

## First Sound Closed A One Syllable Words

### Introduce the Vowel Sound, Spelling Pattern and Key Word

Now that you have learned what a syllable is, you must also learn about *vowels* and the special sounds that each vowel makes in certain vowel spelling patterns.

Display the large card on which you have printed the phrase, *vowel spelling pattern*.

You will learn:

- the *sounds* each vowel makes
- the *vowel spelling patterns* which make these sounds
- how to analyze the words in which the *sounds* and *spelling patterns* appear

An easy way to remember all these sounds is to learn them in families, such as, all the sounds in the *A* family, the *E* Family, the *I* Family and so on. First, we will start with the *A* Family.

The vowel *a* has four regular sounds in this program. Today, you are going to learn the sound and spelling pattern for the first regular sound of the vowel *a*. You may know most of these words we are working with at first, but remember that you are not just learning words, but the *vowel sounds* and *spelling patterns* in words. You must start with short words to learn to figure out longer words at higher reading levels. Let's start with the short words in your activity books on page 15. Listen as I pronounce each word: *cat, fan, bag, ham*. Can you hear what sound the vowel *a* makes in each of these words? The vowel *a* makes the *ă* sound. It's the sound you hear in the word, *cat*. The word, *cat*, will be our *key word* for the *ă* sound. We put a curved line <sup>˘</sup> \* over the *a* when it makes the *ă* sound as in *cat*.

Display a large card on which you have printed the words, *curved line* <sup>˘</sup> .

This is the mark you will see over certain vowels in the dictionary. When you see this mark over the vowel *a*, you will know that a will make the *ă* sound as in *cat*. Knowing all the marks will help you to figure out the pronunciation of most words.

Mark the *a* in each of the words on page 15 in your activity book. Circle the key word for the *ă* sound *cat*.

Now you should know the first sound in the *A* Family. It is *ă*, as in *cat*. However, it is not enough just to *know the sound*. You must also learn *when to use the sound*. Let's see if you can figure out the spelling pattern for the *ă* sound in each word in your activity book on page 15.

How many *a*'s are there in the word, *cat*? ► **1**. In the word, *fan? bag? ham?* ► **1**.

Does a vowel or does a consonant come after the *a* in each word? ► **a consonant**.

Ask students to point to each word.

A *t* follows the *a* in *cat*; *n* follows the *a* in *fan*. What consonant follows the *a* in *bag*? ► **g**. In *ham*? ► **m**.

What we see in each of these words is just one *a*, or just one vowel, followed by a consonant.

Can you tell me what the spelling pattern is for the *ă* sound? ► **One a followed by a consonant or one vowel followed by a consonant**.

\*The curved line is called a *breve*, but it is not necessary to burden the student with this term. Refer to it as a curved line.

Display a card, 5x7 when tutoring, or larger for small groups, on which you have printed the word *syllable*.

Can you remember the definition for a syllable? ► **A syllable is a word or a part of a word which has one vowel sound.**

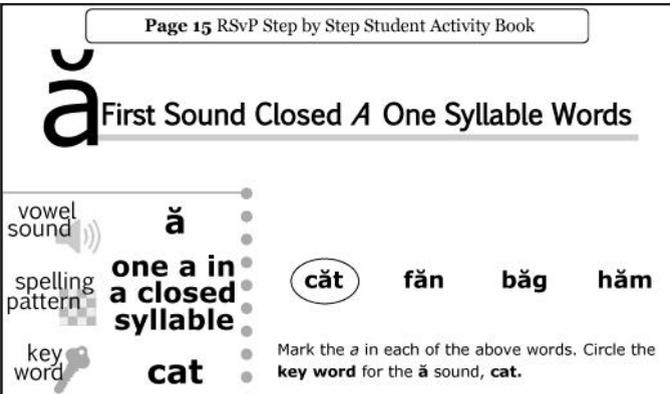
How many syllables are in the word *cat*, in *fan*, *bag*, *ham*? ► **1.**

All the words in the list are one-syllable words. All the words or syllables end with a consonant. When a syllable ends with a consonant, we say that it is a *closed syllable*.

Display a card on which you have printed the word *closed syllable*.

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### First Sound Closed A One Syllable Words



vowel sound **ă**

spelling pattern **one a in a closed syllable**

key word **cat**

Mark the **a** in each of the above words. Circle the **key word** for the **ă** sound, **cat**.

**căt**    **făn**    **băg**    **hăm**

**cat**

Let's Review

Using the following words, print the correct word in the spaces below:

**closed**    **cat**    **vowel**    **consonant**  
**syllable**    **part**    **curved**

The **ă** sound is also called the **closed a** sound. The key word for the **ă** sound is **cat**.

A syllable is a word or a **part** of a word which has one **vowel** sound.

When a consonant comes at the end of a **syllable**, we say that the syllable is closed.

The mark we put over a closed **a** is a **curved** line. The spelling pattern for the **ă** sound is one **a** followed by a **consonant** or one vowel in a **closed** syllable.

**Did you answer all the questions correctly? If so, you're off to a good start with the A Family. If not, review before you go on.**

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Because it is in a *closed* syllable, we will call the *ă* sound the *closed sound of a*.

Display a card on which you have printed the word *closed sound*.

What is another way that we can express the spelling pattern for the closed sound of *a* or the *ă* sound?

► **One a in a closed syllable or one vowel in a closed syllable.**

Look at the summary of the closed *a* sound on page 15 in your activity books. The vowel sound is *ă*, the spelling pattern is *one a in a closed syllable*, the key word is *cat*. Add the new spelling pattern to the *Key Card* under the *closed a sound*. Make up a *Spelling Pattern Card* for the new spelling pattern: *one a in a closed syllable* and key word: *cat*.

Prepare the *Key Card* and *Spelling Pattern Card* as demonstrated on pages 15 and 18 of this Instructor Guide. *Key Cards* help to categorize each family of sounds in the student's mind, thus helping him to be flexible when analyzing unknown words. *Spelling Pattern Cards* may be used as flash cards to help the student to internalize the sounds and spelling patterns.

## Let's Review

At the bottom of page 15 in your Activity book is the Let's Review section. Using the following words: closed, cat, syllable, vowel, part, consonant, curved, print the correct word in the spaces below.

Read the sentences. Guide the students through all reviews. Make sure all answers are correct. Encourage students to use these reviews for study.

Did you answer all the questions correctly? If so, you're off to a good start with the **A Family**. If not, review before you go on.

## Let's Spell

Write these words as I say them. The vowel sound in each word will be *ă* as in *cat*. I will use each word in a sentence.

Say the first word, *bat*, then use the word *bat* in a sentence. Repeat for *each* word in the list.

Read the words in your list. Listen for the *ă* sound as in *cat*.

### Activity #1

◆ Objective - To give the students practice in using the *context*, and in spelling one-syllable words which contain the closed *a* sound.

Display a card on which you have printed the word *context*.

The word *context* means all the other words and ideas in the sentence which can give a clue to an unknown word along with the sounds in the word.

**Example: He hit the ball with his *bat*.**

What are the context clues to the final word?

Ask students to supply responses. "hit the ball" and the letters in the word.

Use the context and the *ă* sound to spell the missing word in each sentence. Mark the *vowel* with the curved line. *ă*

Marking the vowels helps the student to visualize the concept of the vowel and its sound and prepares them for dictionary respellings which can assure greater independence in reading. If the student has trouble reading the sentence, the instructor or tutor may read all but the missing word.

Read the sentences. Listen for the *ă* sound, as in *cat*.

#### Let's Spell

The vowel sound in each word will be *ă* as in *cat*.

- |  |  |  |
|--|--|--|
| <ol style="list-style-type: none"> <li>1. <u>bat</u></li> <li>2. <u>jab</u></li> <li>3. <u>cast</u></li> <li>4. <u>mad</u></li> <li>5. <u>bad</u></li> </ol> |  | <ol style="list-style-type: none"> <li>6. <u>lap</u></li> <li>7. <u>fat</u></li> <li>8. <u>sat</u></li> <li>9. <u>had</u></li> <li>10. <u>rat</u></li> </ol> |
|--|--|--|

#### Activity #1

Use the context. Fill in the missing word on the numbered line. The vowel sound in each word will be *ă* as in *cat*.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. I wiped the car with the old <u>r</u>_____.</li> <li>2. We fried eggs in the <u>p</u>_____.</li> <li>3. It is not safe to drive too <u>f</u>_____.</li> <li>4. I carried my lunch in a <u>b</u>_____.</li> <li>5. The beach is covered with <u>s</u>_____.</li> <li>6. Babies need to take a <u>n</u>_____.</li> <li>7. My grandfather is an old <u>m</u>_____.</li> <li>8. When we travel we need a <u>m</u>_____.</li> <li>9. Can you hold the baby on your <u>l</u>_____?</li> <li>10. The bad news made him very <u>s</u>_____.</li> </ol> | <ol style="list-style-type: none"> <li>1. <u>rag</u></li> <li>2. <u>pan</u></li> <li>3. <u>fast</u></li> <li>4. <u>bag</u></li> <li>5. <u>sand</u></li> <li>6. <u>nap</u></li> <li>7. <u>man</u></li> <li>8. <u>map</u></li> <li>9. <u>lap</u></li> <li>10. <u>sad</u></li> </ol> |
|--|---|

Let's Review

Read the paragraph. Fill in the blanks using the following words:

**consonant syllable curved cat closed**

The **closed** sound of **a** is **ă**. The key word for the **ă** sound is **cat**. The mark we put over the closed **a** sound is a **curved** line. The spelling pattern for the **ă** sound is one **a** in a closed **syllable**. A closed syllable is a syllable which ends with a **consonant**.

Activity #2

Read the words. Use each word in a sentence.

band	ham	am	task
back*	hand	pan	vast
cad	jam	pad	van
can	jack*	quack*	wag
dab	lad	quaff	wax
dad	last	raft	yam
fast	mad	rag	yak
fad	map	sand	zag
gas	nag	sap	zap
gag	nap	tag	

\* The sound of **k** is sometimes spelled **ck**, as in **back, jack, quack**. Other examples are **sack, tack, pack**.

## Let's Review

Read the paragraph. Fill in the blanks using the following words: *consonant, syllable, curved, cat, closed*.

## Activity #2

◆ Objective - To reinforce the sound and spelling pattern of the **ă** sound and to observe whether students are having any difficulty with initial consonants.

Read the following words. Be sure to blend the first consonant with the vowel sound. The vowel sound in each word will be **ă** as in *cat*. Use each word in a sentence.

Discuss the meanings of words which are not understood by the students.

\*The sound of **k** is sometimes spelled **ck**, as in *back, jack, quack*. Other examples are *sack, tack, pack*. Circle the **ck** spelling pattern in the words in your Activity books.

**IMPORTANT** - Review any consonants with which students are having difficulty by using the STEPS IN TEACHING CONSONANTS, pages 19 and 20, at the beginning of this Instructor Guide. In this program consonants are taught diagnostically. That is, the instructor notes any consonants with which the student is having difficulty. Those consonants are taught, using the student's own language, after the regular lesson is presented.

### Activity #3

◆Objective - To practice using the context and to review initial consonant blends with the closed vowel *a*. Blends are consonants which *blend together* as one sound: *flat* (fl), *brag* (br), *stamp* (st).

Remember the sound of *a* in each missing word is *ă* as in *cat*.

\*Sometimes the consonant is doubled after the closed vowel, as in *glass* and *grass*. Other examples are *lass*, *mass*, *pass*.

Read the sentences. Listen for the *ă* sound, as in *cat*. Circle special spellings in your activity books.

### Let's Review Oral

Close your book.

Oral reviews do not appear in the Student Activity Book.

What is the sound of the vowel a in a closed syllable?  
▶ **ă**.

What is this vowel called? ▶ **The closed vowel a.**

What is the mark we put over the closed vowel? ▶  
**The curved line.**

What is the key word for the *ă* sound? ▶ **cat.**

What is the spelling pattern for the *ă* sound? ▶  
**One a in a closed syllable.**

Repeat the questions until the students know all the answers fairly well.

### Let's Spell

Write the words as I say them. Be sure to listen for the first *two* sounds in each word. The vowel sound in each word will be closed *ă* as in *cat*. I will use each word in a sentence.

Pronounce each word clearly, blending the first two consonants with the vowel and then adding the final consonant. Example: *blăst*. Do not separate the consonants from each other or from the vowel as : *buh l ast*.

Read the words from the list.

Discuss meanings as necessary.

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Activity #3

Use the context. Fill in the missing word on the numbered line. The vowel sound in each word will be *ă* as in *cat*.

1. The dynamite made a loud <u>bla</u> .	1. <u>blast</u>
2. Some people like to <u>bra</u> .	2. <u>brag</u>
3. The audience usually <u>cla</u> .	3. <u>claps</u>
4. He is a mean old <u>cra</u> .	4. <u>crab</u>
5. The box was so heavy we had to <u>dra</u> it.	5. <u>drag</u>
6. We salute the American <u>fla</u> .	6. <u>flag</u>
7. Dan closed the door with a loud <u>sla</u> .	7. <u>slam</u>
8. She drank her milk from a large <u>gla</u> .	8. <u>glass</u> *
9. The lawn was covered with green <u>gra</u> .	9. <u>grass</u> *
10. The train must stay on the <u>tra</u> .	10. <u>track</u>

\* Sometimes the consonant is doubled after the closed vowel, as in **glass** and **grass**. Other examples are **lass**, **mass**, **pass**.

Let's Spell

Listen for the first *two* sounds in each word. The vowel sound will be *ă*, as in *cat*.

1. <u>blast</u>	●	6. <u>glad</u>
2. <u>plan</u>	●	7. <u>crab</u>
3. <u>brag</u>	●	8. <u>grab</u>
4. <u>slap</u>	●	9. <u>drag</u>
5. <u>clap</u>	●	10. <u>slam</u>

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Activity #4

Read the words. Use each word in a sentence.

black	cram	frank	pram	span
blab	crack	grass	scan	stand
brand	drab	gland	slat	stab
brass	drank	plant	snap	swam
clam	flap	plan	snag	trap
class	flat	prank	spat	track

Write a sentence using each of the following words:

brag \_\_\_\_\_

crab \_\_\_\_\_

flag \_\_\_\_\_

drag \_\_\_\_\_

stack \_\_\_\_\_

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Activity #4

◆Objective - To reinforce the sound of closed *a* and the common initial consonant blends.

Read each of the following words. Be sure to blend the first two consonants with the vowel sound. The sound of *a* will be *ă* as in *cat*. Use each word in a sentence. Write a sentence using each of the following words: *brag, crab, flag, drag, stack*.

Discuss meanings of words not understood by the students.

## Activity #5

◆Objective - To use the context and to review consonant digraphs - *two consonants* which make *one sound*: *shag (sh), that (th), chap (ch)*, with the closed sound of *a*.

Use the context and the closed sound of *a* to supply the missing word in each sentence. Remember the sound of closed *a* is *ă* as in *cat*. Read the sentences. Listen for the sound of *ă* as in *cat*.

## Let's Review

Read the paragraphs. Fill in the blanks using the correct word.

Check the answers with the students. Make sure all the answers are correct as you will encourage the students to use this review for study.

### Activity #5

Use the context. Fill in the missing word on the numbered line. The vowel sound in each word will be *ă* as in *cat*.

- |   |                  |
|---|------------------|
| 1. A famous Chinese detective is Charlie <u>Ch</u> _____.   | 1. <u>Chan</u>   |
| 2. Can you tell me who said <u>th</u> _____?                | 2. <u>that</u>   |
| 3. The man lived in an old <u>sh</u> _____.                 | 3. <u>shack</u>  |
| 4. You must write a polite letter of <u>th</u> _____.       | 4. <u>thanks</u> |
| 5. There is a <u>sh</u> _____ rug on the floor.             | 5. <u>shag</u>   |
| 6. He is the boxing <u>ch</u> _____ of the world.           | 6. <u>champ</u>  |
| 7. Pam is taller <u>th</u> _____ Jan.                       | 7. <u>than</u>   |
| 8. He hit the table with a loud <u>wh</u> _____.            | 8. <u>whack</u>  |
| 9. A fake is a <u>sh</u> _____.                             | 9. <u>sham</u>   |
| 10. To have an informal conversation is to <u>ch</u> _____. | 10. <u>chat</u>  |

### Let's Review

Read the paragraph. Fill in the blanks using the correct word.

The mark we use over the closed **a** sound is a **curved** line. The key word for the closed **a** sound is **cat**. The spelling pattern for the closed **a** is one **a** in a **closed** syllable.

When a syllable ends with a **consonant**, the vowel sound is usually closed.

When a syllable ends with a consonant, we say that it is a **closed** syllable. Sometimes the **consonant** is doubled at the end of a word after the closed vowel, as in grass.

The sound of **k** is often spelled **ck**, as in back.