

Support for English Learners

Unit 13, page 90: More Long a Words

Some children may have difficulty pronouncing the long a sound and recognizing the variations in the spelling of the long a sound.

Listen

Remind children that the /ā/ sound in the Basic Word *pay* is called the long a sound. Say: *Let's listen to the long a sound in pay: /ā/, /ā/ /ā/ /ā/, pāāā, pay.* Repeat with *wait*.

Now remind children that the vowel sound in the Basic Word *sad* is a short vowel sound, pronounced /ă/. Model the contrast between the long a sound in *wait* and the short a sound in *sad*. Say: *Let's listen to two different vowel sounds for a: short a, /ă/, /ă/ /ă/ /ă/, sãããd, sad; long a, /ā/, /ā/ /ā/ /ā/, wãããt, wait.*

Speak and Read

Say: *Let's practice the long a in the Basic Word pay together: /ā/ /ā/ /ā/, pāāā, pay.* Repeat with *cave* and *wait*. Encourage children to repeat after you.

Say: *The long a sound, /ā/ /ā/ /ā/, can be spelled ay, ai, or a-consonant-e.* Write the words *pay*, *wait*, and *cave* on the board. Have volunteers go to the board and circle the letters that make the long a sound in each word.

Spell

Beginning/Preproduction Have partners make word cards for the Basic Words *clay*, *pail*, and *shake*. Have them take turns reading the words aloud, elongating the vowel sounds. Ask them to identify the letters that make up the long a sound.

Early Production/Speech Emergent Read the Basic Words *clay*, *pail*, and *shake* aloud. Have children write the words in their word-study notebooks. Have them identify the different spellings of the long a sound in each word. Say: *How do we spell the long a in clay, pail, and shake?*

Intermediate/Advanced Have children choose four Basic Words and write them in their word-study notebooks. Then ask them to write a sentence for each of those words, underline the Basic Word, and circle the long a spelling.

clay

pail

shake