

Phonics

This lesson introduces the first long-vowel sound and spellings. Unlike the other **Sound/Spelling Cards**, no story accompanies the introduction of long vowels. The picture on each long-vowel **Sound/Spelling Card** is an elongated (or long) version of the letter. The picture of the letter is to remind the students that the long-vowel sound is the same as the vowel's name. All the long-vowel spellings are presented on a yellow background.

Introduce /ā/ Spelled a and a_e

- Tell the students that they will learn about a new vowel sound and discuss what they know about vowels. Remind them, if necessary, that all words and syllables contain a vowel and that vowel letters can stand for more than one vowel sound.
- They have learned the short-vowel sound and spelling for each vowel, and today they will learn the first long-vowel sound and spellings.

Tell the students that the long-vowel sound says the name of the vowel and that each long-vowel sound has several spellings. Explain briefly that a vowel often needs help from other letters to say its name. Then follow the procedure outlined below to introduce the **Long A Card**.



- Display **Sound/Spelling Card 33—Long A**. Tell the students that this is the **Long A Card**. Remind the students that the long sound of a vowel is the same as the vowel's name. Then, ask them to say the long sound of the letter *a*. Point out the spellings on the card and tell the students that all of these spellings will make the /ā/ sound in words.
- Encourage the students to discuss the card. Point out that the letter *a* is long and thin. Ask them to tell how this card can help them remember the /ā/ sound. Have the students repeat the sound.
- Contrast the long and short sounds by pointing to the **Lamb Card** and having the students say /a/, then pointing to the **Long A Card** and having the students say /ā/. Then teach the students the following rhyme:

A's my name.
Two sounds I make:
Short a in *lamb*,
Long a in *cake*.
- Repeat the rhyme several times.



SOUND/SPELLING CARD STORIES
Audiocassette/CD Use the **Sound/Spelling Card Stories** for practice hearing and repeating the /ā/ sound.



Routine Card

Refer to **Routine 1** for an introduction to the sounds and spellings procedure.



Teacher Tip VISUAL AID Write the rhyme on a chart. Attach a picture of the **Long A Card** and the **Lamb Card** to refer to in later lessons as a review.



LESSON MODELS VIDEOCASSETTE
Use the **Lesson Models Videocassette** as a model for teaching the Phonics lesson.



Teacher Tip BODY MOVEMENT

While repeating the /ā/ sound, have students make their bodies tall like the Long A. Model for the students how to put their arms above their heads while saying /ā/. Have the students stoop down low when they say the /a/ sound to show the contrast.