

Short Vowels a, e (page 55)



Materials:

- letter flashcards Aa-Zz
- letter **a** and **e** flashcard
- picture cards (hat, hen, cat, fan, bad, bed, men, man, pan, pen, vet, van and any other short vowel **a** or **e** picture cards)
- music of your choice
- page 55

Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: "Letter?" Students: "A."
 - Teacher: "Sound?" Students: "/a/."
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.

Preview: 5-7 minutes

- Show the **a** and **e** flashcards while saying the letter name and letter sound and have the students repeat
 - Teacher: "A, /a/ /a/ /a/" Students: "A, /a/ /a/ /a/"
 - Teacher: "E, /e/ /e/ /e/" Students: "E, /e/ /e/ /e/"
- Show the picture cards for the words that have the **short a** sound and say the name of the picture, emphasizing the **short a** sound and have the students repeat
 - Teacher: "/a/ /a/ hat"; students repeat
 - Teacher: "/a/ /a/ cat"; students repeat
 - Teacher: "/a/ /a/ bad"; students repeat
 - Teacher: "/a/ /a/ man"; students repeat
 - Teacher: "/a/ /a/ pan"; students repeat
 - Teacher: "/a/ /a/ van"; students repeat

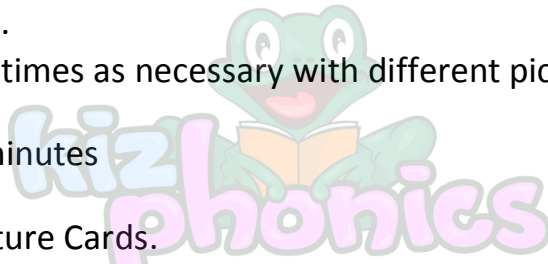
- Show the picture cards for the words that have the **short e** sound and say the name of the picture, emphasizing the **short e** sound and have the students repeat
 - Teacher: “/e/ /e/ hen”; students repeat
 - Teacher: “/e/ /e/ bed”; students repeat
 - Teacher: “/e/ /e/ men”; students repeat
 - Teacher: “/e/ /e/ pen”; students repeat
 - Teacher: “/e/ /e/ vet”; students repeat

Modeling: 5 minutes

- Show the students a picture card that has the **short a** sound.
 - Teacher: “/a/ /a/ hat.” Since the word has the short /a/ sound, clap your hands.
- Show the students a picture card that has the **short e** sound.
 - Teacher: “/e/ /e/ hen”. Since the word has the short /e/ sound, pet your head.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Play Musical Picture Cards.
 - Place picture cards in a circle, making sure you have enough cards for each child in your classroom. Use the picture cards from this lesson and other picture cards that have the **short a** or **short e** sounds.
 - Have each child stand next to a picture card.
 - *Hint:* Make sure you talk about walking next to the picture cards and not on the picture cards.
 - Play music and have the students walk around the circle, next to the different picture cards.
 - When the music stops the students stop next to card they are by. If the card they are by has the /a/ sound, they clap their hands. If the card they are by has the short /e/ sound, they pet their head.
- Continue playing as long as is necessary.



Independent Practice: 5-7 minutes

- Explain how to do page 55.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 55 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 55, monitor and give guidance/support/correction/praise, as needed.
- Use page 55 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review some picture cards.
 - Teacher: “/a/ /a/ hat”; students repeat
 - Teacher: “/a/ /a/ cat”; students repeat
 - Teacher: “/e/ /e/ hen”; students repeat
 - Teacher: “/e/ /e/ bed”; students repeat

