Warm Up sentences or developing original ones. Reserve the word *cat* for the dictation sentence. Dictate the Challenge Words.

2 Follow this procedure for the dictation sentence: read the sentence, invite the class to say the sentence with you, then read the sentence again. Dictate the following sentence: **The cat is fat.**

3 If assigned, dictate Extra Challenge Words.

4 Score the test, counting each misspelled word as an error. Correct the dictation sentence, but grade only the word *cat*.



Name _____



6.3
Word Study
Short a

Write the word that fits each sentence.

- I am six years old.
- James is at school.
- The dog ran in the park.
- Emily has a new Bible.
- Yesterday he had fun at the zoo.
- Abby's pet cat drinks milk.
- That man had pizza for lunch.

am
at
cat
can
man
ran
had
has
I
the

Draw a line to match the correct meaning of **can** to the picture word.

- knows how to do something 
- a round, metal container 

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Think of a cat. What words come to your mind?
Write them on the word web.

6.4
Writing
Short a

am
at
cat
can
man
ran
had
has
I
the

whisker
sleep cat tail

Answers will vary.

Write the missing words to complete the story.
Use the word web and the list.

Abby talked to a man at the pet shop.
He showed Abby a white cat.
It had a fluffy tail. Abby liked
it and took it home. It ran to its new bed.
Abby cared for her pet every day.

Give Abby's cat a name.
Write it on the tag.

Answers will vary.

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