

9.10.2019

# PRODUCTION OF VOWEL SOUNDS /A:/

## AND /A/

### Subject

English

### Overview

This lesson plan covers teaching content for;

### Prepared By

[Instructor Name]

1. Pronouncing long and short /A/ vowel sounds using visual support
2. Distinguishing between the long and short vowel sound /a/

### Grade Level

1

### Objectives

Students should be able to;

- Pronounce long and short vowel sound A
- Distinguish between the long and short vowel sound |A|

### Activity Starter/Instruction

1. Tell students that today you will be talking about vowel sounds.
2. Tell students that today you will be talking about pronunciation of long and short vowel sound a
3. Tell students that today you will be making words and identifying words with vowel sound a.

### Teacher Guide

Day 3/Lesson 3: 15mins

1. Ask students to think about other words that use the long "A" sound.
2. Have students turn and talk to share their words with a partner.
3. Invite each pair to share out their long "A" words

### Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Tell the students that, "Today we are going to focus on the other sound the letter "A" makes.
2. This is called the long sound.
3. We know a vowel makes a long sound when it says its own name in a word, like in the word ape."
4. Demonstrate drawing the long "A"

### Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Gather the class together.
2. Sing the alphabet song along with your students, pointing to the letters on a class chart as you sing.
3. Write up the five vowels (A, E, I, O, U) on chart paper and say, "Most letters in the alphabet make one sound.
4. There are five special letters, called vowels, that make two different sounds. Today we are going to learn about the two different sounds the letter A makes."
5. Write up the uppercase and lowercase letter A on a new piece of chart paper or on the whiteboard.
6. Ask, "Who remembers the sound the letter A makes?"
7. After 10 seconds of brainstorming, say

### Materials Required

- Class set of the Vowel Sounds: Long A, Short A worksheet
- Teacher set of the Teach Background Knowledge Template
- Teacher set of the Write Student-Facing Language Objectives Reference
- Class set of Vocabulary Cards
- Teacher set of the Glossary Optional:

### Additional Resources

- <https://www.education.com/lesson-plan/a-e-game/>
- <https://study.com/academy/lesson/short-long-lesson-plan.html>
- <https://www.education.com/worksheet/article/vowel-sounds/>
- <https://www.education.com/download/worksheet/a-vowel-sounds.pdf>
- <https://www.education.com/lesson-plan/vowel-sounds/>
- <https://www.education.com/worksheet/article/vowel-sounds/>

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with the class and record the words on a "Long A" class anchor chart.

### Summary

- Encourage the students to practice more of identifying long vs. short "A" sounds using the vocabulary cards.
- If time allows, practice using the long A words in sentences.

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symbol over the "a" in the word "ape" on the board and say, "We call this the long A sound.

5. When we need to remember if a vowel makes a long sound, we draw a long line over the vowel, like this (draw ā on the board)."
6. Model how to draw the long vowel symbol, then ask students to practice drawing the long vowel symbol in the air.
7. Tell the students that, "Just like the short "A" vowel sound, the long "A" vowel sound can come in the beginning of a word like the word ape, and sometimes it comes in the middle of a word, like tape (slowly sound out the letter sounds in the word).
8. Practice listening for and saying the long vowel sounds in some words.
9. When you hear the long "A" sound, draw your line in the air."
10. Display the long "A" vocabulary cards ("cape," "cake," "gate," "train") and go over them one at a time (first checking that students understand the definition of each word, providing home language L1 definitions as able).
11. As you go over each word, emphasize the long "A" sound in each word and wait for students to draw their line in

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the short A sound and have the students repeat the sound after you,

8. "A says 'ah, ah,' like apple, and 'ah, ah,' like ant.
9. Sometimes the "a" sound comes in the beginning of a word like the word apple, and sometimes it comes in the middle of a word, like cat." In 'cat,' slowly sound out the three letter sounds in the word (c-a-t).

### Guided Practice

#### Day 4/ Lesson 4: 20mins

1. Explain that now students will get to practice identifying and sorting words that contain either long or short vowel sounds.
2. Model how to cut out the pictures in the worksheet (use this as an opportunity to go over each word to ensure correct pronunciation) and then glue the words onto the correct side of the worksheet (long or short).
3. Pass out materials and send students to work independently.

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the air.

12. Repeat the words and have students echo them after you

**Assessment Activity**

1. Circulate around the room and assess if students are able to differentiate between long and short vowel sounds.
  2. Check that students understand the differences between the two sounds by listening as they share words with a partner.
  3. Are they able to identify words containing the long A sound?
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Summary		
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