

# Short Vowel a

## ABOUT THIS LESSON

### Primary Phonics Skill Objectives

- Decode and encode short *a* words.
- Read short *a* words in connected text.

**Secondary Phonics Skill:** alphabet review, including words that end with *s* pronounced /z/

**Phonemic Awareness Skill:** isolate initial and final consonant sounds

**Comprehension Focus:** describe the major events in a story

### Additional Materials

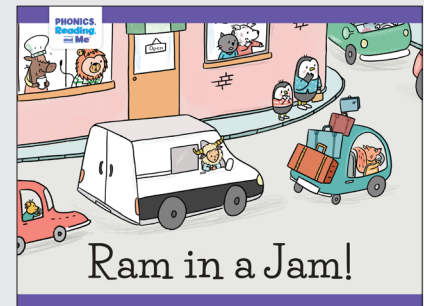
- Sound-Spelling Card for Short *a*
- Letter Tiles: *a, b, c, d, f, g, m, n, p, s, t, v*

## UNIT 1

Use the Unit 1 Read Aloud Book, *Ram in a Jam!*, to introduce the unit theme, vocabulary, and phonics skill category. Use the Formative Assessment Card for more responsive support.

**Theme:** Getting Around My Community

**Skills Category:** Short Vowels *a, i*



## ABOUT THIS TEXT SET

**Knowledge Building:** In the nonfiction texts, children learn about vehicles in communities, specifically about driving and riding in vans. They learn vocabulary words such as **van**, **gas**, and **driver**.

**Figuring Out Feelings:** In the fiction texts, children explore habits of Cooperation and Understanding Feelings.



Text Set	STUDENT BOOK (print and digital)	SCREENER DIGITAL TEXT	SHORT DIGITAL TEXT	MEDIUM DIGITAL TEXT	LONG DIGITAL TEXT
Title	<i>The Cat Van</i>	<i>Rat Has a Jam Van</i>	<i>The Van Man Can</i>	<i>The Bag Man</i>	<i>A Hat for Rat and Fat Cat</i>
Text Type	fiction; realistic fiction	fiction; animal fantasy	nonfiction; informational	nonfiction; informational	fiction; animal fantasy
Preview	Jan, the vet, arrives in her mobile vet van. Tam's cat runs away. Will Tam be able to catch her cat?	Rat is selling jam from his van when part of the van is accidentally crushed. Can Rat's van be fixed?	What can this man do with a van? The van man can pack, bag, and tag packages.	A delivery man packs a bag, maps his route, and drives a van to make a home delivery.	Bat gives Rat and Fat Cat bad haircuts. They need hats, but can they figure out a way to get to the hat shop?

## Before Reading (3–5 minutes)

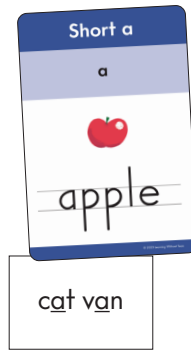
### Warm Up with Phonemic Awareness

**Isolate Sounds:** Say each word. Prompt children to say the first (initial) or last (final) sound in the word:

<b>Initial sound</b>	<b>sat:</b> /s/, <b>fan:</b> /f/, <b>rag:</b> /r/, <b>gas:</b> /g/
<b>Final sound</b>	<b>jam:</b> /m/, <b>cap:</b> /p/, <b>mad:</b> /d/

### Introduce Phonics Skill: Short a

- Introduce the skill by using the chant and other prompts on the Short a Sound-Spelling Card.
- **Say:** The letter *a* stands for the /ă/ sound.
- Display the Alphabet Poster and point to the first letter, *Aa*. Then write the letter *a* on a whiteboard and model the /ă/ sound.
- Write the words *cat* and *van*. Say the sound /ă/ as you point to the letter *a*, and then blend the sounds together to say each word.



#### IF NEEDED

##### Onset-Rime Support

For groups who need extra practice, guide children to say the onset and rime in spoken words. Say the word *sat*. Have children say the first sound /s/ and then the rime -at with you. Use Letter Tiles to show the graphemes, too. Display the *s* Letter Tile and put the *a* and *t* Letter Tiles close together. Repeat, pointing to the onset and then the rime. Practice with these words.

**van:** /v/ -an, **map:** /m/ -ap, **bag:** /b/ -ag, **mad:** /m/ -ad, **sad:** /s/ -ad

### Prepare to Read

Review words, concepts, and other text complexities of the book to anticipate children's challenges. Consider the oral language proficiency, background knowledge, and decoding skills of each small group.

WORDS TO WATCH IN THE STUDENT BOOK	
<b>Primary Skill Words</b>	<b>short a:</b> <i>Jan, cat, van, gas, tap, fat, ran, Tam, bad, sat, pat, mat, nap</i>
<b>Secondary Skill Words</b>	<b>s as /z/:</b> <i>has</i>
<b>High-Frequency Words</b>	<b>Regular:</b> <i>a</i> <b>Irregular:</b> <i>the, and, on</i>
<b>Story Words (not decodable)</b>	<i>gets, stop, bye</i>
<b>Knowledge Building Words</b>	<b>gas:</b> used to power machines, such as cars and buses <b>van:</b> a vehicle, often a closed truck, with a box-like shape used to carry people and things

#### IF NEEDED

##### Articulation Support

Model and watch children when producing the sound /ă/. The jaw drops low and the corners of the mouth pull back and up. The tongue is wide and the tip touches the back of the bottom front teeth. The back of the tongue arches up slightly.

### WHAT MAKES THE STUDENT BOOK RICH

Get to know the book so you're ready to support children when they need it.

BACKGROUND KNOWLEDGE	LANGUAGE	PRINT AND TEXT STRUCTURE
<ul style="list-style-type: none"> <li>• Jan is a vet (short for veterinarian), a doctor who takes care of animals. She uses a <b>van</b> to help her do her job.</li> <li>• People put <b>gas</b> in cars and vans. The gas helps make the engine work.</li> </ul>	<ul style="list-style-type: none"> <li>• A <i>nap</i> means to go to sleep for a little while.</li> <li>• Have children locate the word <i>bye</i> (p. 16). Point out in the illustration how Tam is watching Jan leave.</li> </ul>	<ul style="list-style-type: none"> <li>• Exclamation marks indicate to read with excitement.</li> <li>• There are sound words in the text <i>tap, tap, tap</i> and <i>pat, pat, pat</i>.</li> </ul>

## During Reading (8–10 minutes)

Read *The Cat Van* twice during a teacher-led group. Vary the amount of support you give, including the reading mode and guiding prompts. Pause on occasion to think aloud or ask questions focused first on the skill and also for monitoring comprehension. Use prompts as a model. **Introduce the text:** *Let's read a story about Jan who comes in her van to check on Tam's cat. What does the cat do?*

### First Read

	Below Level	On Level	Above Level
Mode	Echo Read	Choral Read	Partner Read
Set the Purpose	Listen to me read. Then echo me. Listen for all the short <i>a</i> words.	As we read together, remember to say /ă/ each time you see the letter <i>a</i> in a word.	Take turns reading each page with your partner. Remember the short sound /ă/ when you read words with the letter <i>a</i> .
Skills Prompts	p. 4 Knock on the table each time we read the word <i>tap</i> . p. 11 Shout with me: <i>Cat! Stop, cat!</i> p. 16 Wave your hand and read with me: <i>Bye, cat van!</i>	p. 2 Which short <i>a</i> word begins with /g/? (gas) p. 6 How many short <i>a</i> words are in this sentence? (four) p. 15 Which word do you see two times? (nap)	p. 1 Which short <i>a</i> word ends with a /z/ sound? (has) p. 5 Read with surprise: <i>The cat van!</i> p. 14 Which word rhymes with <i>sat</i> ? (mat)

**Check for Comprehension:** *What does the cat do when Jan comes?* (The cat runs.)

### Second Read

	Below Level	On Level	Above Level
Mode	Choral Read	Partner Read	Whisper Read
Set the Purpose	Guide children to read along with you. Remind them to say /ă/ when they see the letter <i>a</i> in CVC words.	Have partners take turns reading each page. Invite them to repeat the short <i>a</i> words.	Listen and prompt children as you observe their reading of short <i>a</i> words.
Skills Prompts	p. 1 Point to the animal word on this page. (cat) p. 8 Which short <i>a</i> word is the girl's name? (Tam) p. 15 Which word do you see two times? (nap)	p. 8 Show what this means: <i>Tam ran</i> . p. 10 Which word do you see two times? (ran) p. 14 Which two words rhyme? (sat, mat)	p. 6 Use the exclamation point as a clue to read with excitement. p. 11 Which word does not have a short <i>a</i> sound? (stop) p. 12 Find three words that rhyme. (fat, cat, sat)

**Check for Comprehension:** *How does the cat feel at the end?* (happy, sleepy)

#### IF NEEDED

##### Decoding Support

If a child is not yet able to decode words with short *a*:

- Prompt the child to say the initial or final sound in a word. Refer to the Alphabet Poster to review letters and remind children of any unknown phoneme-grapheme correspondences.
- Model smooth blending, such as /nnn/ /ăăă/ /p/, *nap*.
- Model onset-rime blending, such as /c/-at, *cat*.

#### IF NEEDED

##### Multilingual Learner Support

Spanish speakers may say the sound /b/ when reading words beginning with the letter *v*. Support pronunciation of the English sound /v/ when reading the word *van* by telling children to place the lower lip slightly under the upper teeth. Children should feel air stream over their lips when producing the sound /v/.

## After Reading (4–6 minutes)

### Review the Phonics Skill: Short *a*

**Say:** Remember, we can read words with the short *a* sound /ă/.

- Go back to a few pages of the book to find short *a* words. Say aloud a short *a* word and prompt children to locate the word on the page.
- Point to a short *a* word and have children read the word aloud.

### Reflect on the Book

Discuss the questions in the back of the Student Book. Continue the conversation. **Ask:**

- What kind of vehicle does Jan drive? (a van)
- Does Jan seem friendly or mean? (friendly; she smiles and waves)
- Why do you think the cat ran away? (The cat is nervous around strangers.)
- What happens after the cat stops running? (Jan pats the cat and gives the cat a check-up.)

### Prepare for Practice

- Prepare the small group to work on the digital app, reread, or practice.
- See p. 48 of the Program Guide for implementation options and classroom management ideas.

### FIGURING OUT FEELINGS

- Review the habit of Cooperation with children. See p. 36 of the Program Guide for a definition.
- Discuss the Figuring Out Feelings questions in the back of the Student Book.
- Talk about how at the end of the story the cat allows Jan, the vet, to take care of him with the help of Tam. Think of a time when you worked together with someone else to make things better. Examples: *I helped \_\_\_\_\_. Together, we \_\_\_\_\_.*

### IF NEEDED

#### Multilingual Learner Support

Invite children to discuss responses with a partner before sharing with the small group. Encourage speaking in complete sentences and provide oral sentence frames, as needed. Example: *The cat ran away because \_\_\_\_\_.*

### Progress Monitoring

Give children time to practice (per the next pages). Then, see how well they learned the short vowel *a*.

**Spelling Quick Skills Check:** Dictate words. Have children write them on double-lined paper as you say them: *mad*, *ran*, *pat*. If children have difficulty, segment the sounds, model stretching continuous sounds (e.g., /nnn/, /mmm/, /rrr/) or bouncing stop sounds (e.g., /t/, /p/, /d/), inserting pauses between the sounds for further support. For a challenge, dictate sentences: *The cat is mad. Tam is on the mat*. See pp. 56–57 of the Program Guide for more spelling and handwriting practice ideas for My Word Book in the Reading Response Journal.

# Multimodal Practice

Choose which additional forms of practice meet the needs of individual children. Model for children and guide them to work independently, with a partner, or in a group.



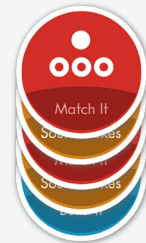
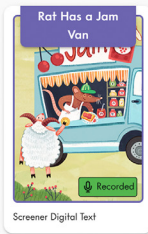
**Digital Learning:** Go to [prm-educator.lwtears.com](http://prm-educator.lwtears.com)



## Student Book

Read the eBook with children as a model. Children can also reread.

## Personalized Student Practice: supporting short a



## Digital Texts



A speech-enabled oral reading screener sets children on a personalized practice path.



Audio supports and sound-out models provide scaffolds, as needed, while children read.

## Skills Activities

Gamified activities support or stretch the lesson skill based on children's needs.

## Familiar Reading



Below Level	On Level	Above Level
Children can look for and highlight short <i>a</i> words in <i>The Cat Van</i> mini book.	Children can read <i>The Cat Van</i> mini book with a partner. They can put their thumbs up for short <i>a</i> words.	Children can read <i>The Cat Van</i> mini book independently (whisper read) and then discuss with a partner.
Children can also pair up and follow along as a partner leads a rereading of <i>The Cat Van</i> .	Children can choose short <i>a</i> words in <i>The Cat Van</i> mini book and ask their partner to find the words in the book.	Also, pair them with children who need more support and have them read together.



## Consonant Letter Review

Choose pages from *My Word Book* in the Reading Response Journal that match what children need to review.

Below Level	On Level	Above Level
Review consonant letter sounds such as <i>c</i> and <i>t</i> in <i>cat</i> on pp. 32–33 and pp. 60–61 of <i>My Word Book</i> in the Reading Response Journal. Model each letter sound and read the sample word together. Have children draw a picture of that word. Then, challenge them to draw and write a word.	Have children work in pairs on select pages in the <i>My Word Book</i> in the Reading Response Journal based on their review needs. Children should draw and write words with the target sound, using the mini book for word ideas. For example, they can review the letters <i>c</i> , <i>t</i> , <i>v</i> , and <i>n</i> in <i>cat</i> and <i>van</i> .	Based on their review needs, have the children complete consonant letter pages in the <i>My Word Book</i> in the Reading Response Journal, such as <i>j</i> , <i>c</i> , <i>t</i> , <i>v</i> , <i>n</i> , or <i>p</i> in <i>Jan</i> , <i>cat</i> , <i>van</i> , and <i>tap</i> . Children should draw and write words beginning with the target sound. Provide extra paper, as needed.




## Responsive Writing

Turn to pp. 6–7 of the Reading Response Journal. Review directions with children.

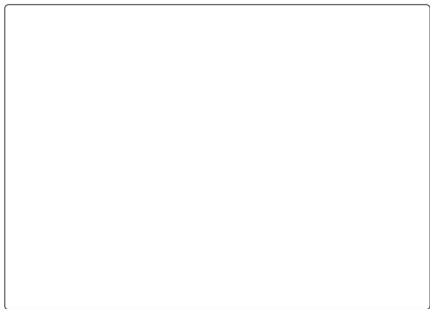
Page Number	Below Level	On Level	Above Level
p. 6	Have children draw pictures of things that have a short <i>a</i> sound. Encourage them to use the word bank for support to write the short <i>a</i> words corresponding to their drawings.	Have children draw pictures of things that have a short <i>a</i> sound. Support them as they write the short <i>a</i> words corresponding to their drawings, and have them read the words they write.	Have children draw pictures of things that have a short <i>a</i> sound, both from the word bank and beyond it. Have children write the short <i>a</i> words corresponding to their drawings and read each aloud.
p. 7	Choral read the excerpt adapted from a digital text. Then have children underline all the short <i>a</i> words. Have children draw hats for Fat Cat and Rat.	Have children read the excerpt adapted from a digital text with a partner. Have them underline and count the short <i>a</i> words and finish by drawing hats for Fat Cat and Rat.	Have children whisper read the adapted excerpt and underline short <i>a</i> words. Have children draw hats for Fat Cat and Rat. Challenge them to write a sentence about their drawing.

**Draw and Write**  
Words with Short *a*



Draw pictures of things that have short *a* in their names. Use the word bank.

mat fan map hat bag van



Write the short *a* words from your drawing.

Sample answers:

fan map  
hat bag

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**Read and Find**  
A Hat for Rat and Fat Cat

Read the text. Underline words with short *a*.

Bat!  
Rat is mad.  
Fat Cat is sad.  
It is bad, bad, bad!  
Rat needs a hat.  
Fat Cat needs a hat.



Draw hats for Fat Cat and Rat. Write about the picture.

Sample answer: drawings of hats for Fat Cat and Rat.

Sample answer:  
a hat for Fat Cat

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### IF NEEDED

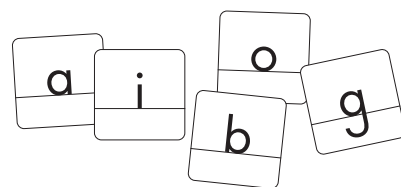
#### Multilingual Learner Support

Pair children up to generate CVC (consonant-vowel-consonant) words with short *a* orally before writing them in their Reading Response Journal or building them with Letter Tiles. Invite them to see how many rhyming words they can think of, as you provide picture support.

## Phonics and Word Study

Guide children on how to build words with Letter Tiles. Take time to introduce the Letter Tiles and My Word Book in the Reading Response Journal on p. 27, and display the Alphabet Poster. Start children who are ready to work with a partner.

Below Level	On Level	Above Level
Identify the letter <i>a</i> and picture of the <i>apple</i> on the Alphabet Poster. Invite children to turn to pp. 28–29 in the Reading Response Journal. Show the Letter Tile <i>a</i> . Select two short <i>a</i> CVC words for children to draw on the page. For example: <i>mat</i> , <i>fan</i> . Model how to use the Letter Tiles to spell the words. Then have children write each word next to the picture they drew.	Identify the letter <i>a</i> and picture of the <i>apple</i> on the Alphabet Poster. Display the following Letter Tiles <i>a</i> , <i>n</i> , <i>t</i> , <i>v</i> , <i>p</i> , <i>m</i> , <i>b</i> . Have children build as many CVC words with short <i>a</i> as they can. Invite children to turn to pp. 28–29 in their Reading Response Journal to draw and write the new words with short <i>a</i> .	Have children turn to pp. 28–29 in their Reading Response Journal. Model how to build the word <i>van</i> with Letter Tiles. Instruct children to draw a <i>van</i> and write the word in their journal. Next, change the first tile to create a new word ( <i>man</i> , <i>pan</i> , <i>tan</i> , <i>fan</i> .) Children can draw and write on the page. Provide other Letter Tiles: <i>a</i> , <i>n</i> , <i>c</i> , <i>t</i> , <i>v</i> , <i>g</i> , <i>s</i> , <i>p</i> , <i>f</i> , <i>m</i> , <i>b</i> , <i>d</i> to build other words.



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