Some children may have difficulty pronouncing words containing the short a sound.

**Listen**

Explain that the /æ/ sound in the Basic Word an is called the short a sound. Say: Let’s listen to the short a sound in the Basic Word an. Say: /æ/, /æ/ /æ/ /æ/, bægbæ, an. We use the word an when we are talking about one of something, such as an apple.

Model the Basic Words bad and can, using the procedure described above.

**Speak and Read**

Say an, can, and bad, elongating the vowel sound in each word. Say: Let’s practice the Basic Words an, bad, and can together: /æ/, /æ/ /æ/ /æ/, bægbæ; /æ/, /æ/ /æ/ /æ/, can. Encourage children to repeat after you.

Write an, bad, and can on the board and have a volunteer circle the a in each word. Say: Many words have the short a sound. We spell the short a sound with the letter a. Have children read each Basic Word aloud.

**Spell**

**Beginning/Preproduction** Write an, bad, and can on the board. Have children name each letter and say its sound. Have them come to the board to circle the spelling of the /æ/ sound in each word. Lead children in chanting the short a sound.

**Early Production/Speech Emergent** Create word cards for the Basic Words an, bad, can, had, and cat. Have partners underline the spelling of the /æ/ sound in each word. Have volunteers take turns reading their word cards aloud, emphasizing the short vowel sound in each word.

**Intermediate/Advanced** Read aloud the Basic Words an, bad, can, had, and cat and have children write them in their word-study notebooks. Have children underline the short a spelling in each word. Ask volunteers to write the words on the board. Have them take turns reading the words aloud, pointing out the short a spelling and elongating the short vowel sound in each word.