



Teacher Tip BODY MOVEMENTS

Have the students signal by making their bodies tall with arms up high above their heads.

P H O N I C S

- Point to the spellings *a* and *a_e* on the card and tell the students that today they will read words with these two spellings for the /ā/ sound.
- Have the students say the /ā/ sound as you point to each spelling. Explain that the blank in *a_e* means that a consonant goes in between the two letters and that the *e* helps the *a* say its name. As an example, write *ate* on the board and read the word. Point out the consonant between the letters *a* and *e*. Other example words are *cake*, *date*, and *same*. Draw an arrow from the *e* to the *a* to show that the *e* makes or signals the *a* to say the /ā/ sound.

Initial /ā/

- Say some words with the /ā/ sound and have the students signal thumbs-up if a word has the /ā/ sound at the beginning and hide their thumbs if it doesn't. Use these words:

ape	ice	eat	acorn	apron
under	use	April	Amy	

Middle /ā/

- Now say some words with the /ā/ sound in the middle and have the students signal thumbs-up if they hear the /ā/ sound and hide their thumbs if they don't. Use the following words:

bake	sell	tickle	cave	hop	grape
book	duck	sale	hat	lake	pin
plate	stop	brick	ant	paper	state

- Encourage the students to think of other words with the /ā/ sound. Finally, review the **Long A Card** and spellings.