Lesson Objectives

Day 1
Students will:
• Identify long a patterns ai, aCe, ay, and open a- in multisyllable words
• Hear accented syllables in words and understand that syllables with long a are often accented
• Read and write words with long a patterns and indicate the accented syllables

Materials:
• Anchor Poster
• BLM 1: Category Cards
• BLM 2: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—ai, aCe, ay, Open a-
• Teacher Word Cards—navy, complain, escape, player

Day 2
Students will:
• Understand the rules for words with long a patterns in accented syllables
• Hear the accented syllables in words with long a patterns

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—ai, aCe, ay, Open a-
• Teacher Word Cards—navy, complain, escape, player

Day 3
Students will:
• Recognize the long a patterns
• Sort words according to their vowel pattern
• Hear the accented syllables in words and sort words according to accented syllable
• Identify accented syllables and long a patterns in individual words

Materials:
• BLM 2: Category Cards
• BLMs 4–5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—trainer, payment, radar, safety, pavement, inhale

Day 4
Students will:
• Recognize the words with long a patterns in a reading passage
• Sort words with long a patterns according to accented syllables
• Correctly spell the spelling words
• Correctly write the dictated sentence

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

Day 5
Students will:
• Correctly spell words with long a patterns

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart

Classroom Activity (BLM 7)  Take-Home Activity (BLM 8)  Reading Passage (BLM 9)
Day One

Supporting ELs
Write each spelling word on a piece of paper with the accented syllable of each word written in a bold color. Say each word, emphasizing the long vowel sound. Circle the long a vowel or vowel pattern in each word. Have students place their hands under their chins and say the word with you several times as you over-emphasize the accented syllable. Draw a line under the accented syllable as you say the word.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word complaint on the chalkboard. Remind students that we divide the word before the consonant blend in this word. Then we look at each syllable to determine the vowel sound. The first syllable is a closed syllable with a short vowel sound. The second syllable has a long a digraph. Read each syllable stressing the accented syllable and then blend the syllables together: com/plaint: complaint. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Open and Closed Syllables and Inflectional Endings
Focus Words: admitting, arguing, appeared, existing, repeated
Write the focus words on the chalkboard. Ask students to identify the base words for each and then explain whether the spelling of the base word changed or not when the inflectional endings were added.

Introduce Long a Patterns in Accented Syllables

Model
Write the words painter and contain on the chalkboard. Point to the word painter. Say: This word contains a vowel digraph in the first syllable. The first syllable is the accented syllable. Listen as I say the word: painter. The vowel digraph ai stands for the long a sound.

Point to the word contain. Say: This word also has a long a digraph, but the digraph is in the second syllable. Listen as I say the word: contain. The syllable with the long a sound is the accented syllable.

Write the word fable on the chalkboard. Point out the open syllable with the long a and that it is also an accented syllable. Say: The three words on the chalkboard all contain a long a sound, but the long sound is spelled in different ways. In all of these words, the syllable with the long a is the accented syllable.

Guide
Write the words awake and crayon on the chalkboard and read them aloud with students. Ask students to identify the spelling pattern for the long a sound in both words (VCe, ay). Ask them to identify the accented syllable in both words.

Apply
Write the words bracelet and lazy on the chalkboard. Have students turn to their neighbor and say the words, listening for the long a sound and also where they hear the accented syllable. Ask them to also tell their neighbor what letters make the long a sound in each word.
Spelling Words with Long a Patterns

Unit Spelling Words: crayon, display, rainbow, complaint, bracelet, awake, label, potato

Write all the spelling words on the chalkboard. As you talk about each group of words, circle the letters that stand for the long a sound in those words. Say: The spelling words all have a long a vowel pattern and are all more than one syllable. Look at the first two words, crayon and display. What letters stand for the long a sound in these words? Where do you hear the accented syllable in each word?

Now look at the next two words, rainbow and complaint. What letters stand for the long a sound in these words? Where do you hear the accented syllable in each word?

Repeat with the words bracelet and awake, and then label and potato.

Have students write each spelling word in their word study notebooks. Tell them to draw a circle around the long a vowel pattern in each word and underline the accented syllable in each word.

Assessment Tip

Observe students to see if they are able to identify where the long vowel pattern is in a word and also if they can identify what the pattern is. Observe students to see if they are able to hear the accented syllables in words and understand that accented syllables have the long vowel sound.

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

Sound Sort

<table>
<thead>
<tr>
<th>ai</th>
<th>aCe</th>
</tr>
</thead>
<tbody>
<tr>
<td>complain</td>
<td>basement</td>
</tr>
<tr>
<td>complaint</td>
<td>embrace</td>
</tr>
<tr>
<td>explain</td>
<td>escape</td>
</tr>
<tr>
<td>raincoat</td>
<td>shapeless</td>
</tr>
<tr>
<td>safety</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ay</th>
<th>Open a-</th>
</tr>
</thead>
<tbody>
<tr>
<td>daylight</td>
<td>nation</td>
</tr>
<tr>
<td>payment</td>
<td>navy</td>
</tr>
<tr>
<td>player</td>
<td>radar</td>
</tr>
<tr>
<td>enable</td>
<td></td>
</tr>
</tbody>
</table>

Review Long a Patterns in Accented Syllables

Display the anchor poster and review the rules for long vowel patterns in accented syllables. Write the word *raisin* on the chalkboard and ask a volunteer to identify the vowel pattern in the word and tell where we divide the word into syllables. Repeat with the words *parade, mayor,* and *April.*

Sound Sort

Teacher Word Cards: navy, complain, escape, player
Teacher Category Cards: ai, aCe, ay, Open a-

Place the category cards in the pocket chart. Hold up the word card for *navy.*

Think aloud: When I'm sorting words, I think about where I hear the long a vowel sound and what letter or letters stand for long a. I also need to think about where I hear the accented syllable.

In the word *navy,* I hear long a at the end of the first syllable so I know this is an open a vowel pattern. Since I hear the long a in the first syllable, I know that the first syllable is the accented syllable.

I'll sort navy into the Open a- category.

Ask students to help you identify the vowel pattern and sort the words complain, escape, and player.

Provide pairs of students the word cards from BLM 3 and the category cards from BLM 2. Tell students to sort the words into the long a vowel patterns. Tell them to say each word, look for the vowel pattern and listen to where they hear the accented syllable.

Spelling. Ask students to write the four vowel patterns at the top of a page in their word study notebooks to create a four-column chart. Have them write the unit spelling words under the correct headings, according to their vowel patterns.

Providing Support

If students have difficulty hearing the accented syllables in words encourage them to use a dictionary to see where words divide into syllables and where the accented syllable occurs in the words. When students are writing their words, encourage them to circle the vowel patterns in the long a words and to also indicate where they hear the accented syllable.

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 what they are supposed to do on the BLM.
**Pattern Sort**

*Teacher Word Cards: trainer, payment, radar, safety*

*Teacher Category Cards: ai, aCe, ay, Open a-

Place the category cards in the pocket chart. Hold up the word **trainer** and ask students to tell you where to place the word in the pocket chart and why.

Repeat with the words **payment, radar, and safety**.

Give individual students the word cards from BLM 4 and the vowel-pattern category cards from BLM 2. Ask them to sort the words according to the spelling of the long a sound.

**Common Features Sort**

*Teacher Word Cards: pavement, inhale*

*Teacher Category Cards: First Syllable, Second Syllable*

Place the category cards in the pocket chart. Hold up the word card for **pavement**. Ask students to listen for the accented syllable as you read the word. When students identify the accented syllable, place the card in the **First Syllable** category. Repeat the process with the word **inhale**.

Tell students to work with a partner and use the syllable category cards from BLM 2 and the word cards from BLM 5 to sort words according to their accented syllables.

**Applying Meaning**. Give students BLM 7 and ask them to identify the long a patterns and the accented syllables.

**Oddsballs**

Write the words **captain, garage, and again** on the chalkboard. Ask students to help you pronounce each word. Tell them that these three words are oddballs. They all look like they have a long a vowel patterns but are exceptions to the rules for long a vowel patterns and don’t have a long a sound. Tell students if they are unsure whether the vowel is a long a pattern, they should first try the long sound to see if it sounds right.

**Assessment Tip**

Monitor students to make sure they can hear the long vowel patterns in words and also the accented syllable in each word. Are students recognizing the four long a vowel patterns? Are they placing their hands under their chins to help them hear the accented syllables?

**Providing Support**

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner 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 what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support

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

A Day at the Game

Hey Mike,

I hope you are good! I can't believe that two months have gone by since your visit in April. The course in our family should get together more often. Dad and I were thinking of you and Uncle Matt today because of the baseball game at Dad and Uncle Matt's old high school. I guess that will be my school soon. I will see you and I can go through our dad did.

The game was amazing. It started with a parade around the field while the marching band played. They were here, but not great. Then the cheerleaders performed, and others tossed candy and rubber bracelets into the stands.

Finally, the game started. For a long time, we were losing. The other team got two runs. Then, with runners on first and third, our best batter hit a home run. I thought maybe the coach would take our pitcher out of the game, but no, the coach called her off the field and they talked to the coach. I don't know what was said, but when that pitcher got back out there, he struck out every single batter for the rest of the game. He didn't make a single mistake. Even today I can hear him tell the batter to bat, so he hit a home run. The crowd went nuts. By the end of the game, the score was Rainbows, ten; Raisins, three. It was a big win.

The game was over, and we were left to celebrate. We had a huge party. All the families were there, and we could see the clowns and cheerleaders perform. They were okay, but not great. Then the marching band played. They were good, but not great. It was a big win.

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Word Hunt

Give each student a copy of the reading passage and tell them they will be hunting for words that have a long a vowel pattern.

Say: As you are reading your reading passage, look for words with more than one syllable that have a long a vowel pattern. The long a vowel patterns you are looking for are ai, aCe, ay, and Open a-. As you find a word with the long a vowel pattern, circle the long a vowel pattern in the word.

Give each student a copy of the reading passage on BLM 9. Tell them to work independently to read the passage and find the words with long a vowel patterns.

When students have completed their word hunts, have them add the words they found to the chart they made in their word study notebooks on Day Two under the appropriate heading. Once they have listed their words, have them underline the accented syllable in each word.

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: huddled, occurred, followed.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: crayon, label, awake.

Dictate the following sentence and have students write it on their papers: There was a bracelet on display that had the colors of the rainbow.

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.
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 long a patterns in accented syllables using the Quick-Check for Unit 15.

Suggestions for Independent Practice

Buddy Sort. Give each buddy pair a set of word cards from BLM 3. Have them take turns saying one of the words and asking their buddy if they hear the accented syllable in the first or second syllable. Remind them to carefully say each word so that the accented syllable is clearly heard. Tell the buddies to check whether the long vowel pattern was in the accented syllable.

Speed Sort. Give pairs of students word cards from BLMs 4–5. Have them place the word cards facedown and take turns drawing a word card. Students should quickly look at the word, say it, and then sort it into the correct category of ai, aCe, ay, or Open a-.

Find the Word. Tell students to select six of their favorite word cards. Have them write their words in their word study notebooks and then look up each word in the dictionary to see where the dictionary divides the word into syllables and where the accent mark is shown. Have them copy the syllabicated word into their notebooks and also show where the accented syllable is.

Make Words. Give each pair of students a set of magnetic letters or letter tiles and several pieces of macaroni. Tell students to take turns saying one of the words from their word cards and spelling it using magnetic letters. They should then divide their word into syllables and use pieces of the macaroni to underline the accented syllable.

Answer Key Unit 15 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
<th>ai</th>
<th>aCe</th>
<th>Open a-</th>
</tr>
</thead>
<tbody>
<tr>
<td>contain</td>
<td>awake</td>
<td>crayon</td>
</tr>
<tr>
<td>rainbow</td>
<td>parade</td>
<td>fable</td>
</tr>
<tr>
<td>obtain</td>
<td>crusade</td>
<td>lazy</td>
</tr>
<tr>
<td>painter</td>
<td>embrace</td>
<td>radar</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. bracelet, First
2. crayon, First
3. parade, Second
4. explain, Second
5. safety, First
6. potato, Second
7. trainer, First
8. mayor, First
9. decay, Second
10. humane, Second
11. basic, First
12. escape, Second

Answer Key BLM 8

1. mistake, Second
2. raisin, First
3. baseball, First
4. contain, Second
5. explain, Second
6. escape, Second
7. painter, First
8. basic, First
9. estate, Second
10. radar, First
11. enable, Second
12. raincoat, First
Unit 15 Quick-Check:  
Long a Patterns in Accented Syllables

Answer Questions
Directions: Circle the long vowel pattern in each word and then underline the accented syllable.

1. payment
2. basement
3. flavor
4. obtain

Apply
Directions: In the space below, list one word with an ai vowel pattern, one word with an aCe pattern, one word with an ay pattern, and one word with an Open a- pattern.

___________________________________  __________________________________  __________________________________  __________________________________

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

<table>
<thead>
<tr>
<th>ai</th>
<th>aCe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ay</th>
<th>Open a-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
daydream, behave, contain, apron, obtain

Think and Write about Long a Vowel Patterns in Accented Syllables
Directions: In the space below, explain how understanding long a patterns in accented syllables helps you as a reader, speller, and writer.