

Date: _____

Long Aa Spelled a

PLAN

Component: Encoding

Instructional Activity: Words with Long Aa Spelled a

Materials Needed: sound-spelling cards, whiteboards, markers, erasers



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

The sound of *long Aa*, /āāā/, can be spelled several ways. One common spelling pattern for /āāā/ is *a*. You will practice spelling 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 and long vowel sound for *Aa*. Repeat after me. Point to *Aa*. The short vowel sound is /ăăă/. What's the short vowel sound? Students: /ăăă/
The long vowel sound is /āāā/. What's the long vowel sound? Students: /āāā/

A *syllable* is a chunk of a word that contains one vowel sound. If a syllable ends in a vowel sound, and that vowel sound is spelled using only one letter, the syllable is called an *open syllable* and the sound the single vowel makes is its *long* sound. If a single *a* comes at the end of any syllable in a word *except the last syllable*, the sound it makes is /āāā/. If there's a single *a* at the end of a word, it usually makes a different sound.

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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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 any spellings at the bottom of the card that have not yet been taught. Make sure *a* is uncovered for this lesson. Point to the picture at the top of the card.

- **The sound is /āā/. The key word is _____.** What's the key word? Students: _____
- **The sound /āā/ can be held a long time. Listen: /āā/. Hold the sound for 2-3 seconds. What's the sound?** Students: /āā/
- Point to the spelling patterns at the bottom of the card. **One way to spell the sound /āā/ is with a single letter a. What's one way to spell /āā/?** Students: *single letter a*
- **When a single a comes at the end of any syllable except the last one in a word, it's pronounced /āā/. If you've already taught the schwa sound, add: A lot of the time, the a makes its long sound at the end of a syllable. You have to flex the vowel in an unstressed syllable, however, which means sometimes you have to change the long a sound to a schwa sound.**

I'm going to spell a word that contains the long vowel sound /āā/ spelled with a single *a*. The word is *vacant*. *Vacant* means *empty*.

First, I count the syllables. I'll hold up one finger for each syllable I hear: /vā/ /kənt/. Two syllables. If I said the word "like a robot" (every syllable stressed—no schwa sounds), it would be /vā/ /kənt/.

The first syllable is /vā/. I stretch it: /vvvāā/. I ask myself: *Where do I hear the sound /āā/ in the syllable?* I hear the sound /āā/ at the end of the syllable. The syllable doesn't have a consonant sound after the sound /āā/. That means I can use the spelling *a*. I stretch and spell the first syllable: /vvv/ write *v*; /āā/ write *a*.

I say the word "like a robot" again, and listen for the second syllable: /vā/ /kənt/. The second syllable is /kənt/. I stretch and spell the syllable: /k/ write *c*; /ə/ write *a*; /nnn/ write *n*; /t/ write *t*.

I check my work by pointing under each syllable in the word and reading it, sounding it out if I need to. Then, I put the syllables together and read the whole word: /vā/ /kənt/ *va-can't*? That doesn't sound quite right. But I'm pretty sure I know what the word is: ***vacant!*** If you've already taught the schwa sound, explain that you're going to flex the word by changing the last vowel sound to a schwa and read the word again: *vacant*.

I DO IT!

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WE DO IT!

Provide guided practice.

Distribute student whiteboards, markers, and erasers.

Let's spell some words together. Each word contains the long *a* sound spelled with a single letter *a*.

The first word is *basis*. What word? Students and teacher: *basis*

Count the syllables in *basis*. Prompt: Hold up one finger for each syllable. Students and teacher: *ba – sis. Two syllables.*

First syllable? Students and teacher: *ba-*

Where do you hear the sound /āāā/ in the syllable—at the beginning, middle, or end? Students and teacher: *end*

If you have taught the concept of open and closed syllables, add: **What kind of syllable is *ba-*?** Students and teacher: *open* **What sound**

does the vowel make in an open syllable: *long* or *short*? Students and teacher: *long*

How will we spell the vowel sound in *ba-*? Students and teacher: *a single a*

Stretch and spell *ba-*. Students and teacher: /b/ write *b*; /āāā/ write *a*

What's the second syllable in *basis*? Students and teacher: *-sis*

Stretch and spell *-sis*. Students and teacher: /sss/ write *s*; /īīī/ write *i*; /sss/ write *s*

Check your work by pointing under each syllable in the word and reading it, sounding it out if needed, then putting the syllables together and reading the whole word. Students and teacher: /bā/ /sīs/; *basis*

Use the routine above to spell the words *raven* and *favor*.

Teacher Tip: Remember to read the word “like a robot” if the word contains an unaccented schwa sound. For example, *favor* would be /fā/ /vor/ if a robot said it, but it's usually pronounced more like *faver*.

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Provide independent practice.

Now it's your turn to spell words on your own. I will walk through the steps with you, but you will spell the word by yourself. I'll be looking at your whiteboards to see how you're doing.

Follow this routine using words from the Word List.

- **Repeat the word.** The teacher should also say the word "like a robot" if it contains a schwa sound, and students should repeat it.
- **Count the syllables.**
- **Say the first syllable.** If there's a long vowel sound in it, think: **Do you hear it at the beginning, middle, or end of the syllable? What spelling pattern should I choose?**
- **Stretch and spell the first syllable.**
- **Say the next syllable.** If there's a long vowel sound in it, think: **Do you hear it at the beginning, middle, or end of the syllable? What spelling pattern should I choose?**
- **Stretch and spell the next syllable.**
- **Continue until you've spelled all of the syllables in the word.**
- **Check your work.** Point under each syllable and read it, then put the syllables together and read the whole word.

YOU DO IT!

Word List	
baby	staple
fragrant	basin
radar	fatal



If students need support with:	Then try this:
Isolating/recognizing vowel sounds	Use finger spelling to isolate each phoneme, paying careful attention to the vowel sounds. Ex. Hold up your nondominate hand with all five fingers up, starting with the finger farthest to the left put a finger down for each phoneme. Isolate the vowel sounds.

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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.

ENRICH/EXTEND

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

For students who show mastery for decoding words with open syllable patterns, consider moving to the instructional protocol for encoding words with open syllable patterns.

SUPPORT

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

For students experiencing difficulty with scaffolded instruction in recognizing open syllables, consider providing practice with recognizing open syllables in one syllable words.