

# Short a, Long a Silent e (page 22)

## Materials:

- letter flashcards Aa-Zz
- **short a** and **long a** flashcards
- **silent e** slider
- **short a** slider card (tap, can, man, plan)
- picture cards (tap, tape, can, cane, man, mane, plan, plane)
- page 22



## 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.
- You can also choose to play any of the games that have been taught in previous lessons.
  - Around the World
  - Flyswatter
  - Beanbag Toss
  - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

## Preview: 5-7 minutes

- Show the **short a** flashcard and review the sound the **short a** makes.
  - Teacher: "A /a/ /a/ /a/" Students: "A /a/ /a/ /a/"
- Show the **short a** picture cards, emphasizing the **short a** sound in each word.
  - Teacher: "/a/ /a/ tap"; students repeat
  - Teacher: "/a/ /a/ can"; students repeat
  - Teacher: "/a/ /a/ man"; students repeat
  - Teacher: "/a/ /a/ plan"; students repeat
- Show them the **long a** flashcard and talk about how the letter **a** can make another sound, called the **long a** sound.
  - Teacher: "A /a/ /a/ /a/" Students: "A /a/ /a/ /a/"
- Show them the **long a** picture cards, emphasizing the **long a** sound in each word.
  - Teacher: "/a/ /a/ tape"; students repeat
  - Teacher: "/a/ /a/ cane"; students repeat

- Teacher: “/a/ /a/ mane”; students repeat
- Teacher: “/a/ /a/ plane”; students repeat
- Tell them today they will practice making **short a** words into **long a** words.

### Modeling: 5-7 minutes

- Write the word tap on the whiteboard.
  - Work together to say each sound in the word and then blend the sounds together to say the word.
    - Teacher and students: “/t/ /a/ /p/.....tap”
  - Now write the letter **e** at the end of the word and explain how the **e** will change the sound that the **a** makes from **short a** /a/ /a/ to **long a** /a/ /a/.
  - Work together again to say each sound in the word and then blend the sounds together to say the new word.
    - Teacher and students: “/t/ /a/ /p/ silent e ..... tape”
    - You may want to do some kind of motion for the **silent e**, like put your finger to your lip like you are asking someone to be quiet.
- Repeat with as many words as needed.

### Guided Practice: 5-7 minutes

- Give each student a **short a** slider card.
  - Cut out the card and then read the words together, saying each individual sound and then blending the sounds together to read the word.
    - /t/ /a/ /p/ ..... tap
    - /c/ /a/ /n/ ..... can
    - /m/ /a/ /n/ ..... man
    - /pl/ /a/ /n/ ..... plan
- Give each student a **silent e** slider.
  - Cut along the dotted lines on the **silent e** slider to make two slits.
  - Place the **short a** slider card in the slits on the **silent e** slider, making sure that you can pull the card through.
- Point out how the **short a** words will now have a **silent e** at the end. The words are now **long a** words.
  - Pull the card through and line up each **short a** word with the **silent e**.
  - Read the words together, saying each individual sound and then blending the sounds together to read the word.
    - /t/ /a/ /p/ silent e ..... tape
    - /c/ /a/ /n/ silent e ..... cane
    - /m/ /a/ /n/ silent e ..... mane
    - /pl/ /a/ /n/ silent e ..... plane
- You can have the students read the words to other classmates or to themselves as many times as needed.

### Independent Practice: 5-7 minutes

- Explain how to do page 22.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 22 to each student.

### Assessment: (during Independent Practice)

- As the students are completing page 22, monitor and give guidance/support/correction/praise, as needed.
- Use page 22 as a record and be sure to take note of students who may need more practice and/or instruction.

### Closure: 1-2 minutes

- Reread each word using the **short a** slider card and the **silent e** slider.
  - Teacher and students: “/t/ /a/ /p/ silent e ..... tape”
  - Teacher and students: “/c/ /a/ /n/ silent e ..... cane”
  - Teacher and students: “/m/ /a/ /n/ silent e ..... mane”
  - Teacher and students: “/pl/ /a/ /n/ silent e ..... plane”

