

Date: \_\_\_\_\_

## Long Aa spelled a\_e

### PLAN

**Component:** Decoding

**Instructional Activity:** Words with Long Aa Spelled a\_e

**Materials Needed:** Long Aa sound-spelling card, sticky notes



**Approximate Time:**

7 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

### OBJECTIVE

**State the objective(s).**

The sound of *long Aa*, /āā/, can be spelled several ways. You're going to learn a common pattern for /āā/ and practice reading words containing the pattern.

### REVIEW & VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

Refer to the sound-spelling cards as you review the vowels. **There are two kinds of letters: *consonants* and *vowels*. The vowels are *Aa*, *Ee*, *Ii*, *Oo*, and *Uu*. Sometimes the letter *Yy* can also make a vowel sound.**

**Each vowel can make two sounds: a short vowel sound and a long vowel sound. You've learned the short vowel sounds. You're going to say each one after me. Remember to hold each sound like I do.** Point to each vowel and say its short sound:

Point to Aa: /ăă/ Students: /ăă/

Point to Ee: /ĕĕ/ Students: /ĕĕ/

Point to Ii: /ĭĭ/ Students: /ĭĭ/

Point to Oo: /ŏŏ/ Students: /ŏŏ/

Point to Uu: /ŭŭ/ Students: /ŭŭ/

Note: Sound-spelling cards for long vowel sounds generally do not have letters at the top of each card. There is usually a picture representing a word that contains the long vowel sound, plus a list of the most frequently used spelling patterns for the sound.

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I DO IT!

**Demonstrate.** Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for *long Aa*. Using sticky notes, cover over all of the spellings at the bottom of the card except *a\_e*. Point to the picture at the top of the card.

- The sound is /āā/. The key word is \_\_\_\_\_.
- The sound /āā/ can be held a long time. Listen: /āā/. Hold the sound for 2-3 seconds.
- Point to the spelling patterns at the bottom of the card. One way to spell the sound /āā/ is *a\_e*. (Read: *a blank e*.)
- *a\_e* usually comes at the end of a word. Sometimes you'll see it at the end of a syllable inside a big word. The pattern *a\_e* means there is a single *a* followed by a consonant, then followed by the letter *e*.

Write the word *mad* on the board. I'll sound out this word. Listen: /măăăd/. The *a* makes its short sound, /ăăă/, because there's a single vowel followed by a consonant sound in the syllable. If you're teaching syllable types, explain that the word *mad* is a closed syllable, so the vowel has to be short.

**Sound it out with me.** Point under each letter as students and teacher sound out the word: /măăăd/.

I'm going to change the short vowel sound, /ăăă/, to the long vowel sound, /āā/, by adding an *e* to the word *mad*. Write an *e* after the *d*. At the end of the word, there is now a single vowel (point to *a*) followed by a consonant (point to *d*) with an *e* (point to *e*) after it. The *e* is silent, which means it doesn't make a sound, but it reaches back to the vowel before it and makes it say its long sound: /āā/. Draw a curved arrow from the *e* back to the *a*.

m a d e  


I'll sound out the word: /mmm/ Touch under the *m*. /āā/ Touch under the *a*. /d/ Touch under the *d*.

The word is *made*.

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**Provide guided practice.**

**Let's review.** Show students the sound-spelling card for *long Aa*.

**The key word is \_\_\_\_\_.** What's the key word? Students: \_\_\_\_\_

**The sound is /āāā/.** Sound? Students respond with letter sound: /āāā/.

**One spelling pattern we can use for the sound /āāā/ is a\_e.** What's one spelling pattern for the sound /āāā/? Students: a\_e

**We're going to read some words together.** Some of the words are closed syllables, which means there's a single vowel followed by a single consonant at the end. The vowel will make its short sound. Some of the words are silent e syllables, which means there's a single vowel followed by a single consonant, with a final *silent e* at the end. The vowel will make its long sound.

**If you recognize the word, please don't blurt it out. We're going to figure it out together.**

Write the word *can* on the board.

**What does the word end with—a single consonant or an e?** Students and teacher: *a single consonant*

**What sound will the vowel make?** Students and teacher: /ăăă/

**Why will the vowel make its short sound?** Scaffold to elicit responses such as: *It's a closed syllable; When a single vowel is followed by a single consonant in a word, the vowel makes its short sound; etc.*

**Sound out and read the word.** Students and teacher: /k/ /ăăă/ /nnn/; *can*

Add an *e* to the word *can* to make the word *cane*.

**Now, what does the word end with—a single consonant or an e?** Students and teacher: *e*

**What sound will the vowel that comes before the e make?** Students and teacher: /āāā/; *its long sound*

**Why will the vowel make its long sound?** Scaffold to elicit responses such as: *It's a silent e syllable; When a single vowel is followed by a single consonant and a final silent e in a word, the vowel makes its long sound; etc.*

**Sound out and read the word.** Students and teacher: /k/ /āāā/ /nnn/; *cane*

Follow the routine with the word pairs below.

pan	pane
hat	hate
tap	tape

WE DO IT!

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**Provide independent practice.**

**Your turn. I'll ask one student at a time to respond.**

Write the word *mat* on the board.

**(Student name), what does the word end with—a single consonant or an e?** Student: *a single consonant*

**What sound will the vowel make?** Student: /ăăă/

**Why will the vowel make its short sound?** Scaffold to elicit responses such as: *It's a closed syllable; When a single vowel is followed by a single consonant in a word, the vowel makes its short sound; etc.*

**Sound out and read the word.** Student: /mmm/ /ăăă/ /t/; *mat*

Add an *e* to the word *mat* to make the word *mate*.

**Now, what does the word end with—a single consonant or an e?** Student: *e*

**What sound will the vowel that comes before the e make?** Student: /āāā/; *its long sound*

**Why will the vowel make its long sound?** Scaffold to elicit responses such as: *It's a silent e syllable; When a single vowel is followed by a single consonant and a final silent e in a word, the vowel makes its long sound; etc.*

**Sound out and read the word.** Student: /mmm/ /āāā/ /t/; *mate*

Continue the routine, calling on other students to respond one at a time. Use the word pairs below.

scrap	scrape
slat	slate
van	vane
plan	plane
glad	glade



If students need support with:	Then try this:
Switching from the short vowel to the long vowel sound	Try having students either draw an arrow between the final <i>e</i> and the <i>a</i> to signal the vowel change OR have students touch the word with two fingers when they are reading a word that has a VCe pattern.

YOU DO IT!

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ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.  
Scaffold or correct all errors. Provide specific feedback for accurate responses.

SUPPORT

**Additional support.** *Provide scaffolded opportunities for students who need more support.*

Make a T-Chart with closed-syllable words containing *a* and silent-e syllables. Add words to both sides for additional reference and practice. See example below.

plat	plate
pal	pale
man	mane
cap	cape

If a student is decoding multi-syllabic words in text, consider using words such as *pancake, mistake, invade, inflate, and escape*.

ENRICH/EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

For students who show mastery of decoding words with *long Aa* patterns, consider moving to the instructional protocol for encoding words with long vowel patterns.