

Date: \_\_\_\_\_

## Short Aa Introduction

PLAN

**Component:** Phonics

**Instructional Activity:** Introducing Short Aa

**Materials Needed:** Aa sound-spelling card



**Approximate Time:**  
10 minutes



**Click here for video  
example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

You've already learned some consonants. Now, you're going to learn some vowels. In this activity, you're going to learn the name, a sound, and a spelling pattern for the letter Aa. You will know you have it when you are able to say the name and the short vowel sound for the letter Aa.

REVIEW &  
VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

There are two kinds of letters: *consonants* and *vowels*. Review information about consonants, if needed: **Consonants** are the letters that represent sounds made when we use our tongue, teeth, or lips to help make the sound. For example, we use our teeth to block air to make the sound /sss/. Model. We use our teeth and lips to block air when we make the sound /vvv/. Model.

**Vowels** are the letters that represent sounds made by opening our mouths, from the wide-open sound /ōōō/ (as in *olive*) to the rounded-lip sound /oo/ (as in *loop*). Every vowel can make two sounds: a *long vowel* sound and a *short vowel* sound. The long vowel sounds like the letter's name. The short vowel sound is different.

Let's learn a new *short vowel* sound.

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**Demonstrate.** Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for Aa.

- Point to the letter at the top of the card. **The name of this letter is A.**
- Point to the picture. **The short sound it makes is /ăăă/, as in apple. The sound /ăăă/ can be held a long time. Listen: /ăăă/. Hold the sound for 2-3 seconds.**
- Point to the spelling pattern at the bottom of the card. **/ăăă/ is spelled A. If I'm writing a word, and I hear the sound /ăăă/ in it, most of the time I will write the letter A. A is the spelling for /ăăă/.**
- **The name of the letter is A. The short vowel sound the letter makes is /ăăă/. The spelling for /ăăă/ is A. Remember, /ăăă/ is a sound that can be held.**



I DO IT!

If students need support with:	Then try this:								
Sound production/ identification  <i>Allow them to use handheld mirrors with the lesson, if available.</i>		<table border="1"> <thead> <tr> <th data-bbox="646 740 898 781">Sound</th> <th data-bbox="898 740 1472 781">Where &amp; What</th> <th data-bbox="1472 740 1717 781">How</th> </tr> </thead> <tbody> <tr> <td data-bbox="646 781 898 889">/ăăă/</td> <td data-bbox="898 781 1472 889">Mouth wide open; jaw drops; tip of tongue is forward and down behind front bottom teeth; lips tense and slightly pulled back</td> <td data-bbox="1472 781 1717 889">Voice on</td> </tr> </tbody> </table>	Sound	Where & What	How	/ăăă/	Mouth wide open; jaw drops; tip of tongue is forward and down behind front bottom teeth; lips tense and slightly pulled back	Voice on	<p>Students may benefit from understanding how and where a letter-sound is made. Teaching the shape of the mouth and the position of the lips and tongue can aid in correct pronunciation of each sound. Here's a sample:</p> <p><b>The name of this letter is Aa. The sound it makes is /ăăă/. The spelling for /ăăă/ is a. Remember, /ăăă/ is a sound that can be held.</b></p> <p><b>When I make the sound /ăăă/, my mouth looks like this.</b> Model the shape of your mouth as you make the sound /ăăă/. <b>Can you make your mouth look like mine?</b> If possible, let students use handheld mirrors to check the shape of the mouth.</p> <p><b>When I make the sound /ăăă/, I am opening my mouth wide and dropping my jaw. The corners of my mouth pull back a little. Put your hand flat under your chin. Can you feel your jaw drop when you make the sound /ăăă/?</b> Again, let students use handheld mirrors, if available.</p> <p><b>Like with all vowel sounds, when I make the sound /ăăă/, my voice is on. I use my voice to make the sound /ăăă/. If I put my hand on my throat when I make the sound /ăăă/, I can feel a vibration. Put your hand on your throat and say the sound /ăăă/. Do you feel a vibration?</b></p>
Sound	Where & What	How							
/ăăă/	Mouth wide open; jaw drops; tip of tongue is forward and down behind front bottom teeth; lips tense and slightly pulled back	Voice on							

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WE DO IT!

**Provide guided practice.**

Let's try it together!

The name of the letter is **A**. **Name?** Students: A

The *short vowel* sound the letter makes is /ăăă/. **Sound?** Students: /ăăă/

The spelling for /ăăă/ is **A**. **Spelling?** Students: A

Review 1-2 times, if needed.

YOU DO IT!

**Provide independent practice.**

Your turn. I will hold the card in front of one student at a time. I will ask that student to tell me the *name*, the *sound*, or the *spelling*. Listen closely so you know which one to say out loud.

Hold the card up so everyone can see it. Then, hold the card directly in front of one student and say one of the following:

**Name?** Student responds: A

**Sound?** Student responds: /ăăă/

**Spelling?** Student responds: A

Repeat the routine so that each student has the opportunity to say the name, the sound, and the spelling.

*Teacher Tip: When asking for individual student responses, do NOT go in a predictable order (round robin)! Keep the students on their toes by skipping around, even giving a student the chance to respond to two questions in a row on occasion.*

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ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.  
Scaffold or correct all errors. Provide specific feedback for accurate responses.

*Teacher Tip: As students learn more and more letter sounds, you can begin or end the session with a lightning round of sounds, where you flash students the sound-spelling cards and students make the sounds as quickly as possible.*

ENRICH/EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

For students who show mastery of short vowel sounds, work toward automaticity in blending words with two or more sounds using known graphemes.