



/a/

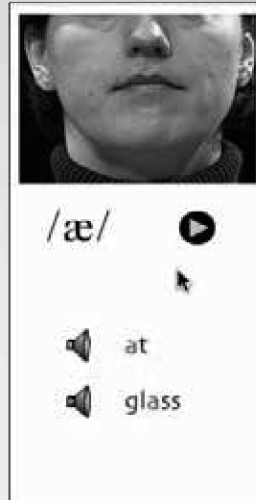


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PHONEMIC AWARENESS

- Let's hear how the vowel short-a **/a/** should be sounded.
- Position your tongue low and slightly forward in the front part of the mouth, with the tip positioned behind the lower teeth.



American Pronunciation
[University of Iowa](#)

Australian Pronunciation
[Get Reading Right](#)
 Scroll down to the /a/

UK English Pronunciation
[Phonics International](#)
 Scroll down to the /a/

You must have Flash 7 or higher plug-in to use these pages.

PHONEMIC AWARENESS

- Tell the students that the word **antenna** begins with the **/a/** sound.
- Take your index fingers of both hands, place them on top of your head and wiggle your fingers. At the same time, say the word "antenna." Emphasize the **/a/** sound.
- Ask students to do the same "antenna" movement and say **/a/**. Tell them to use this movement when they say or hear the **/a/** sound.

**Action for /a/**

To help students remember phonemes, we associate an action with the sound.

PHONEMIC AWARENESS

- Tell the students that they are now going to learn the **/a/** sound.
- Show only the front of the sound card for “ant” and say the word “ant.” Emphasize the **/a/** sound.
- Ask them to listen for the **/a/** sound at the beginning of the word and repeat it in “ant.”



Sound/Symbol Cards

Level 1 cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.

PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the **/a/** sound and some that do not.
- Ask them to say **/a/** and do the “antenna” movement, when they hear the sound at the beginning of the word.
- Here are the words:

**ant, act, nut, apple,
fun, add, hit, at**

- Say the words one at a time and be sure to leave enough time between saying each word for the student to respond.

More words that begin with short vowel /a/

am, as, accident, address, adult, agree, alligator, answer, axe, ambulance



PHONEMIC AWARENESS

- Tell the students that they can also hear the **/a/** sound in the middle of some words.
- Say the word **cat** emphasizing the **/a/** in the middle of the word. Ask the students to repeat it.
- Tell the students that you are going to say two words. One has the **/a/** sound in the middle of the word and the other does not.
- Say the words **man** and **pen**. Ask students which word has **/a/** in the middle.

PHONEMIC AWARENESS

- Tell the students that you are going to say some words that have the **/a/** sound in the middle of the word and some that do not.
- Ask them to say **/a/** and do the “antenna” action, when they hear the sound in the middle of a word.
- Here are the words:

bad, hat, nut, red,
fat, hot, fit, rat

- Leave time, between saying the words, for the student to respond.

More words to use that have the short vowel /a/ in the middle
bag, ban, bat, can, cap, cat, clap, dad, fan, had, jam, lap, mad, man, map, mat, nap, pad, rag, ran, rap, rat, sad, sat, tag, tan, van



PHONEMIC AWARENESS

- Tell the students they should say /a/ and do the “antenna” movement, when they hear the /a/ sound in the middle of a word, in the verse you are going to read them.
- Here’s the verse:

The fat cat likes to nap
She can nap on my lap
She can nap in dad’s hat
She can nap on a mat

- Repeat until the students can identify all the middle /a/ sounds in the verse.

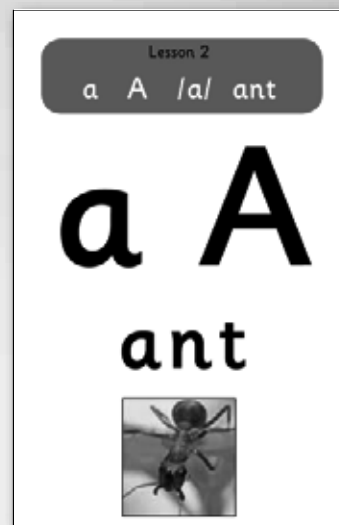
Another verse to help teach the /a/ sound

Dan is a bad man.
He put a cat in a bag.
He put the bag in a can.
He put the can in his van.

The cat is in the bag,
the bag is in the can,
the can is in the van.
Dan is a very bad man.

SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card for /a/.
- Show the back of the card.
- Point to the small **a** and say this is how we write the letter for the sound /a/.
- Point to the capital **A** and say this is how we write big /a/ which is for important words like names of cities.
- Point to the word “ant” and say this is how we write the word “ant”. Point out the letter **a** and say this is how we write the /a/ sound at the beginning of the word ant.



Sound/Symbol Cards Level 1 cards



SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheets for **a A**.
- Point to the small **a** and say this is how we write the letter for the sound **/a/**.
- Point to the capital **A** and say this is how we write big **/a/** which is for important words like people's names.
- Give some examples, like "Ann" and "Andy."
- Ask the students to practice writing the small **a** and the large **A** on the practice sheet.



Writing Practice Sheets Vowel short /a/ sheet



/a/

