

## Lesson 1: 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

neighbor	breakage	reindeer	savings	abeyance
pavement	population	complain	yesterday	dangerous

### Revise

- **Starter:** Share **1.1**. Read the words aloud and ask students to repeat after you. Then ask students to help you sort the words based on how many syllables they contain. Remind students that if they hum each word, each hum stands for a vowel sound or syllable.
- 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 **1.2** and read aloud. Explain that the focus of the lesson is the different ways the **long a** sound can be spelled.
  - Ask students which words have tricky parts that seem hard to spell. Click to reveal the words.
- Share **1.3** and review the patterns behind the *tricky spellings*.
- **Syllable Sort:** Share **1.4** and ask children to hum each word to count the syllables. Sort words to the correct number of syllables.
- **Spelling Patterns:** Share **1.5** and explain that these are most of 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.

### Main Teaching Input

- **Etymology:** Share **1.6** and explain the etymology of the word *neighbor*.
- **Morphology Matrix:** Share **1.7** and **1.8** and discuss the meaning of the base words *save* and *populate*. What new words can we create by adding a prefix and/or suffix? Click to review possible answers.
  - Remind students when adding a vowel suffix to words that end in **e**, the **e** is dropped.
  - **Note:** \*In the word *population*, **tion** is a syllable, but the suffix added is **-ion** because the **t** belongs to the base word. Population meaning *the result of populating an area*.
- **Syllable and Phoneme Maps:** Show **1.9** and model how count syllables in the word *population* by humming the word. 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 **ti** spells one sound, /sh/, so it goes in a box together. Remind children that **tion** is a final stable syllable that always spells /shun/.
  - Ask children to then work with a partner/individually to map out the syllables and sounds for *savings* and *dangerous*.
  - Share answers and correct where necessary. Explain that the dropped **e** in *savings* should be placed where it would go before dropping, and then marked out. The **ou** in the **-ous** suffix spells the /u/ sound and should be placed in one box.
- **Word Mapping:** Ask the children to complete the grid on **1.10**. For each word, they will break down the word into syllables and phonemes; write the grapheme that spells the **long a** sound, and write the whole word. Answers on **1.11**.

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#### Independent

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**Apply** - Share **1.12**, ask children to put the words in alphabetical order. Then they will find the dictionary definition for the three selected words and write their own sentence for each. Review answers on **1.13**.

Print copies of **1.14**, and ask children to cut out the syllables and match them up to make this week's words. For an challenge, ask them to add syllables the blank cards to use with some of the other syllables to make new words.

#### Game Versions:

- Students could work in groups, each with thier own set of syllables laid out in front of them. One student puts down a syllable and the first person to lay down the rest of the correct syllables gets to keep the word. The one with the most words at the end wins.
- Pass out one or more syllables to each student and have them find thier matching syllables to make a word.

**Investigate** - Share **1.15** with the children. Explain that they are going to complete the Word Shed grid based on the word abeyance. Possible answers on **1.16**.

#### Consolidation / Reinforcement

→ **Pass It On:** Share **1.17**. 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

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#### Dictionary Corner

Share **1.18** and encourage children to use a dictionary to look up the meanings of the rest of this week's words. Next, write a sentence containing each of the words.

#### Word Shed

Print additional copies of the blank Word Shed on **1.19**. Students can investigate other words on this week's list.

#### Morphology Matrix

Print additional copies of the Morphology Matrix on **1.20**. 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.