

Lesson 2: Words with the long a sound

Objectives

- To be able to spell words with multiple sound-spelling patterns
- To spell words that contain graphemes with the long a sound

This week's words				
vein	*eight	waist	claim	veil
weigh	straight	*birthday	*great	convey

* indicates high-frequency words

Revise

- Starter:** Share **2.1**. Children split last week's words into syllables and sort to the correct type of syllable.
- Review the different syllable types: open, closed, split digraph, and **le**.
- The sheet could be printed for children to complete independently, or children could use whiteboards to record their answers for ease of assessment. Share answers and correct where necessary.

Introduction

- This Week's Words:** Introduce this week's words on **2.2** and read aloud. Explain that the focus of the lesson is the different ways the **long a** sound can be spelled.
 - Ask students to hum each word to figure out how many syllables are in each. Establish that most of the words are one syllable, and identify the ones with more than one.
- Spelling Patterns:** Share **2.3** and explain that these are all the ways that the **long a** sound can be spelled. Establish that some patterns are much more common than others.
 - Click to sort the words to the graphemes that can spell the **long a** sound. Ask students if they can think of any more words that fit each way to spell the **long a** sound.
 - Explain that under the *rare* and *very rare* sections are listed the most common words they will see spelled this way, and that there are not many other words spelled this way.
 - Share **2.4** and ask students to look at the example words and see if they can spot any patterns for where each **long a** spelling occurs in words.
 - Click to show each set of example words and then click again to sort the graphemes according to the generalizations they can follow to help figure out which grapheme to use when spelling.
 - Most Common:** Open syllable **long a** and split digraph **a_e** will occur as the first or middle sound in words.
 - Common:** Digraph **ai** usually occurs as the first or middle sound, and digraph **ay** usually occurs as the last sound in a syllable or word.
 - Rare:** Digraph **ei** is found in the middle of words, and digraph **ey** is found at the end of a syllable or word.
 - Explain that **eigh** can occur anywhere in a word, but these are the most common words with this spelling pattern. The **ea** and **aigh** graphemes will only spell the **long a** sound in the words listed.

Main Teaching Input

- Etymology:** Share **2.5** and **2.6** and explain the etymology of the words weigh and straight. **Note:** On **2.6** you can click the word *neighbor* to hear the German pronunciation.
- Morphology Matrix:** Share **2.7** and discuss the meaning of the base word veil. What new words can we create by adding a prefix and/or suffix? Click to review possible answers. Repeat the same for **2.8** and the word claim.

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Main Teaching Input

- **Syllable and Phoneme Maps:** Show **2.9** and model how count syllables in the word great by humming the word or counting chin drops. Remind students that every vowel sound stands for one syllable.
 - Model how to break the graphemes down into phoneme boxes. Separate the sounds of the word using the grid to demonstrate. Show how the **ea** spells one sound (a digraph), so it goes in a box together.
 - Ask children to then work with a partner/individually to map out the syllables and sounds for convey and weigh.
 - Share answers and correct where necessary. Explain that the **o** in convey is a schwa and has a short /u/ sound, and that often when you hear /k/-/u/-/n/ as the first syllable, it is spelled con.
- **Word Mapping:** Ask the children to complete the grid on **2.10**. For each word, they will count the syllables, break down the word into sound boxes, write the grapheme that spells the **long a** sound, and write the whole word. Answers on **2.11**.

Independent

Apply - Share **2.12**, ask children to decide which word must be placed in which sentence. Click to reveal the answers.

Investigate - Share **2.13** and **2.14** with the children. Explain that they are going to complete the Word Shed grids based on the words vacate and eight. Possible answers on **2.15** and **2.16**. On **2.15**, in the Fun Fact box, discuss how the meaning of the three words relate to the meaning of vacate. [They all have to do with someone/something leaving.]

Consolidation / Reinforcement

→ **Pass It On:** Share **2.17**. Get into small groups of three or four. The first person chooses a word from this week's word list and writes the first letter of the word on a mini whiteboard, then passes the board to their left. The next person writes the next letter and so on until the word is complete. The last person checks the spelling of the word and then chooses another word to start again. Alternatively, you could have children spell by graphemes and/or syllables.

Optional Independent Extended Learning Ideas

Dictionary Corner

Share **2.18** and encourage children to use a dictionary to look up the meanings of the words *claim* and *great*. Next, write a sentence containing each of the words. If desired, print additional copies of **2.19** for this activity to be completed for the rest of the words on the list.

Word Shed

Print additional copies of the blank Word Shed on **2.20**. Students can investigate other words on this week's list.

Morphology Matrix

Print additional copies of the Morphology Matrix on **2.21**. Invite the children to choose a word on this week's list and see what new words they can create by adding prefixes and suffixes. Provide support to those that need it by suggesting prefixes and suffixes that could be used with particular words.