

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


## Long Aa Introduction

### PLAN

**Component:** Phonics

**Instructional Activity:** *Long Aa* Introduction

**Materials Needed:** *Aa* sound-spelling card, whiteboards, markers, erasers

 **Approximate Time:**  
7 minutes

 **Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

### OBJECTIVE

**State the objective(s).**

We already know that the letter *a* can make the short vowel sound /ăăă/, as in (key word). Now we are going to learn another sound the letter *a* can represent.

### REVIEW & VOCABULARY

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

Review any previously taught long vowels.

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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## Long Aa Introduction

I DO IT!

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

Display or hold the card for *long Aa*.

- Point to the picture at the top of the card. **The sound is /āāā/, as in the key word \_\_\_\_\_.**
- **The sound /āāā/ can be held a long time. Listen: /āāā/.** Hold the sound for 2-3 seconds.
- Point to the spelling patterns at the bottom of the card. **The sound /āāā/ can be spelled several ways. We will be learning each of the spelling patterns.**
- **The key word is \_\_\_\_\_.**
- **The sound is /āāā/.**

I'm going to listen to some words. If I hear the sound /āāā/ in a word, I'm going to give a thumbs-up. If I don't hear /āāā/ in the word, I'll give a thumbs-down.

**My turn:**

*ape* thumbs up

*shake* thumbs up

*past* thumbs down

*basic* thumbs up

*plastic* thumbs down

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WE DO IT!

Provide guided practice.

Let's try it together!

First, let's review. Show students the card for *long Aa*.

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

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

Now, I'll say a word. If you hear the sound /āā/ in a word, give me a thumbs-up. If you don't, give me a thumbs-down.

<b>a</b> che thumbs up	<b>black</b> berry thumbs down
<b>ca</b> stle thumbs down	<b>ta</b> sted thumbs up
<b>ta</b> sk thumbs down	<b>sno</b> wflake thumbs up
<b>gr</b> ay thumbs up	<b>pa</b> nts thumbs down
<b>mi</b> stake thumbs up	<b>pa</b> int thumbs up



If students need support with:	Then try this:
Recognizing the long or short vowel sound	Try using hand motions to help distinguish the vowel sounds while segmenting the word. (i.e., pretending to eat an apple for /āā/)

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**Provide independent practice.**

Now I'll call on one of you at a time to show me an answer. Everyone will listen to the word and think about the answer. But only the student I name should show me either thumbs up or thumbs down.

Routine: Say the word. Give 2-3 seconds of think time. Call on one student to respond.

The word is (select a word from the word list). Think. (Student name), show me!

grape thumbs up	glad thumbs down
sandals thumbs down	basket thumbs down
label thumbs up	staple thumbs up
spray thumbs up	place thumbs up
salad thumbs down	stampede thumbs down

I'll give each of you the chance to tell me the key word and sound for this card. Show students the card for *long Aa*.

(Student name), what's the key word? Selected student: \_\_\_\_\_.

What's the sound? Selected student: /āāā/

Repeat until every student has responded correctly. Scaffold as needed.



If students need support with:	Then try this:
Recognizing the long or short vowel sound	Try using manipulative letter tiles to push while segmenting each sound.

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.

ENRICH/EXTEND

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

For students who show mastery of long vowel sounds, move to the protocol for decoding words with *long Aa* using the *a\_e* spelling.