

# A-mazing Short 'A' Adventure: Building CVC Words

## Materials Needed

- Letter Cards: Large, clear cards for C, A, T, M, P, N (Vowel 'A' should be a different color, e.g., red).
- Whiteboard, large paper, or digital screen.
- Markers or crayons.
- Playdough, sand, or a tactile tray (for forming the letter 'A').
- Three small boxes or squares drawn on paper (Elkonin Sound Boxes).
- Picture cards showing items with the short 'a' sound (e.g., apple, cat, fan, map).

---

## Introduction (10 Minutes)

### Hook: The Hungry Vowel Sound

**Educator Script:** "Imagine you are taking a giant bite out of a juicy red apple! What sound do you make? Open your mouth wide and say, 'A-a-a-a-pple!' That sound, 'a,' is our special sound today!"

### Learning Objectives (Tell them what we'll teach)

By the end of this lesson, you will be able to:

1. Identify and say the short 'a' sound (like in 'apple').
2. Put sounds together to read simple three-letter words (C-A-T words).
3. Build at least three new words using our letter cards.

### Success Criteria

We will know we are successful when you can point to the letter 'A' and say its sound correctly, and you can read three words like 'cat' or 'mat' all by yourself.

---

## Body: Structured Phonics Instruction (30 Minutes)

### Phase 1: Introducing the Sound (I Do: Educator Modeling)

#### Step 1: Auditory and Visual Introduction

**I Do:** (Hold up the red 'A' card.) "This letter is A. A loves to eat apples! When A makes its short sound, your mouth opens wide, and you say /ă/. Watch me. My tongue stays low, and the sound comes out quickly: /ă/ /ă/ /ă/."

- (Modeling) Show the mouth shape and make the sound three times clearly.
- (Kinesthetic connection) Trace the letter A in the air while saying /ă/.
- (Word Association) Say three words that start with the /ă/ sound (ant, apple, ax).

## Step 2: Kinesthetic Letter Practice

**I Do/We Do Transition:** "Now let's help our hands remember the shape of A."

- Provide Tobias with playdough, sand, or a tracing mat.
- Instruct the learner to mold or trace the letter 'A' while repeating the sound /ă/ five times. (Repetition and sensory input reinforce memory.)

## Phase 2: Blending Sounds (We Do: Guided Practice)

### Step 3: Sound Boxes and Segmenting

**We Do:** "Great job! Now we are going to be sound detectives and put three sounds together to make a word. Let's build 'CAT'."

1. Draw three sound boxes (or use pre-drawn boxes).
2. **C:** "What is the first sound in 'cat'? /c/." Place the 'C' card in the first box.
3. **A:** "What is the middle sound? /ă/." Place the red 'A' card in the middle box.
4. **T:** "What is the last sound? /t/." Place the 'T' card in the third box.
5. **Blending Practice:** Point to each box slowly and say the sounds. "c...ă...t..." Then slide your finger underneath all three boxes and blend them quickly: "cat!"
6. **Repeat:** Repeat the blending process for 'M-A-T'. (Use this consistent routine for every word: Segment, point, blend.)

### Formative Assessment Check

Ask: "What sound does the red letter A make?" (Listen for the short /ă/ sound.)

## Phase 3: Building and Reading (You Do: Independent Practice)

### Step 4: Word Building Challenge

**You Do:** "You are now the chief word builder! Use your letter cards to build two new words."

#### Instructions:

1. **Challenge 1:** Ask Tobias to build the word 'PAN'. (Provide the cards P, A, N). Offer clear, sequential support: "Find the /p/ sound for the start. Find the /ă/ sound for the middle. Find the /n/ sound for the end."
2. **Challenge 2:** Ask Tobias to read the word 'FAN' when you build it for him using the letter cards.

### Differentiation and Scaffolding

- **Scaffolding (For difficulty):** Provide fewer choices of letter cards (only the necessary ones). If blending is hard, use continuous blending ("cccaaattt" instead of "c...a...t").
- **Extension (For mastery):** Ask the learner to write the words on the whiteboard and then draw a picture next to the word (e.g., drawing a map next to M-A-P).

## Conclusion (10 Minutes)

### Recap and Review (Tell them what you taught)

**Educator Script:** "We had an amazing short 'A' adventure today! Let's remember our special sound."

- Point to the letter 'A' and have the learner say the sound /ă/.
- Quickly review the words built today: Cat, Mat, Pan, Fan.

### Summative Assessment: The Magic Three

**Success Check:** "I have three magic words here. If you can read them, you've mastered the short 'A' sound today!"

1. Display the word: **MAP**. Ask the learner to tap out the sounds and then read the word.
2. Display the word: **CAN**. Ask the learner to tap out the sounds and then read the word.
3. Display the word: **BAT**. Ask the learner to tap out the sounds and then read the word.

### Next Steps and Feedback

Provide specific, positive feedback aligned with the success criteria (e.g., "I loved how clearly you made the /ă/ sound when you read 'map'!").

**Looking Ahead:** "Next time, we will meet the letter 'I' and learn its sound, like in 'igloo'!"

(End of Lesson Plan)