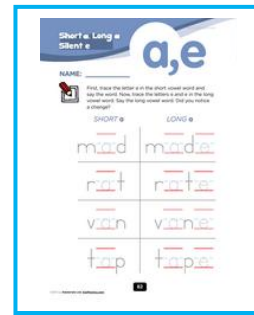


# Short a, Long a Silent e (page 24)



## Materials:

- letter flashcards Aa-Zz
- **short a** and **long a** flashcards
- word cards (mad, made, rat, rate, van, vane, tap, tape and any other words with the **short a** or **long a silent e**)
- individual card with **short a** on one side and **long a** on the other side for each student
- page 24

## 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** word cards, emphasizing the **short a** sound in each word.
  - Teacher: "/a/ /a/ mad"; students repeat
  - Teacher: "/a/ /a/ rat"; students repeat
  - Teacher: "/a/ /a/ van"; students repeat
  - Teacher: "/a/ /a/ tap"; 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** word cards, emphasizing the **long a** sound in each word.
  - Teacher: "/a/ /a/ made"; students repeat
  - Teacher: "/a/ /a/ rate"; students repeat
  - Teacher: "/a/ /a/ vane"; students repeat

- Teacher: “/a/ /a/ tape”; students repeat

### **Modeling:** 5 minutes

- Read one of the word cards to the students.
  - Do not show them the spelling of the word, only read it to them.
  - Teacher: “mad”; students repeat
  - The students hold up the **short a** side of their card because mad has the **short a** sound.
  - Teacher: “made”; students repeat
  - The students hold up the **long a** side of their card because made has the **long a** sound.
- Repeat as many times as is necessary.

### **Guided Practice:** 5-7 minutes

- Play Which Side Game.
  - Label two sides of the room, the **short a** side and the **long a** side.
  - Have the students stand in a line in the middle of the room, between the two sides.
  - Say a word that has the **short a** or **long a** sound. Have the students repeat.
  - If the word has the short /a/ sound, the students slide to the **short a** side. If the word has the long /a/ sound, the students slide to the **long a** side.
- Continue play as long as is necessary.

### **Independent Practice:** 5-7 minutes

- Explain how to do page 24.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 24 to each student.

### **Assessment:** (during Independent Practice)

- As the students are completing page 24, monitor and give guidance/support/correction/praise, as needed.
- Use page 24 as a record and be sure to take note of students who may need more practice and/or instruction.

### **Closure:** 1-2 minutes

- Use a few of the word cards and have the students read the **short a** and **long a** words.
  - Teacher and students: “/m/ /a/ /d/ ..... mad”
  - Teacher and students: “/r/ /a/ /t/ silent e ..... rate”
  - Teacher and students: “/v/ /a/ /n/ ..... van”
  - Teacher and students: “/t/ /a/ /p/ silent e ..... tape”