

SBC Year Two: Week #13, Day 1 (Introduction, page 1): Long 'a' vowel sound
SAMPLE – CONTAINS ONLY INSTRUCTIONS AND LESSON FOR DAY 1

Teacher Notes

The lessons for the next several weeks focus on learning how to spell the long sounds for all of the vowels. I purposefully saved this section to do after covering suffixes since I believe it is easier to spell a word if you know how to identify the root word and remove any suffixes first. Also, the long vowel sounds follow clearer patterns in root words than they do in general usage.

Since vowel sounds do not fit as neatly into rules as most of the previous concepts from Year One and so far in Spell By Color Year Two, these next several lessons will have a somewhat different approach. Your student will still be color-coding to reinforce the material but will switch over to using colored pencils, instead of crayons, for identifying the long vowel sounds. Additionally, color assignments will be made based on frequency of use rather than spelling rule (e.g., the #1 most common spelling for long 'a' will be circled red, the 2nd most common spelling will be circled orange... The same applies to long 'e', long 'i'...).

To reinforce the guidelines for spelling each long vowel sound, **please** make sure at the beginning of **each** day's lesson that your student reads through (or you read through with him/her) the appropriate guidelines section (indicated in the Directions at the top of each lesson).

I have chosen to switch to colored pencils for this set of lessons for two reasons: (1) the number of colors that can easily be distinguished from one another is limited, with not enough distinct crayon colors remaining to differentiate all the long vowel spellings adequately, and (2) the format for assigning colors is different enough that using a different writing tool will help avoid confusion.

For color assignments, the colors of the rainbow (ROYGBV) have been used for the 6 most frequent spellings to make it easier to remember the rankings. The least frequent spellings will be assigned to brown, pink, and black (in that order).

Though guidelines are provided as much as possible to help your student determine which spelling to use, much of the learning will come through practice using (and color-coding) the words. For that reason, the spelling lessons use a list of the top 1200 most frequent words in children's literature as a reference. The lessons have been designed to ensure that many of the words with long vowel sounds on that list are covered in these lessons.

The final page in the first week for each vowel sound contains a list of the most common words containing that long vowel sound grouped by spelling and, within each spelling, arranged in order of frequency (again, based on children's literature) to use as a reference.

Note: the frequency rankings for the different spellings of each vowel sound come from a general resource (that is, all literature, not just children's literature).

Depending on the needs of your student, you may wish to spend an additional week on each long vowel sound beyond the 2 weeks of lessons (per vowel) that are provided before proceeding to the next vowel. In this case, refer to the lists of most common words included at the end of the 1st week for each vowel and select words for copy practice as needed.

Important note: If you have not gone over syllables yet with your student (counting syllables, beginning skills in identifying syllable breaks), please introduce them so that he/she has some familiarity before beginning the long vowel sound lessons. They will come up frequently in the spelling guidelines as well as the lessons so some basic understanding of syllables will be helpful. The answer key for this week (Week 13) includes some tips for how to help your student identify syllable breaks.

SBC Year Two: Week #13, Day 1 (Introduction, page 2): Long 'a' vowel sound

Student Notes

The lessons for the next several weeks will be focused on learning how to spell the long sounds for all of the vowels. Since vowel sounds do not fit as neatly into rules as most of the previous concepts you have studied so far, these next several lessons will have a somewhat different approach.

- (1) You will be using colored pencils to color-code your spelling words instead of crayons.
- (2) Each vowel sound (long 'a', long 'e'...) will use the same set of colors; each color will indicate how frequently a particular spelling is used for that vowel sound.

The first lesson for each new vowel sound will provide a color chart assigning each pencil color to the appropriate spelling (this will make more sense once you begin the lessons).

SBC Year Two: Week #13, Day 1 (page 1): Long 'a' vowel sound

(see page 2 for today's assignment)

Frequency Color Chart

| Frequency Ranking | Spelling | Color | Example |
|-------------------|----------|-----------------|-------------|
| 1 st | a | Red | baby |
| 2 nd | a_e | Orange | name |
| 3 rd | ai | Yellow | train |
| 4 th | ay | Green | play |
| 5 th | eigh | Blue | weight |
| 6 th | ei | Violet (purple) | their |
| 7 th | ey | Brown | they |
| 8 th | ea | Pink | break |
| 9 th | e / e_e | Black | very, there |

Note: The instructions for your lessons, will refer to the long 'a' vowel sound as either /A/ or “**the long 'a' sound**”.

General guidelines and rules for how to spell the long 'a' sound:

- 1) When a suffix has been added to a word, identify the root word first to determine where the long 'a' sound occurs in the word (e.g., careful, root = care) before applying the below guidelines.
- 2) With compound words, break the word up into its two component words and apply the below guidelines to the word-parts, not to the compound word as a whole (e.g., baseball = base + ball, 'base' fits into guideline #4 below).
- 3) The long 'a' sound at the very end of a root word is almost always made by 'ay' (e.g., tray, today). Examples with 'ay' having a suffix added: playful (root = play), staying (root = stay).
- 4a) When the last sound in a root word is a consonant and the last vowel sound is /A/, the spelling will almost always be either 'ai' or 'a_e' (e.g., afraid, gate).
 - 4b) When the last consonant sound is soft c, s, z, v or soft g, remember the tan and the pink vs orange rules from Year One. These words will always end with a silent 'e'. Almost all of the time they will be in the form 'a_e' (e.g., place, change); however, a few words will use 'ai' in addition to the silent 'e' (e.g., raise). Note: this guideline will be expanded on Day 3.
- 5) In words with two or more syllables, when the long 'a' sound is in any syllable except the last syllable, the spelling will almost always be 'a' (e.g., major, library).
- 6) Two root words containing the long 'a' sound that do not fit into any of the categories in the above table are “straight” (/A/ is made by the letters 'aigh') and “bury” (/A/ is made by the letter 'u').

SBC Year Two: Week #13, Day 1 (page 2): Long 'a' vowel sound

Directions:

1. Read guidelines on page 1 of this lesson.
2. In each sentence, identify any words containing /A/. In pencil, write a small 'r' above the word if it is a root word, write a small 'c' above the word if it is a compound word, and write a small 's' above the word if it has a suffix added. (treat words with a prefix but no suffix as root words)
3. On the blank lines at the bottom of this page, write the root word for each /A/ you found – organize the words by frequency ranking according to the table on page 1.

Notes: (1) If the /A/ is part of a compound word, just write the word-part that contains the /A/ (e.g., for 'baseball', just write 'base' on the line for 2nd ranking words).

(2) If the word has a suffix added, just write the root word on the line (e.g., for 'carrying', just write 'carry' on the line for 1st ranking words).

4. With your written words at the bottom, use the appropriate color **pencil** (based on the color chart on page one of this lesson) to circle the syllable that contains the long 'a' sound.

Note: If the word has only one syllable, circle the entire word. If the word has multiple syllables, just circle the syllable containing the /A/. If needed, say the word slowly out loud and listen for the syllable breaks (e.g., car-ry).

To find: (# words containing /A/)

- (3) 1. Since we have a babysitter, can I stay up late tonight?
- (3) 2. Bears are wild and can be dangerous. Be careful when you are near them.
- (3) 3. Please make your bed and brush your hair before coming to the table for breakfast.
- (2) 4. Get your paper and pencil ready; you are having a quiz today.
- (3) 5. "Where is my carrot?" "It is on your chair."

| <u>rank</u> | | | |
|----------------------------------|-------|-------|-------|
| 1 st | _____ | _____ | _____ |
| 1 st | _____ | _____ | _____ |
| 2 nd | _____ | _____ | _____ |
| 3 rd | _____ | _____ | _____ |
| 4 th | _____ | _____ | _____ |
| 5 th -9 th | _____ | _____ | _____ |