Lesson Objectives

Day 1  
Students will:
• Understand that words with long a sounds can be spelled in different ways 
• Read and write words with long and short a vowel sounds

Day 2  
Students will:
• Sort words by common features and spelling patterns

Materials:
• Anchor Poster  
• BLM 6: Take-Home Activity  
• Teacher Category Cards—Long a, Short a  
• Teacher Word Cards—same as BLM 3

Day 3  
Students will:
• Sort words according to their spellings and sounds

Materials:
• BLM 2: Category Cards  
• BLM 5: Word Cards  
• BLM 7: Classroom Activity  
• BLM 8: Take-Home Activity  
• Teacher Category Cards  
• Teacher Word Cards—same as BLM 4

Day 4  
Students will:
• Identify words with ai spelling  
• Identify words with aCe spelling  
• Identify words with ay spelling  
• Identify words with open a spelling  
• Identify words with a short a vowel sound  
• Create lists of words organized by their spelling and sound patterns  
• Write and spell words with long a and short a sounds in accented syllables

Materials:
• BLM 9: Reading Passage  
• BLM 10: Spelling Dictation  
• BLM 11: Spelling Peer Check

Day 5  
Students will:
• Spell words with long and short a sounds in accented syllables

Materials:
• Quick-Check Assessment
Day One

Supporting ELs

Point out to Spanish-speaking ELs that many Spanish words are similar to words in English. Provide the following Spanish words and related English words: exclamar/exclaim; el cráter/crater. Have students explain the meaning of the Spanish words using simple words, drawings, or pantomime. Use simple words, gestures, or pictures to explain the meaning of the English words.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word statement on the chalkboard. Show how you divide the word into two syllables between the vowel e and the consonant m. Explain that you now have two syllables. Reinforce that the first syllable is accented, has a VCe pattern, and a long a sound. The second syllable is closed, has a CVC pattern, and a short e sound. Read each syllable and then blend the syllables together: state/ment. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Challenging Plurals

Focus Words: benches, brushes, horses, foxes, guesses

Write this sentence on the chalkboard: The wooden benches were covered with brushes for the horses. Ask students what they remember about words such as benches, brushes, and horses. (They are plural words, or words that mean “more than one.”)

Ask students to work with a partner to use each of the review words in an oral sentence.

Introduce Long and Short a Patterns in Accented Syllables

Model

Write the words straighten, persuade, astray, and later on the chalkboard and read them aloud. Discuss any word meanings that students might not know. Say: These words all share the same long a sound in the accented syllable.

Write shadow on the chalkboard and read it aloud. Say: This word has the short a sound in the accented syllable.

Write ai, aCe, ay, Open a, and Short a in a five-column chart on the chalkboard. Point out each header on the chalkboard and explain to students that this is one way that words with long and short a in accented syllables can be sorted. Point out to students that the category aCe means that the word contains the long a sound, a consonant, and the letter e. Also explain to students that words that have open vowel sounds, such as later (la/ter), have the vowel sound at the end of a syllable with no other sound after it.

Guide

Provide practice by having students sort words according to their accented syllables. Ask students to draw their own charts in their word study notebooks. Say the words aloud: straighten, persuade, astray, later. Guide students to write the words in the correct columns in their notebooks as you write the words in the correct column in the chart on the chalkboard. Once all students have finished, have them compare their charts with the chart on the chalkboard and make any necessary corrections.
Apply

Write the words stainless, skateboard, hooray, basil, and perhaps on the chalkboard. Say the words aloud, emphasizing the long or short a sound in each word. Ask students to work with a partner to sort the words according to the sounds of their accented syllables and write them in the correct columns of their charts in their word study notebooks.

Spelling Words with Long and Short a Patterns

Unit Spelling Words: railroad, exclaim, statement, portray, basis, rather, exclaim, dismay, basket

Use the chart that you made on the chalkboard to introduce the long and short a patterns. Have students use the chart they made in their word study notebooks to sort the spelling words as you introduce them.

Write the word railroad on the chalkboard and read it aloud, emphasizing the long a sound in the first accented syllable. Say: Railroad has the long a sound in the first syllable. The first syllable of railroad is accented, which means you place more emphasis on it when you say it aloud. Point to the vowel digraph. This word has a long a digraph, so it belongs in the first column of our chart. Write the word railroad in the ai column on the chalkboard and ask students to write the word on their charts.

Write the word exclaim on the chalkboard and ask students what long a pattern they see in this word. Ask where they hear the accented syllable. Copy the word onto the chart under railroad and have students do the same.

Write the word statement on the chalkboard and say it aloud. Ask students if they hear a long or short a in the word. Point out the VCe pattern in the accented syllable. Write the word statement in the aCe column on the chalkboard and have students write it on their charts.

Repeat this procedure with the remaining spelling words. Write the word, read it with students, have them identify the vowel pattern, and then write it on the chart.

Ask students to write the heading Unit 4 Spelling Words on a new page in their word study notebooks. Have them copy the spelling words on the page. Then ask them to circle the letters that stand for the long a sound and underline the letters that stand for the short a sound in the words. Have them put an asterisk above each accented syllable. Have partners check each other’s work.

Assessment Tip

Note which students have difficulty telling you in which column to write the words. You may want to work with these students, pointing out the spelling pattern in the accented syllable that contains either the long or short a sound. You can also have students keep the anchor chart on BLM 1 next to them so that they can see examples of words with these spellings.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Teacher-Directed Sort

<table>
<thead>
<tr>
<th>Long a</th>
<th>Short a</th>
</tr>
</thead>
<tbody>
<tr>
<td>astray</td>
<td>cabbage</td>
</tr>
<tr>
<td>basis</td>
<td>detach</td>
</tr>
<tr>
<td>contain</td>
<td>massive</td>
</tr>
<tr>
<td>later</td>
<td>handstand</td>
</tr>
<tr>
<td>persuade</td>
<td>perhaps</td>
</tr>
<tr>
<td>railroad</td>
<td>shadow</td>
</tr>
<tr>
<td>stainless</td>
<td>happen</td>
</tr>
</tbody>
</table>

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand the directions. Also pronounce and define each word for them.

Review Long and Short a Patterns in Accented Syllables

Write the long a vowel patterns in a row on the chalkboard. Ask students to brainstorm words with each pattern.

Teacher-Directed Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards: Long a, Short a

Give each pair of students a teacher word card. Have students hold up the cards for the group to read. Read each word aloud and have the group discuss the meaning of the word. Gather the cards into a stack after all the words have been discussed.

Place the category cards in a row in a pocket chart. Tell students that they will sort the words according to whether they have the long or short a sound in the accented syllable.

Pick a card and read the word aloud to students. Ask them to tell you in which category you should place the word card. Repeat with all the cards.

After all the words have been sorted, read the list of words in each category and ask students if they are sure the words are sorted in the correct columns. Discuss with students which words belong in which columns.

Spelling. Have students practice writing each of the spelling words. Have them write each word and check the spelling. Then have them cover the word and try writing it again.
Common Features Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards

Place the category cards next to each other in a pocket chart. Preview the word cards for students by reading them aloud.

**Think aloud:** I see that each of the words has either the long or short a sound. Some contain the sound in the first syllable, while others contain the sound in the second syllable. The long or short a sound in each word, however, is in the accented syllable of the word.

Hold up the word card *betray*. Say the word aloud and ask students if they hear the long or short a sound in the word. Say the word again and ask students which syllable is accented.

Have students help you place the word *betray* in the correct category in the pocket chart.

Read aloud the remaining word cards from BLM 4 and ask students to help you place them in the pocket chart. Ask students to explain why each word belongs in the category.

Buddy Sort

Give pairs of students the category cards from BLM 2 and the word cards from BLM 5. Invite one student to read a word and ask in which category to place the word. When the other student responds and the word is placed, that student chooses a word and asks where the word should be sorted.

**Applying Meaning.** Give students BLM 7 and have them complete the activity, circling the word in each set that doesn’t fit with the others.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the spelling patterns. Note whether they need more practice in applying the different spellings.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand the meanings of the words and what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them chorale-read the passage straight through. Then have them work as a team to find examples of words with long and short a in accented syllables.

Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words with long or short a in the accented syllables.

Read a few sentences with students, and model finding and underlining words with the target sounds and spellings. Then ask students to complete the word hunt on their own.

Ask students to write the words they find in their word study notebooks and have them underline the syllable that contains either the long or short a sound.

Challenge students to write one sentence with each of the words they found.

Ask students to go through what they have read recently, either in class or for pleasure, to find words that fit the target spelling pattern. As students find new words, have them write the words in their word study notebooks. Then, have students meet together in small groups and read aloud to the group the words they found.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: pianos, tomatoes, formulas.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: basis, basket, portray.

Dictate the following sentence and have students write it on their papers: Rather late in the day, the railroad gave a statement about the accident.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.

Answer Key Reading Passage (BLM 9)

Word Study & Vocabulary 2: Long and short a patterns in accented syllables ©2010 Benchmark Education Company, LLC
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:

• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words with long or short a in accented syllables using the Quick-Check for Unit 4.

Suggestions for Independent Practice

Concept Sort. Give pairs or small groups of students a set of word cards. Ask the students to sort them into categories of related meanings. For example, massive, insane, and sacred might be sorted together because these are all adjectives, or words that describe. Then have the groups try to guess how the words were sorted.

Speed Read. Have pairs of students select up to twenty word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch.

Guess My Word. Have pairs of students work as a team against other pairs of students. Have students place the word cards facedown in a pile. One member of a team picks a card without his or her partner seeing. The student then tries to draw pictures or clues for his or her partner to guess the word. The student has one minute to guess the word. If he or she guesses it correctly, their team gets a point. Then the next pair repeats the process.

Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and complete them.
Unit 4 Quick-Check: Long and Short a Patterns in Accented Syllables

Answer Questions
Directions: Choose the word that has the same long or short a pattern in the same accented syllable as the target word in each set.

1. straighten
   a. persuade
   b. stainless
   c. astray

2. later
   a. basil
   b. invalid
   c. statement

3. massive
   a. sustain
   b. dismay
   c. asterisk

4. hooray
   a. portray
   b. terrain
   c. railroad

Apply
Directions: In the space below, list three to five words you know that contain either the long or short a sound in the accented syllable.

____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

<table>
<thead>
<tr>
<th>Word Bank</th>
<th>ai</th>
<th>aCe</th>
</tr>
</thead>
<tbody>
<tr>
<td>perhaps, exclaim, basket,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sayings, glacier, straighten,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>crater, persuade, portray,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cascade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ay</td>
<td>Open a</td>
<td>Short a</td>
</tr>
</tbody>
</table>

Think and Write about Long and Short a Patterns in Accented Syllables
Directions: In the space below, explain how understanding words with long or short a patterns in accented syllables help you as a reader, speller, and writer.