

Student Pages

Pages 51–54

Lesson Materials

Flip chart
 BLM SP1-06A
 Pocket chart
 Whiteboards
 P-3
 Aluminum can
 Picture of a cat
 BLM SP1-06B

Day 1 Warm Up**Objective**

The students will accurately spell and write **short a** words, high-frequency words, and challenge words.

Introduction

Today's lesson is the Warm Up (Pretest), an ungraded assessment used to assist students in their study of the list words. Select Challenge Words in advance for numbers 11 and 12. Choose words from a cross-curricular subject or misspellings from a previous assignment. The word *after* has **short a** in the first syllable and is a suggestion for number 11. Distribute a sheet of lined paper to each student. Check for correct positioning of the paper and remind students of proper posture. Explain that they are to attempt all the spelling words, but if they cannot spell a particular word, encourage them to sound out and write as many letters as they can.

Directed Instruction

- 1 Dictate each word systematically.
 - a. Say the spelling word, use it in a sentence, and then repeat the word.
 - b. Use the sentences that follow or develop original ones.

Pattern Words

- | | | |
|--------|--------------------------------------|-----|
| 1. at | Ryan is <u>at</u> church. | at |
| 2. had | We <u>had</u> pizza for lunch. | had |
| 3. man | God created <u>man</u> and animals. | man |
| 4. am | I <u>am</u> your teacher. | am |
| 5. has | Your teacher <u>has</u> a storybook. | has |
| 6. ran | The player <u>ran</u> to first base. | ran |
| 7. cat | My <u>cat</u> sleeps on my bed. | cat |
| 8. can | Mother opened a <u>can</u> of soup. | can |

High-Frequency Words

- | | | |
|---------|--------------------------------------|-----|
| 9. I | <u>I</u> saw your friends yesterday. | I |
| 10. the | Do you know <u>the</u> answer? | the |

Challenge Words

11. _____ (Insert your choice.)
12. _____ (Insert your choice.)

- 2 Allow students to briefly self-correct each word, using the following procedure:
 - a. Write each word on the board or **FLIP CHART**.
 - b. Discuss letter/sound relationships; point to each letter as you sound out each word. Teach that the word *I* is always capitalized.
 - c. Read, spell, then read each word again. Instruct students to circle misspelled words with a colored pencil and rewrite correctly.
- 3 Proof each student's Warm Up. This becomes an individualized study sheet that can be used to organize instructional groups and provide homework guidance.
- 4 Distribute a copy of **BLM SP1-06A Lessons 6–10 Spelling Lists** to each student to take home with the Challenge Words and Test Dates included.
- 5 Homework suggestion: Write each spelling word two times. Circle **short a** in each Pattern Word.

Day 2 Phonics

Objective

The students will associate the sound /a/ with the letter *a*, write uppercase *A* and lowercase *a*, complete **short a** words, sort words by phonograms, and spell nonphonetic, high-frequency words.

Introduction

Sing the following song to the tune of “Mary Had a Little Lamb.”

What’s the sound that **short a** makes, **short a** makes, **short a** makes,
 What’s the sound that **short a** makes in many words we spell?
 I can say the **short a** sound /a/, /a/, /a/, /a/, /a/, /a/,
 I can hear the **short a** sound in at, hat, cat, and rat.

Discuss the formation of the uppercase *A* as you write it in a lined area on the board. Add the arrows, skywrite, and repeat the procedure for lowercase *a*. Brainstorm names of people and pets that begin with *A*.

Directed Instruction

- This activity can be done with a **POCKET CHART** or on the board. Build each Pattern Word by beginning with *a*. Reinforce that **short a** says /a/ as in *ant*.
- Follow this pattern of instruction to introduce each word.
 - Write the letter *m* to the right of **short a**. Review its sound.
 - Build phonemic awareness by asking:
 - “What word is /a/ /m/?” (**am**) Blend the sounds in the sequence they appear, moving your hand from left to right under the letters.
 - “How many sounds do you hear?” (**2**) Have students hold up two fingers and point to a finger as you and the class sound out each letter in the word.
 - “What is the beginning sound? (/a/) the ending sound? (/m/)?”
 - Build letter/sound relationships by asking, “What letters say /a/ (**a**) and /m/ (**m**)?”

Differentiated Instruction

Differentiating spelling instruction is an option.

- For students who spelled all the words correctly on the Warm Up, select and assign three Extra Challenge Words from the following list: **apple, animal, give, years, place, part.**
- For students who spelled less than half correctly, assign the following Pattern and High-Frequency Words: **had, cat, ran, I, the.** On the Wrap Up (Posttest), evaluate these students on the five words assigned; however, encourage them to attempt to spell all the list words to the best of their ability. They are also responsible for writing the dictated sentence.
- Teacher Note: **BLM SP1-06B Wrap Up I** is designed with the maximum number of spaces to accommodate the students who write Extra Challenge Words. Be advised that only those who are assigned Extra Challenge Words will be using all the spaces.

Student Day 2

Name _____

Lesson 6
Phonics
Short a

Pattern Words

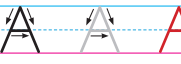

am
at
cat
can
man
ran
had
has


High-Frequency Words


I
the

Challenge Words

Trace and write each letter.



1.   A a

2.  a


 ant

A vowel usually makes its short sound when it is the only vowel in the word.

Write the missing letters. Read the words.

3. cat 4. man





5. can


Student Day 2


Lesson 6
Phonics
Short a

Sort the words by sound. Write the words that rhyme with each picture word.
Order will vary.

1. Rhymes with  at
 cat

2. Rhymes with  can
 man
 ran

3. Rhymes with  had

4. Rhymes with  am

5. Words that do not have the **short a** sound.
 I
 the

am
at
cat
can
man
ran
had
has
I
the

Student Spelling Support Materials

5" × 8" Index cards
BLM SP1-06C
Card stock
BLM SP1-05K
BLM SP1-06D
Paper fasteners
Scissors
Whiteboards

Student Spelling Support

1. Write each spelling word on a 5" × 8" INDEX CARD and place on the Word Wall. More words will be added as they are introduced. Frequent practice boosts retention. Suggestions for practice include: pointing and spelling with a pointer, covering each word and spelling from memory, and having students snap their fingers as they spell each letter in a word.
2. Duplicate **BLM SP1-06C Lesson 6 Spelling Words** on CARD STOCK to provide each student with a set of flash cards. Use at school or home.
3. Distribute a copy of **BLM SP1-05K A Spelling Study Strategy** to each student. Assist them to use it correctly with each list word.
4. Assist students in alphabetically writing the Challenge Words, numbers 11 and 12, in the section called My Words for Writing, in the back of their textbook.
5. Have students who need assistance in blending phonemes write words for each phonogram below.

-ab	-am	-ag	-ap
lab	ham	bag	map
cab	ram	tag	tap
tab	Sam	rag	lap

Cont. on page 63

- d. Read, spell, and read the word *am*, *a-m*, *am*.
- e. Direct students to write *am* on paper or WHITEBOARDS, sounding it out aloud as they write. Point out that in each Pattern Word, there is only one vowel. State that a vowel usually makes its short sound when it is the only vowel in the word.

Teacher Note: In several of the student lessons, statements are written inside a paw-prints frame to help students learn to spell. While it is developmentally appropriate to refer to these statements as rules, we recognize that, in fact, they are generalizations because they are not true 100% of the time.

- 3 Proceed to page 51. Introduce the following categories of words: Pattern Words—words with similar spellings; High-Frequency Words—words used often in writing; and Challenge Words—words that are harder to spell. Provide this week’s Challenge Words and have students write them.
- 4 Direct students to trace and write uppercase *A* and lowercase *a* in exercises 1–2.
- 5 Use **P-3 Spelling Rules 1–3** to reinforce spelling rule number 1 before students complete exercises 3–5, writing the beginning and ending consonants to complete each word.
- 6 Proceed to page 52. Teach that a *word family, spelling pattern, rime*, or *phonogram* is a set of letters that has the same pronunciation in several words, such as *-an* in *ran*, *pan*, and *man*. Words in the same word family rhyme. Students sort the Pattern Words by phonogram. Ask, “Which spelling words rhyme with *hat*?” (**at**, **cat**) Complete the page.
- 7 Homework suggestion: Select three words and write each in a sentence.

Day 3 Word Study

Objective

The students will write spelling words in the context of a sentence. They will match picture words to their correct meaning.

Introduction

Write the following five word choices on the board: man, had, cat, ran, am. Read the following sentences with missing spelling words for students to complete:

- I have a _____ with white whiskers. (**cat**)
- Mr. Smith is a nice _____. (**man**)
- Maria _____ around the track. (**ran**)
- We _____ a picnic. (**had**)
- I _____ your friend. (**am**)

Directed Instruction

- 1 Proceed to page 53 where students use context clues for the cloze activity. A *cloze activity* is a technique in which students use context clues to complete and construct meaning from the text. Read the entire sentence aloud, pausing at the missing word. Have students write the missing word. Lead the class to echo read each sentence.
- 2 Draw students’ attention to the capitalization and punctuation of the sentences numbered 1–7. Teach them that all sentences begin with a capital letter. Direct them to use a finger to find the periods at the end of each sentence.
- 3 Display an ALUMINUM CAN for exercises 8–9, providing clarification of two definitions for the word *can*.

Day 4 Writing

Objective

The students will complete a cloze story by writing words from the word web and spelling list.

Introduction

Display a **PICTURE OF A CAT**. Ask, "What do we call a baby cat?" (**kitten**) Allow students to get on their hands and knees and walk like a cat, making sounds, or share their experiences with pet cats.

Directed Instruction

- 1 Proceed to page 54. Brainstorm about cats. Ask, "What do cats need? (**food, water, shelter, attention, etc.**) How do cats move?" (**run, walk, scamper on four legs, etc.**) Write students' suggestions on the board. Have them read the words on the word web and add two words of their choice.
- 2 Assist the class in completing the story about Abby. Solicit a volunteer to read it aloud. Let students give Abby's cat a name, write, and verbalize it.
- 3 Homework suggestion: Review this week's words for the Wrap Up (Posttest) by taking a practice test at home.

Day 5 Wrap Up

Objective

The students will correctly write dictated spelling words and a sentence.

Introduction

Provide a review, utilizing **WHITEBOARDS** or Student Spelling Support suggestions.

Directed Instruction

- 1 Distribute a copy of **BLM SP1-06B Wrap Up I** to each student. Dictate the Pattern and High-Frequency Words by using the Warm Up sentences or developing original ones. Reserve the word *cat* for the dictation sentence. Dictate the Challenge Words.
- 2 Follow this procedure for the dictation sentence: read the sentence, invite the class to say the sentence with you, then read the sentence again. Dictate the following sentence: **The cat is fat.**
- 3 If assigned, dictate Extra Challenge Words.
- 4 Score the test, counting each misspelled word as an error. Correct the dictation sentence, but grade only the word *cat*.

Student Spelling Support

Cont. from page 62

6. Distribute copies of **BLM SP1-06D Cat Wheel**, an activity with the phonogram *-at*. Provide **PAPER FASTENERS** and allow students to use their **SCISSORS**. Adult assistance is required on this project.
7. Read Genesis 1:20–28. Invite students to write on **WHITEBOARDS** *God made man*. Discuss that God also made boys and girls. Brainstorm and write names that contain the **short a** sound. Discuss that God made animals; brainstorm **short a** animal words and write them.
 - God made man.
 - God made Adam.
 - God made Jan.
 - God made crabs.
8. Write and illustrate a story about a cat.

Student Day 3

Name _____

Lesson 6
Word Study

Short a

Write the word that fits each sentence.

1. I am six years old.
2. James is at school.
3. The dog ran in the park.
4. Emily has a new Bible.
5. Yesterday he had fun at the zoo.
6. Abby's pet cat drinks milk.
7. That man had pizza for lunch.

Draw a line to match the correct meaning of **can** to the picture word.

8. knows how to do something
9. a round, metal container

Student Day 4

Think of a cat. What words come to your mind? Write them on the word web.

Answers will vary.

Lesson 6
Writing

Short a

Write the missing words to complete the story. Use the word web and the list.

Abby talked to a man at the pet shop.

He showed Abby a white cat.

It had a fluffy tail. Abby liked

it and took it home. It ran to its new bed.

Abby cared for her pet every day.

Give Abby's cat a name. Write it on the tag.

Answers will vary.

Name _____

**Lessons 6–10
Spelling Lists**

BLM SP1-06A



**Spelling
Lesson 6**

am
at
cat
can
man
ran
had
has
I
the

Test Date: _____

Lesson 7

job
God
mom
hop
top
got
not
fox
a
and

Test Date: _____

Lesson 8

bed
fed
red
get
let
pet
men
yes
for
as

Test Date: _____

Lesson 9

up
us
mud
bug
fun
run
sun
cut
to
are

Test Date: _____

Lesson 10

in
is
it
did
big
him
rip
fix
was
of

Test Date: _____

Lesson 11

Review Lessons 6–10

Test Date: _____

The Test Dates may be subject to change.

Pattern and High-Frequency Words

Name _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Challenge Words

10. _____

11. _____

Dictation Sentence

12. _____

Extra Challenge Words

13. _____

14. _____

15. _____

Wrap Up I

BLM SP1-06B

A

Add the Challenge Words.
Cut on the dotted lines.

Lesson 6
Spelling Words

BLM SP1-06C



am

at

cat

can

man

ran

had

has

I

the



Directions:

1. Trace the letters **at** with a dark crayon.
2. Color the cat and tail lightly.
3. Cut out the cat and its tail.
4. Cut out the dotted rectangle.
5. Place the cat's tail behind its body.
6. Align the black dots. Insert a paper fastener.
7. Turn the wheel to change the beginning consonant.
8. Read and spell the **short a** words.

