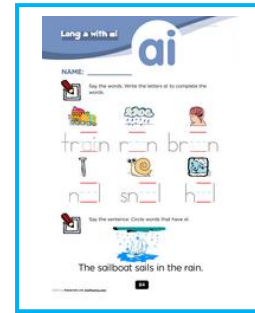


# Long a with ai (page 26)



## Materials:

- letter flashcards Aa-Zz
- **long a** flashcard with **ai**
- picture cards (train, rain, brain, nail, snail, hail, sailboat, sail and any other picture cards that have the **long a** sound made with **ai**)
- word cards (train, rain, brain, nail, snail, hail, sailboat, sail and any other word cards that have the **long a** sound made with **ai**)
- music of your choice
- page 26

## Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: "Letter?" Students: "A."
  - Teacher: "Sound?" Students: "/a/."
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also choose to play any of the games that have been taught in previous lessons.
  - Around the World
  - Flyswatter
  - Beanbag Toss
  - Relay Race
- Just adapt any of the games to help you review the letter names and sounds of the alphabet.

## Preview: 5-7 minutes

- Show them the **long a** flashcard with the letters **ai** and talk about how the letter **a** can make another sound, called the **long a** sound.
  - Teacher: "A /a/ /a/ /a/" Students: "A /a/ /a/ /a/"
  - Remind them that they learned you can add a silent e at the end of the word to make a **long a** sound, but you can also put two letters together, **ai**, to make the long a sound.
- Show them the **long a** picture cards, emphasizing the **long a** sound in each word.
  - Teacher: "/a/ /a/ train"; students repeat
  - Teacher: "/a/ /a/ rain"; students repeat
  - Teacher: "/a/ /a/ brain"; students repeat
  - Teacher: "/a/ /a/ nail"; students repeat
  - Teacher: "/a/ /a/ snail"; students repeat

- Teacher: “/a/ /a/ hail”; students repeat
- Teacher: “/a/ /a/ sailboat”; students repeat
- Teacher: “/a/ /a/ sail”; students repeat

### Modeling: 7-10 minutes

- Lay the picture cards out on the floor so that you can see all of the different pictures.
- Show the students one of the word cards and say each of the sounds and then blend them together to read the word.
  - Teacher: “/tr/ /a/ /n/ ..... train”
  - As you are saying the sounds, say what you are thinking as you are sounding out the word.
    - “Tr is a blend so I know I say both of the sounds quickly /tr/. I see **ai** together and we talked about that when **ai** is together it makes the **long a** sound, so those letters say /a/. I know the letter n says /n/. /tr/ /a/ /n/ is the word train.”
  - Now that you have read the word, see if you can find the matching picture. You can ask the students to help.
  - Once you find the matching picture, read the word again, train.
  - Repeat with the rest of the **ai, long a** words, on page 26. Make sure the students are helping to sound out the words and find the matching picture cards.

### Guided Practice: 5-7 minutes

- Give each student a word card or a picture card.
  - You may need to pull other **ai, long a**, picture and word cards. You can also make duplicate copies of the picture and word cards from page 26. Each child just needs to have a card.
  - Make sure the students do not show their card to others.
- Play Musical Match.
  - Have the student stand up, hiding their card so that others cannot see what they have.
  - As the music plays, the students walk around the classroom.
  - Stop the music when you see fit.
  - When the music stops, the students partner up with someone that is near them and show that person their card.
  - The students should say the name of the picture or word on their card.
  - If they match, the students sit down next to their partner in a designated area of the room. If they do not match, they will continue playing.
  - Play the music again and continue playing until all students are sitting with their match.

**Independent Practice:** 5-7 minutes

- Explain how to do page 26.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 26 to each student.

**Assessment:** (during Independent Practice)

- As the students are completing page 26, monitor and give guidance/support/correction/praise, as needed.
- While you are walking around, have the students read you the sentence on the bottom of page 26.
- Use page 26 as a record and be sure to take note of students who may need more practice and/or instruction.

**Closure:** 1-2 minutes

- Have each pair of students share their word and picture card with the rest of the class. The partners can say the word and the rest of the class can repeat.

