

SORT 7 SHORT -A VERSUS LONG -A (CVCe)

Prepare a set of pictures and words to use for teacher-directed modeling. There are 17 words and four pictures. Read and discuss any unfamiliar words, then ask your students if they notice anything about the words (they all have an *a* in them). Ask about the vowel sounds in the middle of the words. Do they all have the same vowel sound? Students might cut their own sets of words in advance to bring to the group.

Demonstrate

Introduce the short *-a* symbol and the long *-a* symbol on the headers. Be sure to include the oddball header for words that do not fit the other two categories. Provide an example of each vowel sound and model the phoneme segmentation process involved in isolating and identifying each vowel sound. Demonstrate the sorting process by saying each word and comparing it to each key word, picture, and symbol. Have your students join in as you continue to model the isolation, identification, and categorization of the medial vowel sound. After sorting a few, be sure to model the word *what* and how to decide when a word does not fit either category. Explain why *what* is an oddball; *what* is spelled like it should have a short *-a* sound but it does not: The middle sound of *what* sounds like /uh/ instead of the short *-a* sound. When you are finished sorting, ask the students how the words in each column are alike and how they are different from the other words.

Have your students shuffle their cards and sort them into groups by short- and long-vowel sounds. Remember to have them head up their categories with the same key words and pictures that you used, including the oddball header. Tell your students to say each word aloud as they sort. The final sort should look like this (pictures are in brackets):

Short <i>-a</i> [cat]	Long <i>-a</i> [cake]	oddball
last	make	what
[glass]	face	
fast	same	
snap	[gate]	
sack	base	
ask	page	
grass	rake	
hand	came	
mad	[whale]	
[bat]	made	

Check

After the students sort, have them check their own sorts by reading each word and picture in a column to make sure they all sound the same in the middle. If a student does not notice a mistake, guide him or her to it by saying: *One of these doesn't fit. See if you can hear which one as I read them all.* Then read each word card, being careful to enunciate each vowel sound clearly. If the student still does not hear the oddball, read through the column again, then revisit the misplaced word and compare it to each key word and symbol. Ask the student which column the word should go in and why.





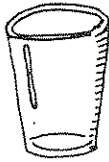
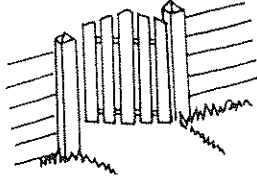
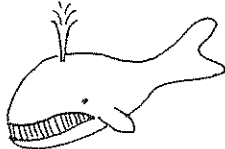
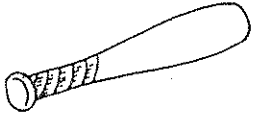
Reflect, Declare, and Compare

After checking the sort, ask your students to reflect on their sort and declare their categories by sound and by pattern. You might have students write how the words in one column are alike and how they are different from the words in the other.

Extend

Have students store their words and pictures in an envelope or plastic bag so they can reuse them throughout the week in individual and buddy sorts. Students should repeat this sort several times. Additional, similar sorts may be downloaded from WTW CD-ROM. See the list of standard weekly routines to form follow-up activities to the basic sorting lesson.

SORT 7 Short -a versus Long -a (CVCe)

  cat	  cake	<i>oddball</i>
mad		make
fast	hand	what
	snap	last
page	came	
	grass	face
base	rake	ask
same	made	sack