Discover!

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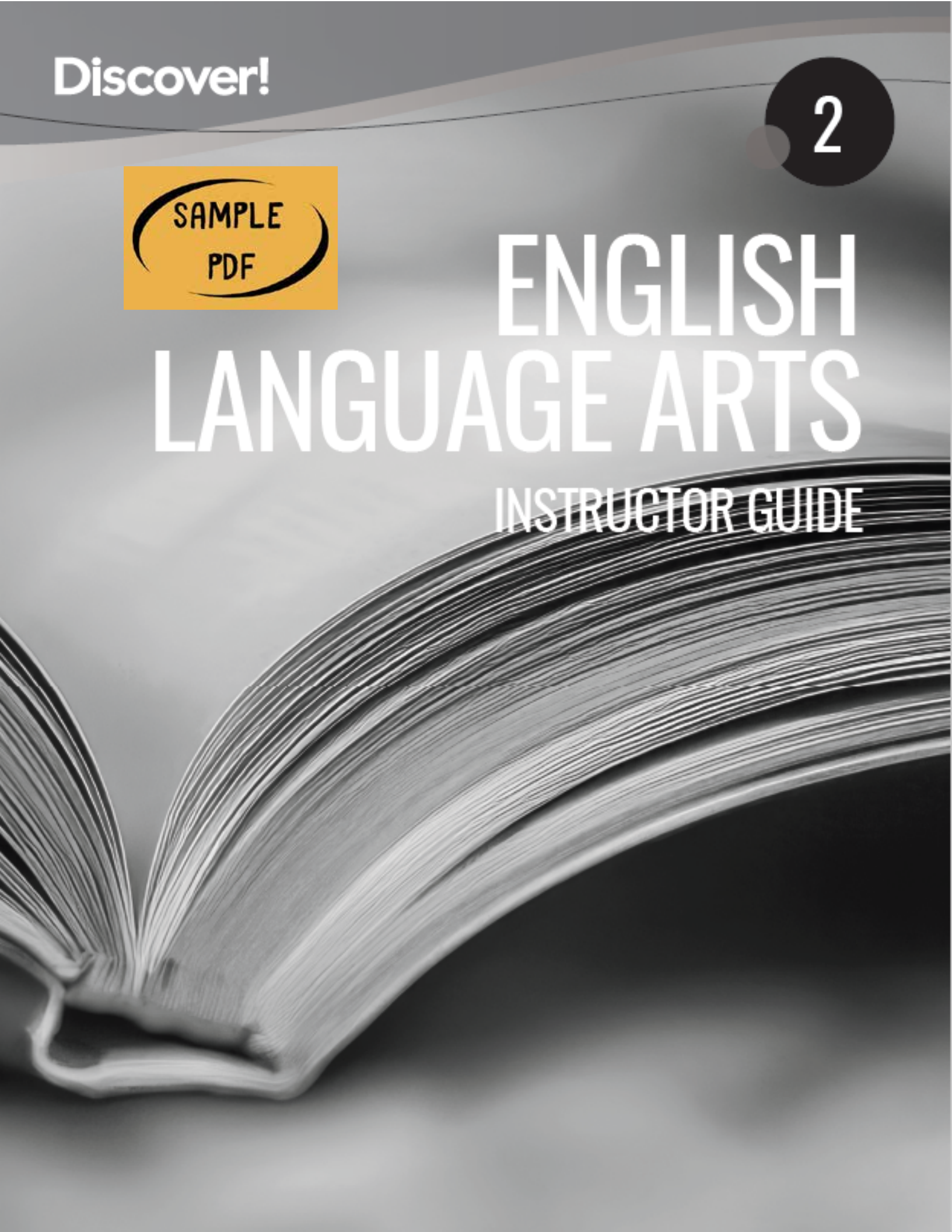
SAMPLE PDF

ENGLISH LANGUAGE ARTS

INSTRUCTOR GUIDE



Long /a/

Lesson Objectives

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

- distinguish between long and short vowels in words
- identify the vowel teams that make the long /a/ sound
- read and write words with the long /a/ sound

Supporting Your Student

In the Real World

Even though you may never have thought about it, nature is a great learning tool for sounds and words. Everywhere in nature, you can hear all types of sounds. The names of plants and animals give us sounds.

The birds chirping and the squirrels rustling in the leaves also give us sounds. Exploring nature helps with words, sounds, and language.

Explore

If you open your fridge, you probably see lots of food such as fruit, vegetables, drinks, and meats. With all the food you eat, there are long and short vowel sounds. When you grab an apple for a snack, the word apple has a short /a/ sound. If you make a sandwich and put cheese on it, the word cheese makes the long /e/ sound. Sounds are all around you. Take a peek in your refrigerator and see the sounds you can find.

Play

With a pencil and index cards, you will write down the long and short vowel sounds for a on each card. For example, take your first index card and write the words "short a" on five index cards. Then write the words "long a" on five index cards. You can draw or print pictures that represent each sound. Once you are finished, flip them over and play a memory match game.

Read *(Long /a/: /ay/ and /ai/)*

When your student is learning new sounds, they may need extra practice to master the sounds. When introducing the /ay/ or /ai/, write them on a piece of paper or whiteboard. Point to the vowel teams and say the sound. Have your student repeat the sound. Write a word down as an example and underline the vowel team. Point to each sound as you say it. Here are some examples: *rain*, *waist*, *remain*, *train*, *plain*.

Repeat with the sound /ay/. Write these words on paper: *play*, *day*, *relay*, *mayor*, *spray*.

The sounds /ai/ and /ay/ are digraphs or vowel teams. They are two letters that make one sound. Point to the letters ai on the paper and say a. Look and listen as I blend the word rain *together while pointing to each sound. /r/ - /ai/ - /n/...rain. Now your turn. Let's repeat with the remaining words. Point to the letters* ay *on the paper and say a. Look and listen as I blend the word* play *together while pointing to each sound. /pl/ - /ay/...play. Now your turn. Let's repeat with the remaining words.*

Listen as I read the following story about kindness and friendship between a mailman and a dog. As I read the story, follow along with your finger. You will hear many long /a/ sounds with the letters ai *and* ay *in the story.*

Ray is a black, hairy dog who loves to play in the rain. One rainy day in May, Ray trots to the front of his house and waits for the mailman to deliver a box. He wags his tail, swaying it back and forth with excitement. As the mailman arrives at his doorway, Ray jumps upward and paints dirty paw prints on his shirt.

"Oh no! It's going to stain," the mailman exclaims with disappointment. He walks away while muttering words under his breath.

"Arf, arf," Ray barks with sadness as he walks away. He did not mean to get him all dirty.

On Saturday, Ray waits for the mailman to return. He does not come. Sunday comes and goes, and no mailman. On Monday, still no mailman. Ray wonders if he will see his friend again. On Tuesday, Ray lies on the porch with sadness in his eyes. He does not want to play today.

"Beep, beep!" the truck honks his horn. The mailman jumps out of his door with a smile on his face.

Now put your finger on the first sentence. Listen as I reread the sentence. Circle all the long /a/ words. Now go back and underline the vowel teams ai *and* ay. *Repeat with the next three sentences.*

Long /a/

Write ***(Write a sentence showing how kindness was shown in the story using one word that uses the /ay/ or /ai/ sound.)***

Choose one or two words from the story. Write a sentence showing how kindness was shown in the story using one /ay/ or /ai/ word.

Read ***(Long /a/: /ea/, /eigh/, /ei/, and /ey/)***

When introducing the *ei, eigh, ei*, and *ey* spellings, write them on a piece of paper or whiteboard. Point to the vowel teams and say the sound. Have your student repeat the sound. Write a word down as an example and underline the vowel team. Point to each sound as you say it. Repeat with more examples: *break, steak, great, pear,* and *bear.* Repeat with the spelling *eigh*. Write these words on paper: *weigh, eight, sleigh, neighbor, weight.* Repeat with the spelling *ei*. Write these words on paper: *vein, rein, reindeer, heir, beige.* Repeat with the spelling *ey*. Write these words on paper: *they, hey, whey, obey, survey.*

Some vowel teams that have the /a/ sound don't have the letter a *in it, or the letter a is second. These can be tricky. Listen as I point to the vowel team and say the sound. The letters* ea *say /a/. Now your turn. Let's practice some words. Look and listen as I blend the word break together while pointing to each sound. /br/ - /ea/ - /k/...break. Now your turn. Let's repeat with more words.*

Listen as I point to the vowel team and say the sound. The letters eigh *say /a/. Now your turn. Let's practice some words. Look and listen as I blend the word* weigh *together while pointing to each sound. /w/ - /eigh/...weigh. Now your turn. Let's repeat with more words.*

Listen as I point to the vowel team and say the sound. The letters ei *say /a/. Now your turn. Let's practice some words. Look and listen as I blend the word* vein *together while pointing to each sound. /v/ - /ei/ - /n/...vein. Now your turn. Let's repeat with more words.*

Our last vowel team is ey. *Listen as I point to the vowel team and say the sound. The letters* ey *say /a/. Now your turn. Let's practice some words. Look and listen as I blend the word* they *together while pointing to each sound. /th/ - /ey/...they. Now your turn. Let's repeat with more words.*

Next, I am going to read some sentences with our new vowel teams. Notice all these sentences describe people doing kind acts. Tell me about a time when you have been kind to someone else. Listen as I read the first sentence. Follow along with your finger. Tammy and her friends walk eight dogs at the shelter. What word has our new vowel team? Now highlight the vowel team in the word. Now we will repeat the next four sentences in the same way.

Write ***(Can you think of more long /a/ words with the* ea*,* eigh*,* ei*, and* ey *spellings?)***

Your student may have a difficult time coming up with new words and may need help. One way to help them is to describe the word for them under one of the vowel teams. For instance, "a horse makes this sound."

You have learned about new vowel teams that make the long a sound. Think of two new words that use the vowel team patterns and write them on the lines below.

Practice ***(Long and Short Vowel Sounds)***

Your student is going to review long and short vowel sounds. Go through the sounds with your student beforehand. The long /a/ says its name, and the short /a/ sound does not. Continue to go through the rest of the vowel sounds. Once you are finished, your student is ready to practice.

Your student should:

1. point to the picture
2. say the name
3. tell you if it is a long vowel sound or short vowel sound

Now you are going to review short and long vowel sounds. Point to the first picture. What is the picture? Is the vowel sound long or short? Point to the middle picture. What is the picture? Is the vowel sound long or short? Point to the last picture. What is the picture? Is the vowel sound long or short?

Practice ***(Long /a/ Digraphs)***

Your student might need this section broken down. If you notice your student is having difficulty, your student should highlight or underline the vowel teams in the list of words given. Next, have them start with the first column and find the words. After they write the word in the box, have them cross it off. Repeat until all words have been done.

Your last task is sorting your long /a/ digraphs. If you notice at the top, you have a word list. Put your finger on the word list. This list will be the words you will put into the table. In bold letters at the top of the table, you have your vowel teams. Put your finger at the top of the table. Now we will do the first one together. Mail *is the first one on the list. Put your finger on the word* mail*. Underline the vowel team* ai *in the word. Now put the word* mail *under* ai *in the table. Cross off the word* mail*. Keep going until you cross off all the words.*

Skill Builder ***(Phonemic Awareness)***

Put on your listening ears and listen while I read long /a/ words. Create a new word by adding or deleting sounds.

1. *Say the word* rain*. Now replace the /r/ with a /p/. The new word is _____.*
2. *Say the word* gray*. Take off the /g/. The new word is _____.*
3. *Say the word* weight*. Take off the /t/. The new word is _____.*
4. *Say the word* bake*. Now replace the /b/ with a /t/. The new word is _____.*
5. *Say the word* place*. Take off the /p/. The new word is _____.*

Skill Builder ***(Phonics)***

Look at each picture. Point to the picture(s) that have the ai vowel team.

Show What You Know

You will answer a few questions based on our lesson today. For numbers 1 through 4, circle the correct spelling.

Now for numbers 5 through 7, match words to the correct vowel team. I will read the first one for you. The first set of words on your right are snail, chain, *and* paint*. Find the vowel team it follows on the left. Put the letter* A *on the line. Read the set of words. Find the vowel team it follows on the left. Put the letter B on the line. Read the last set of words. Find the vowel team it follows on the left. Put the letter* C *on the line.*

Learning Styles

Auditory learners may enjoy listening to a song with long /a/ sounds and identifying the words with long /a/ sounds.

Visual learners may enjoy creating vowel team cards with the word, picture, and a sentence.

Kinesthetic learners may enjoy sorting objects according to long /a/ sounds.

Co-Op Activities

Charades

With another person or group, have the students act out long vowel sounds and guess the word. Using the same rules as the classic game of charades, no words can be spoken. Create a pile of index cards with words that have either a long /a/ sound or a short /a/ sound. One student will pick a card and act it out. The other student(s) will guess. A bonus point can be provided if they can guess what vowel team creates the long /a/ sound. Score can be kept but isn't necessary.

Scattergories

Write a topic on the board. Then give a vowel team that creates the long /a/ sound. Set a timer for one minute. The students have one minute to write a list of words that have the vowel team that create the long /a/ sound and go with the category. The student who has the most correct words gets a point. The first student to get 10 points wins the game.

Spelling

Weekly spelling lists are included in the back of the instructor guide. Select one list per week and provide your student with multiple ways to practice spelling and using these words throughout the week.

At the end of the week, assess your student's knowledge of the spelling words with:

- a test where your student writes the words or spells them aloud
- a proofreading exercise where your student finds and corrects spelling errors in sentences
- a word sort where your student lists the words in different categories based on spelling patterns

Long /a/

Extension Activities

Collage Poster

Have your student find pictures of things with the long /a/ sound. They can cut them out of magazines or print them off the computer. Your student will glue them on a paper or poster. Have them label each picture with the correct vowel team that makes that sound.

Be the Teacher

Your student gets to be the teacher. Using a whiteboard or paper, your student will teach you what they learned in this lesson. Choose long and short vowels or vowel teams. You can set it up or allow them to create their own lessons. Remember, you are now a student. Kindly make mistakes and allow your student to correct you.

Answer Key

Explore

Answers may vary. Possible answers: The word *grapes* has the long /a/ sound.

Read *(Long /a/: /ay/ and /ai/)*

Answers may vary. Possible answers: *R<u>ay</u>, h<u>ai</u>ry, r<u>ai</u>n, aw<u>ay</u>, pl<u>ay</u>, w<u>ai</u>ts, m<u>ai</u>lman, M<u>ay</u>, t<u>ai</u>l, sw<u>ay</u>ing, p<u>ai</u>nts, st<u>ai</u>n, excl<u>ai</u>ms, Saturd<u>ay</u>, Sund<u>ay</u>, Mond<u>ay</u>, Tuesd<u>ay</u>, l<u>ay</u>s, tod<u>ay</u>*

Write *(Write a sentence showing how kindness was shown in the story using one /ay/ or /ai/ word.)*

Answers may vary. Possible answers: The mailman came back. The dog jumped on the mailman because he liked him. The mailman smiled at the dog.

Read *(Long /a/: /ea/, /eigh/, /ei/, and /ey/)*

1. e<u>igh</u>t
2. br<u>ea</u>ks
3. mon<u>ey</u>
4. r<u>ei</u>ns

Write *(Can you think about more long /a/ words with the ea, eigh, ei, and ey spellings?)*

Answers may vary. Possible answers: pail, hey, neigh

Practice *(Long and Short Vowel Sounds)*

1. short vowel: a
2. long vowel: a
3. long vowel: a

Practice *(Long /a/ Digraphs)*

ai	ay	ey	ea	eigh	ei
mail	play	they	steak	sleigh	their
waist	relay	obey	bear	weight	vein

Skill Builder *(Phonemic Awareness)*

1. pain
2. ray
3. weigh
4. take
5. lace

Skill Builder *(Phonics)*

Your student should write out the words *baby, mail,* and *bear*. Your student should also circle the picture of mail.

Show What You Know

1. B
2. C
3. A
4. D
5. C
6. B
7. A

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