

1



Short A Words
for
Beginner Language Learners
in the
First Grade

Lesson Overview

Grade Level:	First
Language Level:	Beginner
Content Category:	Reading
Content Subcategory:	Word Analysis
Materials Needed:	Computer connected to the Internet
Technology Tool:	Web browser Interactive games
Lesson Summary:	This lesson teaches students the short a sound. It gives students words, sentences, and pictures of words with the short a sound.
Lesson Objectives:	At the end of the lesson, the student will be able to: <ul style="list-style-type: none">• identify the short a sound• give examples of words that contain short a
Academic Content:	This lesson covers: <ul style="list-style-type: none">• short a words
Technology Skills:	See the following sections of the lesson plan for a detailed list of skills covered in this lesson: <ul style="list-style-type: none">• Standards: NETS - Performance Indicators• Activity Instructions & Rubric

Lesson Plan

Lesson and Student Activity Details:

1. Begin the lesson by asking students if they know the sound short a makes in a word. Can they give you some examples of words with short a?
2. Begin the web lesson.
3. The lesson begins by giving students an example of a word that begins with the short a sound. They are given a picture of the word.
4. Next the word is used in a sentence with a picture to illustrate the word.
5. Students are given some examples of words with the short a sound in the middle of the word.
6. Each word is illustrated with a picture and then used in a sentence.
7. After several words are introduced students play an interactive game to practice with these words.
8. Several more short a words are introduced and students play another interactive game with the words.
9. At the end of the lesson students play an interactive game with all of the words introduced in the lesson.
10. Short a words in this lesson are **apple, ant, animal, astronaut, cat, bat, hat, and rat.**

Lesson Plan

Extension Activities:

1. Begin a “word wall” with the short a sound. As students find words or pictures of words with the short a sound they can add them to the wall.
2. Ask students to choose two or three of the words from the lesson and write a sentence with the words. Illustrate the sentences.

Multiple Intelligences

- Bodily/Kinesthetic
- Intrapersonal
- Verbal/Linguistic
- Visual/Spatial

Questions & Answers

Lesson Assessment

Click on the word that matches the picture.

1. **apple** (rat and **apple**)
2. **ant** (**ant** and hat)
3. **animal** (bat and **animal**)
4. **astronaut** (**astronaut** and cat)
5. **cat** (apple and **cat**)
6. **bat** (ant and **bat**)
7. **hat** (**hat** and animal)
8. **rat** (astronaut and **rat**)

Standards

English Language Arts Standards

(From the National Council of Teachers of English)

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

Standards

NETS - Technology Foundation Standards for Students

(From the International Society for Technology in Education)

1. Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2. Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

Standards

NETS - Performance Indicators

(From the International Society for Technology in Education)

Pre-Kindergarten to Grade 2

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)